



CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

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Dear Teacher,

Greetings from Abiva Publishing House, Inc.!

Thank you for adopting our textbook/s. Your chosen series titles come with functional teachers guides (TG) that provide you with a detailed curriculum map (CM) per grade level. For your reference, we are providing you below some important keys to understanding and using the components, terminologies, and abbreviations found in this teacher's companion tool.

We hope you will find the following CM most helpful in your daily planning and teaching tasks. Do suggest other ways we can make your chosen Abiva textbook/s more attuned to your needs as a teacher. You may send us your comments through our official email address at wecare@abiva.com.ph.

Happy teaching!

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Curriculum Map Components and Content Sources

Key Stage Standards	Taken from the DepEd Curriculum Guide for ENGLISH
Grade Level Standards	Taken from the DepEd Curriculum Guide for ENGLISH
Content Standards	Taken from the DepEd Curriculum Guide for ENGLISH
Performance Standards	Taken from the DepEd Curriculum Guide for ENGLISH
Content	Taken from the textbook: <i>Soaring to New Heights in Language 2 (Second Edition)</i>
K to 12 Learning Competencies (MELCs included)	Taken from the DepEd Curriculum Guide for English. The Most Essential Learning Competencies (MELCs) mandated by the DepEd are identified to guide teachers as they address the instructional needs of the learners while ensuring that curriculum standards are developed among home-schooling students in the new normal.
21st- Century Skills	Taken from "New Vision for Education: Unlocking the Potential of Technology," World Economic Forum® (2015)
Teaching Strategies/Differentiated Instruction	A variety of author-suggested instructional strategies to help the teacher deliver the lessons at varying levels of difficulty based on the students' learning styles.
Assessment	Assessment tools and strategies categorized as either Formative or Summative
Values Integration	A list of values that are inherent in the subject and developed through lesson discussions and skills exercises. The teacher, however, is encouraged to emphasize values that are aligned with the school's own core values.
Resources	A rundown of suggested instructional materials that may take the form of traditional resources, teacher-made resources, educational software, and other digital learning resources.



LEARNING SKILLS (Competencies): Communication • Collaboration • Critical thinking/problem solving • Creativity
LITERACY SKILLS (Foundation Literacies): Literacy and numeracy • Scientific literacy • ICT literacy • Financial literacy • Cultural literacy • Civic literacy
LIFE SKILLS (Character Qualities): Initiative • Persistence • Adaptability • Curiosity • Leadership • Social and cultural awareness • Career • Work ethics

Key Stage Standard	The learner should be able to demonstrate eagerness to explore and experience oral and written texts and to communicate meanings and feelings effectively.
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Grade Level Standards	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.
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1st Quarter

Unit 1: Life: A Gift to Cherish		Time Frame: 50 days	
Content Standards	<p><i>Listening Comprehension</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> text elements to see the relationship between known and new information to facilitate comprehension; and information heard to make meaningful decisions. <p><i>Grammar</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> sentence construction for correct expression; the concepts of nouns, verbs, and adjectives for proper identification and description; and the concepts of pronouns and preposition for appropriate communication. <p><i>Oral Language</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> grade level appropriate words used to communicate interpersonal and intrapersonal experiences, ideas, thoughts, actions, and feelings; and 	Performance Standards	<p><i>Listening Comprehension</i> The learner . . .</p> <ul style="list-style-type: none"> correctly presents text elements through simple organizers to make inferences, predictions, and conclusions; and uses information from theme-based activities as guide for decision making and following instructions. <p><i>Grammar</i> The learner . . .</p> <ul style="list-style-type: none"> properly identifies and describes people, animals, places, things and uses them in a variety of oral and written theme-based activities; uses pronouns and prepositions in a variety of oral and written theme-based activities; and shows proficiency in constructing grammatically correct sentences in different theme-based activities.

CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

	<ul style="list-style-type: none"> familiar literary texts and common expressions for effective oral interpretation and communication. <p><i>Fluency</i> The learner demonstrates understanding of punctuation marks, rhythm, pacing, intonation, and vocal patterns as guide for fluent reading and speaking.</p> <p><i>Writing and Composition</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> the process of writing to generate and express ideas and feelings; and different formats to write for a variety of audiences and purposes. <p><i>Phonics and Word Recognition</i> The learner demonstrates understanding of the relationship of phonetic principles of Mother Tongue and English to decode unknown words in English.</p>		<p><i>Oral Language</i> The learner . . .</p> <ul style="list-style-type: none"> independently takes turn in sharing interpersonal and intrapersonal experiences, ideas, thoughts, actions, and feelings using appropriate words; and uses appropriate expressions in oral interpretation and familiar situations. <p><i>Fluency</i> The learner . . .</p> <ul style="list-style-type: none"> fluently expresses ideas in various speaking tasks; and accurately and fluently reads aloud literary and informational texts appropriate to the grade level. <p><i>Writing and Composition</i> The learner . . .</p> <ul style="list-style-type: none"> uses a variety of prewriting strategies to generate, plan, organize ideas, and make a draft for specific purposes; and produces a variety of texts for creative, personal, academic, and functional purposes. <p><i>Phonics and Word Recognition</i> The learner . . .</p> <ul style="list-style-type: none"> analyzes pattern of sounds in words for meaning and accuracy; and ably reads and spells out grade appropriate regular and irregular words in English.
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Content	K to 12 Learning Competencies* (MELCs included)	Essential Questions**	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 <i>It Is Great to Be Alive</i> (Kinds of Sentences)	EN2LC-Ia-j-1.1 Listen to a variety of media including books, audiotapes, videos, and other age-appropriate publications; and	<ul style="list-style-type: none"> How can you express your appreciation for the gift of 	<ul style="list-style-type: none"> You can express your appreciation for the gift of life by 	Critical Thinking Learning to form an educated guess or derive a conclusion based	<ul style="list-style-type: none"> Read aloud (Read, memorize, and recite 	Diagnostic Spelling pretest and drills (provide the correct spelling	<ul style="list-style-type: none"> Showing gratitude to God for His gifts 	<ul style="list-style-type: none"> pouch bag recording of lively music music player

CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

<p>c. <i>Infer the character's feelings and traits</i> e. <i>Identify the speaker in the story or poem</i></p> <p>EN2LC-IIc-2.1 Ask and answer simple questions (who, what, where, when, why, and how) about text listened to</p> <p>EN2LC-Id-e-1.2 Relate information and events in a selection to life experiences and vice versa</p> <p><i>Identify rising and falling intonations</i></p> <p>EN2G-Id-e-1.3 Recognize different kinds of sentences</p> <p><i>Capitalize the beginning letter of the first word in a sentence</i></p> <p>EN2OL-IIf-1.17.2 Ask and answer simple questions with correct expression and intonation</p> <p><i>Speak clearly using appropriate pitch or intonation</i></p> <p>EN2WC-IIIa-c-1 Participate in prewriting activities to generate ideas in writing a prayer</p>	<p>life?</p> <ul style="list-style-type: none"> • How do the character/speaker in a poem, his/her feelings and traits, the information in a text, or the events in a selection, affect/help you as a reader? • How can a person express his/her thoughts or ideas clearly? • Why does intonation matter so much? • How do the things you write reflect your character as a person? • How will incorrect spelling affect you and the meaning of your sentences? 	<p>writing a prayer of thanks and reciting it fervently.</p> <ul style="list-style-type: none"> • The character, his/her feelings and traits, the information in a text, and the events in a story help you as a reader to understand yourself, other people, and the world to become a better, more informed, and well-rounded person. • A person can express his/her thoughts or ideas clearly by using different kinds of sentences correctly to communicate the messages he/she wants to share. • Intonation signals desire meaning. A statement said with a rising intonation signals doubt. 	<p>on available information, data, evidence, or reason</p> <p>Communication Learning to respond to questions and remarks using different kinds of sentences</p> <p>Collaboration Learning to share unforgettable experiences or learning to ask and answer questions by pairs or with clock buddies</p> <p>Communication Learning to express appreciation for the gift of life in a special prayer, following suggested steps or a set of guidelines</p> <p>Communication Learning to spell correctly for clarity and meaning</p>	<p>prayer of thanks)</p> <ul style="list-style-type: none"> • Motivation (sing-along activity; action songs) • TQLR (Tune In, Question, Listen, Review/ Recite) • Guided listening (prayer) • Discriminative listening • Whole class discussions • Inductive and deductive approaches in teaching grammar • Direct instructions (intonation drills) • Cooperative learning • Graphic organizers completion • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn 	<p>based on given clues including Mother tongue translation; provide the missing letters to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercises (identify the speaker in a prayer listened to; infer the feelings and traits of the speaker; ask and answer simple questions; relate events in a selection to life experiences using graphic organizer; identify rising and falling intonation) • Grammar drills and exercises (kinds of sentences, proper 	<ul style="list-style-type: none"> • Appreciating the gift of life and the five senses • Cooperating during a group game • Being respectful to someone reciting by listening attentively • Being sincere of intention when writing a prayer • Reciting a prayer fervently • Aspiring for what is good and correct through simple things like spelling 	<p>with speakers</p> <ul style="list-style-type: none"> • sentences written on paper strips • flash cards or chart with spelling words
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CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

	<p>Write a thank-you prayer by following the steps in the right order</p> <p>Check and rewrite the work to make it clearer</p> <p>Spell commonly misspelled words</p> <p>Identify a word by giving another word in Filipino or in the mother tongue</p> <p>Spell words related to Science</p>		<p><i>For example:</i> They are good children? This is the reason intonation should be carefully delivered for the meaning or the message to become clearer.</p> <ul style="list-style-type: none"> The things you write mirror the kind of person that you are. If you always write short prayers or thank you notes, it will show that you are a faith-filled person and that you have a big appreciative heart for the things you are receiving. Your actions will reveal your thoughts and innermost intentions. Words that are misspelled often create confusion and distort/destroy meaning. 	<p>Scientific Literacy Learning to spell words related to Science</p>	<p>methods of teaching spelling (pretests, identifying common spelling patterns, drills, seatworks)</p> <ul style="list-style-type: none"> Translations 	<p>capitalization)</p> <ul style="list-style-type: none"> Paired speaking task (ask and answer questions, observing correct expression, and intonation) Individual writing task (prayer) <p>Summative</p> <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative Test (unit ender) 		
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CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

			<p><i>For example:</i> Street under rip air. Please <i>bare</i> with us.</p> <ul style="list-style-type: none"> • Misspelled words are annoying and they often create biting laughter or sarcasm. Persons who always use misspelled words soon become the object of ridicule or joke. 					
<p>LESSON 2 <i>You Brighten My Day</i> (Kinds of Simple Sentences)</p>	<p>EN2LC-Ib-3.16 Follow a set of verbal two-step directions</p> <p>EN2LC-Ic-1.1 Activate prior knowledge based on new knowledge formed</p> <p><i>Connect the lesson with what you already know</i></p> <p>EN2G-Ib-c-1.4 Recognize simple sentences</p> <p><i>Recognize the use of subject and predicate in a sentence</i></p> <p>EN2WC-IIlb-1.9 Write a phrase or a sentence about an illustration on preparing a dish</p>	<ul style="list-style-type: none"> • As a pupil learning the English language, what is the best way to show your family that you care for them? • How can following directions become a pleasant experience? • How does recognizing simple sentences and their parts contribute to your becoming 	<ul style="list-style-type: none"> • You can always speak to them nicely, listen to and obey their instructions promptly, entertain them by reciting a rhyme confidently, and help prepare a dish following a recipe you have written carefully. • Whenever you listen with full attention, pay close attention to the words that carry meaning to 	<p>Initiative Learning to go out of one's way to ask questions to clarify instructions or understand directions</p> <p>Critical Thinking Learning to think in the English language in order to fill in gaps to complete sentences about living and nonliving things</p>	<ul style="list-style-type: none"> • Read aloud (Read, memorize, and perform a poem with actions) • Motivation (recite and act out nursery rhymes) • TQLR (Tune In, Question, Listen, Review/Recite) • Cooperative learning (paired recitation) • Inductive methods in teaching 	<p>Diagnostic Spelling pretest and drills (choose the correctly spelled words; search for the spelling words in the puzzle; unscramble the letters to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening activity (listen to follow a set of two-verbal directions; solving rhyming riddles) • Grammar drills 	<ul style="list-style-type: none"> • Loving one's family • Being obedient in following your elders when they give directions, advices, or errands to do • Caring for living and nonliving things • Having teamwork • Participating and involving group-based activity like rewriting, checking, and sharing 	<ul style="list-style-type: none"> • strips of paper on which incomplete sentences are written and pasted on gift boxes • chart with the heading "Things That Tickle Me" • table of measurements and fractions • real materials for measurements • flash cards or chart of spelling words

CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

	<p>MELC Write some words, a phrase, or a sentence about an illustration or a character</p> <p>EN2PWR-IIIId-f-7.1 MELC Spell 2-syllable words with short <i>e, a, i, o,</i> and <i>u</i> sound in CVC pattern</p> <p><i>Spell words with the long a sound spelled as a, ai, ay, æ, ey, and eigh</i></p>	<p>a more intelligent person?</p> <ul style="list-style-type: none"> • What benefits do you get from speaking activities such as choral reading, dramatization, reciting rhymes, or following and giving directions? • What should you do before you share the things you write? Why? • Why is it important to spell correctly? 	<p>understand them well, and whenever you ask for clarification, following directions becomes easy and a pleasant experience.</p> <ul style="list-style-type: none"> • Skill in recognizing simple sentences and their parts enable you to sharpen your analytical thinking. With lots of practice in distinguishing sentences and studying their parts, you will become a smarter or clever thinker. • Creative speaking activities build your self-confidence. They are also fun and engaging and help you become self-disciplined. • It is best to go over your work 	<p>Communication and Creativity Learning to create and recite together a fresh rhyming poem that tells someone to do something</p> <p>Literacy Learning to use English to be able to follow recipes or write them correctly using simple but clear steps.</p> <p>Persistence Learning to develop determination to master correct spelling of words</p>	<p>grammar</p> <ul style="list-style-type: none"> • Graphic organizers • Whole class discussions • Choral speaking • Total physical responses (TPR) • Guided writing (prewriting, writing, rewriting, checking, sharing) • Group or social media-based publishing • Horn methods of teaching spelling (pretests, Identifying common spelling patterns, drills, seatworks) 	<p>and exercises (simple sentences, subject, and predicate in sentences)</p> <ul style="list-style-type: none"> • Group speaking task (choral speaking and echo reading) • Individual writing task (fill in the boxes /blanks; write a recipe) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 	<p>compositions</p> <ul style="list-style-type: none"> • Striving for neatness when writing spelling words 	
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			<p>to check and rewrite it for correctness. It will also be good to seek adult advice before you share your work especially in social media.</p> <ul style="list-style-type: none"> • Correct spelling results to common and clear understanding of ideas or messages. 					
<p>LESSON 3 <i>What a Bundle of Joy Your Relatives Are!</i> (Complete Sentences and Nonsentence s)</p>	<p><i>Identify the main idea of a dialogue listened to</i></p> <p>EN2RC-IIIId-e-2.4 MELC Identify the basic sequence of events and make relevant predictions about stories</p> <p>EN2LC-IIa-j-1.1 Listen to a variety of media including books, audiotapes, videos, and other age-appropriate publications and g. <i>Relate story events to your experiences</i></p> <p>EN2LC-Id-e-1.2 Relate information and events in a selection to life experiences and vice versa</p>	<ul style="list-style-type: none"> • When you communicate with your elders and relatives, how do you show your love and respect for them? • How do you listen? • How can using complete sentences and fragments help you organize your talk or write paragraphs better? • Why is asking and answering questions 	<ul style="list-style-type: none"> • You listen to them attentively. You speak or respond to their questions politely and you write to them mindfully. • You listen actively to get information, to understand, to learn, and to enjoy. • Great ideas in speaking and writing are communicated through effective and complete sentences and sometimes through 	<p>Critical Thinking Learning to extract/know the main idea of a dialogue listened to by studying the details closely</p> <p>Cultural Literacy Learning to understand the role of relatives in family affairs and understanding one's responsibility toward them</p> <p>Communication Learning to respond to questions using complete</p>	<ul style="list-style-type: none"> • Read aloud (read and recite short verses) • Motivation (nursery rhymes) • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (dialogue) • Graphic organizers (sequence of events) • Inductive and deductive methods in teaching grammar 	<p>Diagnostic Spelling pretest and drills (name the picture that correspond to the target short vowel sound; provide the missing letters to form the spelling words; use Filipino translation as clue; complete the sentences with the correct spelling word; complete the word shapes by providing the missing letters)</p>	<ul style="list-style-type: none"> • Loving one's relatives • Respecting elders • Having good health and wellness • Appreciating the good counsel and advice of relatives • Developing healthy habits • Being self-reliant/doing school work with little or no adult supervision 	<ul style="list-style-type: none"> • plastic cups • paper strips with sentences written on them • flash cards or chart of spelling words

CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

	<p>EN2LC-IIa-j-1.1 Listen to a variety of media including books, audiotapes, videos, and other age-appropriate publications and</p> <p>a. Note important details pertaining to</p> <ul style="list-style-type: none"> - characters - settings - events <p>b. Give the correct sequence of three events</p> <p>f. Predict possible ending of a story read</p> <p>EN2G-Ia-1.1 Recognize sentences and nonsentences</p> <p><i>Use complete sentences or nonsentences to answer questions</i></p> <p>EN2OL-IIf-1.17.2 Ask simple questions</p> <p>EN2SS-IIa-e-1.2 EN2SS-IIf-j-1.2 Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing,</p>	<p>important in a conversation?</p> <ul style="list-style-type: none"> • Why should a paragraph have a main idea • How can spelling patterns help you spell new words specially those with the sound of short and long e? 	<p>fragments in informal discussion. Sentences and fragments help organize what you have to say or write because they serve as the building blocks of concrete ideas.</p> <ul style="list-style-type: none"> • A conversation is a mutual or two-way activity. Asking and answering questions enable both speakers to actively engage in conversations. • Main idea sentences keep a paragraph intact. Without it the paragraph will not be coherent or clear. • Spelling patterns are just like mnemonic device. It helps you remember how a letter is written based on its sound. <i>For example:</i> 	<p>sentences and fragments</p> <p>Collaboration Learning to improve each other's composition</p> <p>Work Ethics Learning to be productive and to finish assigned tasks on time</p>	<ul style="list-style-type: none"> • Whole class discussions • Cooperative learning (listening circles) • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn methods of teaching spelling (pretests, identifying common spelling patterns, drills, seatworks) • Translations 	<p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (listen to sequence events in a dialogue, answer open-ended questions, note important details, and predict possible ending) • Grammar drills and exercises (sentences vs. nonsentences or sentence fragments) • Paired speaking task (respond to questions using complete sentences) • Individual writing task (fill in the boxes with complete sentences stating the main idea) • Group sharing task (take turns sharing each other's 		
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CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

	<p>retelling and show and tell)</p> <p>EN2OL-IIa-e-1.3 Talk about oneself and one's family</p> <p>EN2OL-IIIg-1.16 Create and participate in oral dramatic activities</p> <p><i>Write the correct main idea sentence to complete texts in talk balloons</i></p> <p><i>Read aloud texts or compositions with correct intonation, expression, and punctuation marks</i></p> <p>MELC Write the names of pictures with the short <i>a, e, i, o,</i> and <i>u</i> words</p> <p>EN2PWR-IIIId-f-7.1 MELC Spell 2-syllable words with short <i>e, a, i, o,</i> and <i>u</i> sound in CVC pattern</p> <p><i>Spell words with the long e sound spelled as ee, ea, ei, ie, and y</i></p> <p><i>Spell words related to Science and Health</i></p>		<p>the long e sound can be spelled with an <i>ee, ea, ei, ie,</i> and <i>y.</i></p>			<p>answers to the writing task)</p> <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 		
<p>LESSON 4 <i>Thanks for Being There</i> (Kinds and</p>	<p>EN2LC-IIIh-3.1 Identify important ideas or details in expository texts listened to</p>	<ul style="list-style-type: none"> • How can you use language to show that you are a 	<ul style="list-style-type: none"> • You can use language to show you are a good friend to 	<p>Critical Thinking Learning to distinguish big ideas from small</p>	<ul style="list-style-type: none"> • Read aloud (choral reading of given verses) 	<p>Diagnostic Spelling pretest and drills (name the pictures;</p>	<ul style="list-style-type: none"> • Loving friends • Caring of the body 	<ul style="list-style-type: none"> • chart of big and small ideas

<p>Genders of Nouns)</p> <p>EN2G-lf-g-2 EN2G-lf-g-2.1 Recognize names of 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)</p> <p>EN2G-li-9.2 Recognize the use of a/an + noun</p> <p>EN2G-IIIId-2.4 Use common nouns in simple sentences</p> <p><i>Capitalize the beginning letter of proper nouns</i></p> <p><i>Recognize the gender of nouns</i></p> <p>EN2OL-lh-j-1.3.2 Talk about one's environment (e.g., persons, animals, places, things, events, etc.)</p> <p>EN2OL-IIIj-1.6 Recite memorized verses, short poems, and rhymes</p>	<p>friend to everyone?</p> <ul style="list-style-type: none"> • What do the details in an expository text teach you about texts in Science, Math, and Social Studies? • What will happen if people, things, and places have no names? • If you were to talk about a person, what will you tell other people about him/her? How will you behave and tell them about these things? • If a how-to paragraph can speak, what will it tell you about organizing paragraphs? • How will you spell words correctly if the short / written as / is not included among the set 	<p>all by calling people by their first name or nick name. You can listen to important ideas about them when they talk about themselves.</p> <ul style="list-style-type: none"> • You can talk or write about their good qualities to tell everyone why you like them. You can also give them good advice on how they can take care of themselves. In all these instances, you are using language to show everyone that you are indeed a friend. • Details are the building blocks of ideas. Paying attention to them will help you realize that Science, Math, and Social Studies are expository or informational texts. They 	<p>ideas in expository texts</p> <p>Critical Thinking Learning to differentiate the kinds of nouns and their gender</p> <p>Communication Learning to speak fluently or recite a poem interpretively and deliver a character's line or dialogue confidently</p> <p>Literacy Learning the rules of conversation as speakers engage in a talk or conversation</p> <p>Persistence Learning to write a good paragraph by diligently checking and rewriting compositions</p> <p>Collaboration Learning to work with a peer or partner to complete a task</p>	<ul style="list-style-type: none"> • Motivation (sing children's songs) • TQLR (Tune In, Question, Listen, Review/ Recite) • Guided listening (expository texts) • Inductive and deductive methods in teaching grammar • Whole class discussions • Cooperative learning (group sharing; paired speaking and spelling tasks) • Read aloud • Guided writing (prewriting, writing, checking, sharing) • Completing opening or main idea sentence of a 	<p>spelling game with drawing guides; replace the symbol with the appropriate letters to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (listen to note important details such as main idea and supporting sentences) • Grammar drills and exercises (nouns, articles, proper capitalization of nouns, and gender of nouns) • Paired speaking task (talk about a friend) • Group speaking task (share ideas about the given topics) • Choral singing • Individual writing task 	<ul style="list-style-type: none"> • Being a good friend • Being cheerful when talking to people or peers • Caring of the body parts: like a good friend, you can depend on your body if you take care of it well • Being active in participation during recitation and group activities 	<ul style="list-style-type: none"> • sentences written on paper strips • flash cards or chart of spelling words
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CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

	<p>EN2OL-IIIg-1.16 Create and participate in oral dramatic activities</p> <p><i>Write a how-to paragraph</i></p> <p><i>Write a good composition</i></p> <p>MELC Write the names of pictures with the short <i>a, e, i, o,</i> and <i>u</i> words</p> <p>EN2PWR- IIIId-f-7.1 MELC Spell 2-syllable words with short <i>e, a, i, o,</i> and <i>u</i> sound in CVC pattern</p> <p><i>Spell words with the long l sound</i></p> <p><i>Spell words related to Science</i></p>	<p>of sounds and letters?</p>	<p>have the same purpose and they use simple but specific language.</p> <ul style="list-style-type: none"> Referring to people, things, and places will be difficult. It is best to talk about a person's qualities, likes and dislikes, or dreams and achievements in a friendly, sincere, and polite manner. It will tell you that paragraphs can be organized depending upon the message the writer wants to share. Some paragraphs can tell the steps in doing something, describe, or give reasons. In organizing paragraphs, it is best to know your purpose or why you are writing your 	<p>or win a game</p>	<p>paragraph</p> <ul style="list-style-type: none"> Peer checking or peer review Horn methods of teaching spelling (pretests, identifying common spelling patterns, drills, seatworks) 	<p>(how-to paragraph using the given template)</p> <p>Summative</p> <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative Test (unit ender) 		
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CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

			<p>composition.</p> <ul style="list-style-type: none"> Words such as <i>Indian, igloo,</i> and <i>insect</i> might just be pronounced and spelled as <i>endian, egloo,</i> and <i>ensect</i> for <i>e</i> might be used to replace <i>i</i>. This, however, will result to inaccurate spelling and confusion. 					
<p>LESSON 5 <i>Together Through the Years</i> (Plural Forms of Nouns)</p>	<p>EN2OL-Ia-e-1.5 Use appropriate expressions in common situations (polite expressions, greetings, seeking directions, apologizing, asking help, query and clarification)</p> <p><i>Identify other polite words for a given expression</i></p> <p><i>Recognize singular and plural nouns</i></p> <p><i>Spell nouns in their singular and plural forms</i></p> <p><i>Use singular and plural forms of nouns</i></p> <p><i>Write a dialogue using appropriate expressions</i></p>	<ul style="list-style-type: none"> If you have a new neighbor, how can you make them feel at home in your community? When you listen to a person talk, how will you know if he/she is educated? How do the singular and plural forms of nouns help you write better sentences? What will happen if you speak in a monotone or 	<ul style="list-style-type: none"> You can start, keep, and end conversations politely and cheerfully. You can also welcome them with a smile and help them not just once but many times. You hear the person speak politely and use courteous expressions always. Learning singular and plural nouns helps you write better sentences because these 	<p>Communication Learning to pay full attention when listening to someone speaking</p> <p>Functional Literacy Learning to categorize people, places, and things according to number</p> <p>Creativity Learning to create or use other polite expressions when talking to someone in different</p>	<ul style="list-style-type: none"> Choral singing with actions Think-Pair-Share Motivation (jigsaw puzzle of courteous expressions or polite words) TQLR (Tune In, Question, Listen, Review/Recite) Guided listening (dialogue) Cooperative learning (pair work; role-playing) Inductive and 	<p>Diagnostic Spelling pretest and drills (provide words with the similar sound; fill in the blanks to form the spelling words; provide the missing vowels to form the spelling words with Filipino translation and synonym as clues)</p> <p>Formative</p> <ul style="list-style-type: none"> Small group and nongraded recitation Post-listening exercise 	<ul style="list-style-type: none"> Loving neighbors Listening graciously: willingness to listen and receive input to show that you care about what your listeners think Being sensitive to the needs of your neighbor or other people Helping other people, like a good samaritan, without asking anything in return Being polite or courteous 	<ul style="list-style-type: none"> puzzle with polite expressions chart of polite expressions flash cards or chart of spelling words

CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

	<p>MELC Write the names of pictures with the short <i>a, e, i, o,</i> and <i>u</i> words</p> <p>EN2PWR-IIIId-f-7.1 MELC Spell 2-syllable words with short <i>e, a, i, o,</i> and <i>u</i> sound in CVC pattern</p> <p><i>Spell words with the long o sound spelled as o, œ, oa, ow, ou</i></p> <p><i>Classify common words into units or ideas</i></p>	<p>without proper intonation?</p> <ul style="list-style-type: none"> • What do courteous expressions signal when you use them in dialogues or conversations? • How can you make correct spelling a habit and a hobby? 	<p>nouns will tell you what verbs to use to be able to form grammatically correct sentences or sentences that have correct subject verb agreement.</p> <ul style="list-style-type: none"> • Speaking in a monotone will make you talk like a robot and make you sound boring. • Courteous expressions signal that a conversation has started, is ongoing, or will come to an end. • Instead of playing ordinary indoor games, you can play Scrabble, Word Factory, cryptogram, word search, and puzzles. That way you will get the habit of spelling new words correctly through a good leisure activity or hobby. 	<p>communicative events or situations.</p> <p>ICT Literacy/ Digitalization Learning to share or publish compositions using online platforms or social media</p> <p>Creativity Learning to draw pictures of spelling words with the sounds under study</p>	<p>deductive methods in teaching grammar</p> <ul style="list-style-type: none"> • Whole class discussions • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn methods of teaching spelling (pretests, identifying common spelling patterns, drills, seatworks) 	<p>(identify polite expressions that start, keep, and end a dialogue)</p> <ul style="list-style-type: none"> • Grammar drills and exercises (singular and plural nouns) • Individual speaking task (fill in the blanks with the appropriate polite expressions) • Paired speaking task (role-playing) • Individual writing task (dialogue) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 	<p>even when writing</p> <ul style="list-style-type: none"> • Endurance: completing a task no matter how long and challenging it is 	
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CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

<p>LESSON 6 <i>The World Is Ours</i> (Possessive Form of Nouns)</p>	<p>EN2LC-1a-j-1.1 Listen to a variety of media including books, audiotapes, videos, and other age-appropriate publications and</p> <p>a. Note important details pertaining to</p> <ul style="list-style-type: none"> - characters - settings - events <p><i>Connect the lesson with what you already know</i></p> <p><i>Recognize possessive pronouns</i></p> <p><i>Form possessive nouns correctly</i></p> <p><i>Use possessive nouns to complete a sentence</i></p> <p>EN2OL-1h-j-1.3.2 Talk about one's environment (e.g., persons, animals, places, things, events, etc.)</p> <p><i>Talk about a product you like</i></p> <p><i>Write an advertisement for a product</i></p> <p><i>Advertise a product</i></p> <p><i>Write a print advertisement</i></p>	<ul style="list-style-type: none"> • What are the things you can do using the English language to inspire the world? • Why do you have to listen critically to the details in an advertisement or commercial? • Why can't the of-phrase be used to show the possessive form of nouns always? Why should the "s" be used most of the time? • What is the best way to talk about things in your environment? • How can slogans and advertisements help products sell? • What will happen if there are only long vowel sounds? 	<ul style="list-style-type: none"> • You can communicate in English and write letters to children anywhere in the world to tell them what the world has and how you show your appreciation for them. • You can also post pictures or videos of beautiful places in your country or community with short descriptions or slogans to invite them over to see these wonders of nature. • With your talent in using language effectively you can be an inspiration to the world. • Details reveal what the product is, what it offers, and if it is worth buying. • Short and smart – that is the rule 	<p>Functional Literacy Learning to listen critically for details in advertisements or commercials to become an informed consumer</p> <p>Initiative Learning to work on the exercises in a lesson and complete them without being told or always reminded to do so</p> <p>Functional Literacy Learning about products being sold in your community or environment</p> <p>Social Awareness Learning to catch the attention of the listeners by using slogans and advertisements that interest them</p>	<ul style="list-style-type: none"> • Read aloud and sing-along activity • Differentiated activity • Motivation (nursery rhymes) • Critical listening • Cooperative learning (Buzz group sessions) • Inductive and deductive methods in teaching grammar • Whole class discussions • Oral communication/show and tell techniques • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn methods of teaching spelling (pretests, identifying common 	<p>Diagnostic Spelling pretest and drills (provide the spelling words based on the given pronunciation clues; provide the missing letters to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (note important details from an advertisement listened to) • Grammar drills and exercises (possessive nouns) • Individual speaking task (talk about things in your environment) • Individual writing task (print advertisement) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test 	<ul style="list-style-type: none"> • Caring for the world • Buy smart: being a wise buyer or a smart consumer • Respecting other people's property or for the things people own • Self-confidence: advertising a product without feeling shy or embarrass • Tactfulness: saying the right thing at the right time, using appropriate and never rude or careless language • Being generous in sharing time and talents to complete a task or present an activity 	<ul style="list-style-type: none"> • realia made from cartons, sachets, bottles, boxes, cans of leading products • advertisement cutouts from magazines • flash cards or chart of spelling words
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CURRICULUM MAP

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	<p><i>Use a slogan or attention catching line to introduce an advertisement</i></p> <p>MELC Write the names of pictures with the short <i>a, e, i, o,</i> and <i>u</i> words</p> <p>EN2PWR-IIIId-f-7.1 MELC Spell 2-syllable words with short <i>e, a, i, o,</i> and <i>u</i> sound in CVC pattern</p> <p><i>Spell words with the /ü/ sound</i></p> <p><i>Spell words related to Science</i></p>		<p>of the thumb when writing sentences. For this reason, the “s” is used to show the possessive form instead of the long and wordy of-phrase.</p> <ul style="list-style-type: none"> • The best way to talk about things in your environment is to do show and tell. That way you can tell what something is and why it is interesting to talk about it. • Slogans and advertisements are very powerful marketing strategies. They are catchlines or jingles that can easily be memorized. Because of recall, products can easily be remembered and bought by the target customers. • If there are only 	<p>Work Ethics Learning to do a task well according to one’s responsibilities or duties</p>	<p>spelling patterns, drills, seatworks)</p>	<ul style="list-style-type: none"> • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 		
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			long vowel sounds, words that have two or more syllables cannot be formed since these words are usually formed by combining short and long vowel sounds.					
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*All text without source codes or set in boldface under *DepEd K to 12 Learning Competencies* column are taken or derived from MELC. Italicized text are add-on competencies.

**These columns are add-on components provided by the Author/s.

2nd Quarter

Unit 2: <i>Living: A Gift to Offer</i>		Time Frame: 50 days	
Content Standards	<p><i>Listening Comprehension</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> text elements to see the relationship between known and new information to facilitate comprehension; and information heard to make meaningful decisions. <p><i>Grammar</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> sentence construction for correct expression; the concepts of nouns, verbs, and adjectives for proper identification and description; and the concepts of pronouns and preposition for appropriate communication. 	Performance Standards	<p><i>Listening Comprehension</i> The learner . . .</p> <ul style="list-style-type: none"> correctly presents text elements through simple organizers to make inferences, predictions, and conclusions; and uses information from theme-based activities as guide for decision making and following instructions. <p><i>Grammar</i> The learner . . .</p> <ul style="list-style-type: none"> properly identifies and describes people, animals, places, things and uses them in a variety of oral and written theme-based activities; uses pronouns and prepositions in a variety of oral and written theme-based activities; and shows proficiency in constructing grammatically correct sentences in different theme-based activities.

CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

<p><i>Oral Language</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • grade level appropriate words used to communicate interpersonal and intrapersonal experiences, ideas, thoughts, actions, and feelings; and • familiar literary texts and common expressions for effective oral interpretation and communication. <p><i>Fluency</i> The learner demonstrates understanding of punctuation marks, rhythm, pacing, intonation, and vocal patterns as guide for fluent reading and speaking.</p> <p><i>Writing and Composition</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • the process of writing to generate and express ideas and feelings; and • different formats to write for a variety of audiences and purposes. <p><i>Phonological Awareness</i> The learner demonstrates understanding of the letter-sound relationship between Mother Tongue and English for effective transfer of learning.</p>	<p><i>Oral Language</i> The learner . . .</p> <ul style="list-style-type: none"> • independently takes turn in sharing interpersonal and intrapersonal experiences, ideas, thoughts, actions, and feelings using appropriate words; and • uses appropriate expressions in oral interpretation and familiar situations. <p><i>Fluency</i> The learner . . .</p> <ul style="list-style-type: none"> • fluently expresses ideas in various speaking tasks; and • accurately and fluently reads aloud literary and informational texts appropriate to the grade level. <p><i>Writing and Composition</i> The learner . . .</p> <ul style="list-style-type: none"> • uses a variety of prewriting strategies to generate, plan, organize ideas, make a draft for specific purposes; and • produces a variety of texts for creative, personal academic and functional purposes. <p><i>Phonological Awareness</i> The learner . . .</p> <ul style="list-style-type: none"> • analyzes pattern of sounds in words for meaning and accuracy; and • correctly hears and records sounds in words.
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Content	K to 12 Learning Competencies* (MELCs included)	Essential Questions**	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 <i>Look, What Busy Hands I Have</i> (Subject	EN2LC-Ia-j-1.1 Listen to a variety of media including books, audiotapes, videos, and other age-appropriate	<ul style="list-style-type: none"> • How can you make yourself busy, if you are learning the English 	<ul style="list-style-type: none"> • You can spend some time scanning and skimming the pages of a 	Curiosity Learning to know more about something by asking questions	<ul style="list-style-type: none"> • Read aloud (read, recite, and perform tongue twisters) 	Diagnostic Spelling pretest and drills (paired spelling game; fill in the boxes with	<ul style="list-style-type: none"> • Using time for good • Open-mindedness: being open to 	<ul style="list-style-type: none"> • strips of paper with sentences written on them • flash cards or chart of spelling

<p>and Object Pronouns)</p>	<p>publications and</p> <p>a. Note important details pertaining to</p> <ul style="list-style-type: none"> - characters - settings - events <p>EN2LC-IIc-2.1 Ask and answer simple questions (<i>who, what, where, when, why, and how</i>) about texts listened to</p> <p>EN2SS-II-f-j-1.2 Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell)</p> <p>EN2G-IVa-b-4.2.1 MELC Use personal pronouns (e.g., <i>I, you, he, she, it, we, they</i>) in dialogues</p> <p><i>Identify subject and object pronouns</i></p> <p><i>Use subject and object pronouns that agree with their antecedents</i></p> <p><i>Compose clear sentences using pronouns</i></p>	<p>language?</p> <ul style="list-style-type: none"> • What will happen to a conversation if only one of the participants can ask questions after listening? • If nouns were persons, how will they feel if there were no pronouns? • What topics can you talk about in your conversations with your family and friends? • How can you write a good interview? • What is it that you cannot do if you do not know how to spell words correctly? 	<p>dictionary to learn about new words and how they are spelled. You can also do more exercises in grammar to help you master the language. You can listen to foreigners or native speakers and converse with another person in English or write creatively or informatively using the English language.</p> <ul style="list-style-type: none"> • The conversation will become one-sided and only one person can get the most information as a result of asking questions. • Nouns will feel helpless and tired for always naming everyone and everything 	<p>or simply wondering about people, places, things, and events</p> <p>Creativity Learning to construct sentences using noun-pronoun pairs</p> <p>Communication Learning to share information through conversations and friendly interviews.</p> <p>Collaboration Learning to work with peers to help improve their compositions by sharing observations and giving suggestions</p> <p>Critical Thinking Learning to form the needed words using configuration and context clues</p>	<ul style="list-style-type: none"> • Motivation (action songs) • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (interviews) • Inductive and deductive methods in teaching grammar • Whole class discussions • Cooperative learning (pair work/interview; role-playing, milling) • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn methods of teaching spelling (pretests, identifying common spelling patterns, drills, seatworks) 	<p>the missing letters to form the spelling word)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (listen to note details that answer why and how questions in interviews listened to; share information through role-playing activity) • Grammar drills and exercises on personal pronouns and subject and object pronouns • Paired speaking tasks (role-playing an interview; sharing of results of completed interview) • Individual writing task (constructed response/ composition writing/ 	<p>the uniqueness of other people</p> <ul style="list-style-type: none"> • Hardwork: spending time meaningfully by doing worthwhile activities no matter what the difficulty or challenge is • Accepting oneself and one's uniqueness • Honesty and prudence: giving an honest and prudent comment or feedback to help a peer improve his or her work • Industriousness: working promptly, patiently, and diligently to finish a task without feeling lazy or distracted 	<p>words</p>
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CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

	<p>EN2OL-IIa-b-1.3.3 Talk about one's activities/respon-sibilities at home and in school and community</p> <p>EN2OL-IIc-d-1.3.4 Talk about topics of interest (likes and dislikes)</p> <p>EN2SS-IIa-e-1.2 Engage in a variety of ways to share information (e.g., role playing, reporting, summarizing, retelling, and show and tell)</p> <p>EN2OL-IIi-j-1.6 Recite memorized verses, short poems, and rhymes</p> <p><i>Complete an interview</i></p> <p><i>Organize a composition following the parts of a good interview</i></p> <p><i>Spell words with the /k/ sound spelled as c, k, and ck</i></p> <p><i>Spell words related to hobbies and other interests</i></p>		<p>around.</p> <ul style="list-style-type: none"> You can talk about your activities at home or your favorite pastime or hobby You can write a good interview by including an opener or a greeting, a lead-in or a question, and a wrap up or a word of thanks. You cannot write clear and sensible sentences. 			<p>completing an interview)</p> <p>Summative</p> <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative Test (unit ender) 		
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<p>LESSON 2 <i>You Lift Me Up</i> (Demonstrative and Possessive Pronouns)</p>	<p><i>Note ideas not expressed in events or a news report listened to</i></p> <p>EN2LC-li-j-1.2 Relate information and events in a selection to life experiences and vice versa</p> <p>EN2G-IVc-d-4.2.3 MELC Use demonstrative pronouns (this/that, these/those)</p> <p><i>Use possessive pronouns</i></p> <p>EN2OL-Ih-j-1.3.2 Talk about one's environment (e.g., persons, animals, places, things, events, etc.)</p> <p>EN2SS-Ia-e-1.2 Engage in a variety of ways to share information (e.g., role-playing, reporting, summarizing, retelling, and show and tell)</p> <p><i>Report clearly about a favorite community helper</i></p> <p>EN2OL-IIf-1.17.2 Ask simple questions</p>	<ul style="list-style-type: none"> • What words do you use to lift somebody up? • Do paragraphs always express ideas directly? If not, how should you listen especially to news reports? • Why is pointing with the finger or with pursed lips considered impolite? • Which of the words studied in grammar will complain if you keep on pointing with your finger or with your lips? What will they say? • How will you make your listeners pay attention to you when you talk about people and places in your community? • Is writing a news report the same as writing a story or a friendly 	<ul style="list-style-type: none"> • You use words that inspire, encourage, or motivate a person to feel good about himself or herself. • Paragraphs express ideas directly and sometimes indirectly. Because of this, you should listen critically to understand messages that are communicated but not expressed or stated. • Pointing is considered impolite because you are expected to speak courteously when asked. • Demonstrative pronouns will start complaining and will tell you that you are careless and irresponsible. To show you are respectful 	<p>Critical Thinking Learning to tune in to ideas not directly stated in new reports listened to</p> <p>Social and Cultural Awareness Learning to use demonstrative pronouns instead of just pointing with the finger or with pursed lips</p> <p>Communication Learning to use possessive pronouns before a noun or alone in a sentence</p> <p>Civic Literacy Learning about the people in one's community especially those who serve and help the public</p> <p>Functional Literacy Learning to write news stories to become familiar with the content of the news you read and how</p>	<ul style="list-style-type: none"> • Read aloud (pair reading of poems) • Motivation (nursery rhymes) • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (news reports) • Cooperative learning (buzz sessions/group discussions; circle chats/sharing in groups) • Inductive and deductive methods in teaching grammar • Whole class discussions • Question and answer (Q&A) • Graphic organizers (summary) • Read aloud • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn methods 	<p>Diagnostic Spelling pretest and drills (identify the correctly spelled words; complete the word shapes by providing the missing letters)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (note ideas not expression in the news report listened to; relate information and events to life experiences) • Grammar drills and exercises on demonstrative and possessive pronouns • Group speaking task (share information by summarizing ideas using graphic organizers and other templates; choral reading) 	<ul style="list-style-type: none"> • Admiring people who serve • Being considerate of other people's expressed and unexpressed feelings • Respecting community helpers • Responsible citizenship: knowing one's community and its resources to participate in it and become an agent of change • Having pride in sharing your work or video • Cooperating with others but competing with yourself 	<ul style="list-style-type: none"> • copy of the song in <i>Motivation</i> • flash cards or chart of spelling words
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CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

	<p>EN2OL-III-j-1.6 Recite memorized verses, short poems, and rhymes</p> <p>EN2OL-IIIc-d-1.2 Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English</p> <p><i>Complete an outline of a news report</i></p> <p><i>Fill in the blanks to complete a news report</i></p> <p><i>Spell words with the /s/ sound spelled as s, ss, ce, cei, ci, and cy</i></p> <p><i>Spell words related to Social Studies</i></p>	<p>letter?</p> <ul style="list-style-type: none"> • How does writing correctly spelled word help you in writing your sentences and compositions? 	<p>and considerate, use the right words always.</p> <ul style="list-style-type: none"> • You can use different strategies. <i>For example:</i> you can show pictures of interesting people or places. You can summarize their good qualities. You can also use some lines from rhymes or poems you know to introduce the topic about these people and places. • News report writing is different from writing a story or friendly letter because a news report is very technical, simple, and direct to the point. • A news report deals with facts and reports incidents the way they 	<p>information is presented</p> <p>Communication Learning to spell correctly to be understood well especially when writing to someone</p>	<p>of teaching spelling (Pretests, Identifying common spelling patterns, drills, seatworks)</p>	<p>of a poem)</p> <ul style="list-style-type: none"> • Individual writing task (skeleton fill in; constructed response/composition writing/completing a news report) • Group task (project-based technique/ producing a video to capture a news report personally delivered by the author of the news) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative test (unit ender) 		
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CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

			<p>happened. Stories are creative which use the imagination. Friendly letters are personal which use casual language.</p> <ul style="list-style-type: none"> • Correct spelling of words guarantees that the ideas in your sentences and compositions will be read or understood clearly. 					
<p>LESSON 3 <i>Pets Cheer Me Up</i> (Indefinite Pronouns)</p>	<p><i>Identify events that happened before and after in the poems listened to</i></p> <p>EN2LC-IIa-j-1.1 Listen to a variety of media including books, audiotapes, videos, and other age-appropriate publications and d. Identify cause and/or effect of events</p> <p>EN2LC-IIIb-c-2.5 Use an understanding of incidents, characters, and settings to validate predictions</p>	<ul style="list-style-type: none"> • How will other people judge you if you call your pet “it” or “something”? • What truth about life does the lesson on cause-effect teach you? • How do indefinite pronouns influence the way you speak and write? • How can you talk about common topics and make 	<ul style="list-style-type: none"> • Other people will think you do not care for your pet at all. It will be best to call your pet by its name than use another word to refer to your pet. • This lesson on cause-effect teaches you that there is always a relationship existing between two things. Whatever you 	<p>Critical Thinking Learning to identify cause-effect relationship and predict outcomes by studying available data closely</p> <p>Creativity Learning to use indefinite pronouns in fresh/original or self-made sentences</p> <p>Communication Learning to talk about common</p>	<ul style="list-style-type: none"> • Read aloud (read and recite nursery rhymes) • Motivation (poem with actions; guessing games) • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (poems) • Cooperative learning (choral reading; pair process or 	<p>Diagnostic Spelling pretest and drills (guess the word based on the given clues)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (identify what happened before and after the events in a poem; identify cause and effect; make predictions 	<ul style="list-style-type: none"> • Loving animals and caring for pets • Mindfulness: doing things carefully to avoid hurting somebody or yourself • Having concern for animals • Responsible pet ownership: making sure that pets are well-fed, well-groomed, and well-treated • Taking care of pets 	<ul style="list-style-type: none"> • poem written on a manila paper (as shown in <i>Motivation</i>) • live pets (optional) • strips of paper with the spelling words with missing letters written on them • flash cards or chart of spelling words

CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

<p>EN2LC-III-d-e-2.4 Use personal experiences to make predictions about text viewed and listened to</p> <p><i>Identify indefinite pronouns</i></p> <p><i>Use indefinite pronouns in a sentence</i></p> <p><i>Talk about a pet or an interesting animal clearly</i></p> <p>EN2OL-II-f-1.17.2 Ask simple questions</p> <p>EN2OL-III-j-1.6 Recite memorized verses, short poems, and rhymes</p> <p>EN2OL-III-c-d-1.2 Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English</p> <p><i>Write a poem about your pet</i></p> <p><i>Use ideas from prewriting activities to organize your compositions</i></p>	<p>them interesting to your listeners?</p> <ul style="list-style-type: none"> • How do pre-writing activities help young writers like you organize a well-thought composition? • What do spelling patterns teach? 	<p>do will eventually affect others. That is why it will always be good to be mindful when we speak or behave.</p> <ul style="list-style-type: none"> • Correct use of indefinite pronouns results to effective spoken and written communication. • You can also refer to things and people using indefinite pronouns if you want to be discrete or not very definite about them. • To make your topic interesting to your listeners, speak clearly and loudly. Share your interest in the topic by talking about the details in a lively, interesting way. • Prewriting 	<p>topics in an interesting manner</p> <p>Persistence Learning to see the value in doing compositions step by step than creating a written work without processing it</p> <p>Problem Solving Learning to complete words by using definition clues</p>	<p>verify answers with a peer)</p> <ul style="list-style-type: none"> • Whole classs discussions • Inductive and deductive methods in teaching grammar • Boardworks • Show and tell • Question and answer (Q&A) • Project-based learning • Guided writing (prewriting, writing, rewriting, checking, sharing) • 3SCD techniques • Say the words • Stress the words • Split up the sounds • Count the sounds • Horn methods of teaching spelling (pretests, identifying common spelling patterns, drills, seatworks) 	<p>using personal experiences)</p> <ul style="list-style-type: none"> • Grammar drills and exercises on indefinite pronouns • Oral communication or performance task (pet day session) • Group speaking task (sharing about one's pet; choral reading of a poem) • Prewriting project (collage making) • Individual writing task (constructive response/ process-based composition/ writing a poem about a pet) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 	<ul style="list-style-type: none"> • Participating actively in class 	
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CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

	<p>Spell words with the /j/ sound spelled as g, dge, and j</p> <p>Spell words related to Science</p> <p>Spell and identify meanings of different words</p>		<p>activities help writers map, plan, and brainstorm ideas before writing a composition.</p> <ul style="list-style-type: none"> Spelling patterns teach that sounds in words can be represented by a group or combination of letters. Through spelling patterns, you can spell a lot more words correctly. 					
<p>LESSON 4 <i>Let Us Go Green</i> (Adjectives)</p>	<p>EN2LC-IIa-b-2.2 MELC Identify and discuss the elements of a story (theme, setting, characters, and events)</p> <p>EN2LC-IIa-j-1.1 Listen to a variety of media including books, audiotapes, videos, and other age-appropriate publications and</p> <ol style="list-style-type: none"> Note details in a story listened to <ul style="list-style-type: none"> character settings events Give the correct sequence of three 	<ul style="list-style-type: none"> If green represents plants, what color can represent adjectives? Why do you say so? Why is it important to learn to distinguish or differentiate a story from a poem? How can using adjectives empower you as an English 	<ul style="list-style-type: none"> The color of the rainbow or neon colors can represent adjectives because adjectives give sentences a blush and a sparkle. It is important to learn to distinguish a story from a poem because of its purposes. A story is meant to be shared or 	<p>Critical Thinking Learning to differentiate kinds of literature in order to understand their purposes and recognize their forms</p> <p>Communication Learning to use appropriate describing words to effectively communicate one's thoughts and experiences</p>	<ul style="list-style-type: none"> Read aloud (choral reading of poems) Motivation (poem with actions) PQLR (Predict, Questions, Listen, Recite/Answer) Guided listening (legends) Cooperative learning (circle chats, role-playing, group reflections, group and pair 	<p>Diagnostic Spelling pretest and drills (identify the correctly spelled words and categorize them; unscramble the letters to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> Small group and nongraded recitation Post-listening exercise (identify the parts and elements of a 	<ul style="list-style-type: none"> Caring for trees and plants Being careful to the use of words or language Caring for plants and the environment Being generous in sharing ideas to a partner Being open to correction or suggestions for improvement Diligence: 	<ul style="list-style-type: none"> copy of the poem in <i>Motivation</i> copy of the organizing chart (see <i>Listening</i>) copy of the adapted song "I'm a Little Teapot" copies of "The Legend of the Makahiya" flash cards or chart of spelling words

CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

	<p>events g. Relate story events to one's experience</p> <p>EN2LC-IIa-j-1.1 Retell the story listened to</p> <p>EN2LC-IIIi-j-2.6 MELC Retell and/or reenact events from a story</p> <p><i>Differentiate stories and poems</i></p> <p>EN2G-IIf-j-5 EN2G-IIf-j-5.1 Recognize descriptions of people, objects, things, and places (color, shape, size, height, weight, length, distance, etc.)</p> <p><i>Describe people, things, and places using simple adjectives</i></p> <p><i>Use descriptive and limiting adjectives</i></p> <p>EN2OL-IIc-d-1.3.4 Talk about topics of interest (likes and dislikes)</p> <p>EN2OL-IVa-b-3.3 MELC Talk about texts identifying major points and key themes</p>	<p>language user?</p> <ul style="list-style-type: none"> • What is the role of legends in your life? • Why are picture books an interesting way to learn stories? • What does a successful speller do to master correct spelling? 	<p>narrated. A poem is intended to be heard and enjoyed.</p> <ul style="list-style-type: none"> • Adjectives enliven both speech and written compositions. Using them makes you a better speaker or writer for your ideas can be imagined by your listeners and readers through the describing words you use. • Legends mirror the way of life of your ancestors including how they explain the existence of the things found in the environment. Retelling legends help preserve culture and pass it on from one generation to another. In short, legends keep culture 	<p>Cultural Literacy Learning about ancestral tradition by retelling myths and legends</p> <p>Creativity and ICT Literacy Learning to represent manually or digitally details in a story through drawing, images, and color</p> <p>Problem Solving Learning to spell words correctly using investigative approach by learning about word origin and meaning or through inquiry approach by asking about the words they have written to determine at what part of the word the spelling error lies and detect a spelling pattern if there is one</p>	<p>sharing)</p> <ul style="list-style-type: none"> • Inductive and deductive methods in teaching grammar • Whole class discussions • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn methods of teaching spelling (pretests, identifying common spelling patterns, drills, seatworks) 	<p>story listened to; sequence events; share a related story)</p> <ul style="list-style-type: none"> • Grammar drills and exercises on adjectives (descriptive and limiting) • Group speaking task (talk about legends; talk about the most important characters in your stories) • Individual writing task (picture book; use the given templates) • Project-based task (encode the story using a free online template; process-based composition writing) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 	<p>studying words closely to master their correct spelling</p>	
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CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

	<p><i>Retell the best-liked part of a story clearly</i></p> <p><i>Write a picture book</i></p> <p><i>Describe the characters, setting, and plot of the story</i></p> <p><i>Spell words with the /f/ sound spelled as gh, ph, f, and ff</i></p> <p><i>Spell words related to Science</i></p>		<p>alive by linking the present to the timeless ancient traditions of your ancestors.</p> <ul style="list-style-type: none"> • Picture books stir the imagination of the readers easily because they present images and colors that appeal most especially to the visual readers or learners. • To master correct spelling, successful spellers use strategies like sounds (phonetics), rules, shapes (visuals), and word particles (morphemes). They also take note of how correct spelling can be transferred to other skill areas like reading, writing, and other content areas. 					
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CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

<p>LESSON 5 <i>This Whole Thing Rocks</i> (Adjectives in a Series)</p>	<p>EN2LC-IIa-j-1.1 Listen to a variety of media including books, audiotapes, videos, and other age-appropriate publications and</p> <p>b. Give the correct sequence of three events</p> <p>g. Relate story events to one's experiences</p> <p>h. Discuss illustrate dramatize specific events</p> <p>EN2OL-IIIe-f-1.1 MELC Listen and respond to texts to clarify meanings heard while drawing on personal experiences</p> <p><i>Note important details to identify similarities and differences in the plot or events of a story</i></p> <p><i>Support predictions made by citing details in a story</i></p> <p><i>Sequence a series of adjectives correctly</i></p> <p><i>Use adjectives in a series</i></p> <p><i>Talk about topics that interest you like virtual trips</i></p>	<ul style="list-style-type: none"> • Is a thing or object a good topic to talk or write about and is this topic enough to make your audience or readers rock? • How does the sequence of a story affect the reader's appreciation of and understanding of the story? • What practical or real-life value does learning to sequence adjectives give? • How does talking about your activities and responsibilities at home and in school reflect the kind of person that you are? • How can spelling help you understand the meaning of new words? 	<ul style="list-style-type: none"> • A thing or object can also be a good topic to talk or write about no matter how seemingly insignificant a thing or object may be because it can somehow reveal itself through its form. It has an origin also a history just like people and places. • Talking or writing about things or objects can also rock or fascinate both listeners and readers simply because of what they are and what they do or can give. • Stories that are sequenced from beginning to end help the readers understand the story easily. • Because the story is easily understood, the 	<p>Communication Learning to relate stories to one's experiences and to react to ideas in the stories based on personal experiences</p> <p>Literacy and Social Awareness Learning to use adjectives in a series to describe scenic spots in one's community and describe real-life situations related to environmental consciousness</p> <p>ICT Literacy Learning about the world through virtual trips and youtube video watching</p> <p>Digital Literacy and Creativity Learning to use applications to convert handmade comic strips to digital materials and post them online using photoshop or</p>	<ul style="list-style-type: none"> • Choral singing (nursery rhymes) • Motivation (accumulative rhymes) • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (stories) • Cooperative learning (pair work, round robin listening circles) • Inductive and deductive methods in teaching grammar • Boardworks • Whole classs discussions • Guided viewing • Read aloud (choral recitations) • One-sided dialogues • Guided writing (prewriting, writing, rewriting, checking, sharing) • Graphic organizers 	<p>Diagnostic Spelling pretest and drills (provide the missing letters to form the spelling words; find the word with the similar meaning as the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (unscrambling jumbled picture story sequence; retell the story to a partner) • Grammar drills and exercises on sequencing adjectives in a series • Classs viewing activity (virtual trip) • Performance task (choral erading of a poem) • Individual speaking task (talk about the viewing material) • Group writing 	<ul style="list-style-type: none"> • Prudence: Being careful in handling and use of gadgets or equipment • Caring for the gifts of nature • Caring for the environment • Responsibility: doing one's duties faithfully • Conserving natural resources • Harmony with nature: taking care of nature like the way you take care of yourself 	<ul style="list-style-type: none"> • copy of the accumulative rhyme (see <i>Motivation</i>) • flash cards or chart of spelling words
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CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

<p>EN20L-IIIc-d-1.2 Participate in choral speaking and echo reading of short poems, rhymes, and stories with repeated patterns and refrains in English</p> <p>EN20L-IIa-b-1.3.3 Talk about your activities or responsibilities at home, in school, and in the community</p> <p><i>Create a comic strip based on a series of events</i></p> <p><i>Write a story or a narrative paragraph for a comic strip</i></p> <p><i>Spell words with the /sh/ or /zh/ sound spelled as ch, s, and z</i></p> <p><i>Spell words related to Science</i></p>			<p>readers begin to appreciate the story better.</p> <ul style="list-style-type: none"> Sequencing adjectives can be very practical or useful especially when you want to confirm the request of or idea shared by someone. <i>For example:</i> you ordered or requested for a dozen large foldable pink umbrellas or you said you like to watch several high snow-capped green mountains, sequencing adjectives guarantees that requests, orders, or ideas are correctly relayed because the ideas are given following an orderly arrangement. In other words, sequencing 	<p>social media</p> <p>Adaptability Learning to use the most practical spelling strategy in order to master the correct spelling of new words</p>	<p>(fishbone diagrams)</p> <ul style="list-style-type: none"> Horn methods of teaching spelling (pretests, identifying common spelling patterns, drills, seatworks) 	<p>task (process-based composition writing/writing a comic strip)</p> <p>Summative</p> <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative Test (unit ender) 		
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CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

			<p>ideas or adjectives teaches you that when there is order there is harmony. Harmony results to better understanding.</p> <ul style="list-style-type: none"> • When you talk about your activities and responsibilities sincerely or honestly, you tell everyone that you have self-discipline because you can do your obligations faithfully every day. • Through art and through a make-believe world, comic strips present situations that are true-to-life visually with little but strong direct-to-the-point words to communicate the ideals which family and friends consider important such as honesty, 					
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CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

			integrity, loyalty. <ul style="list-style-type: none"> Spelling uses strategies like patterns, rules, and word particles which can help you tell the meaning of new words. 					
LESSON 6 <i>It Works</i> (Comparison of Adjectives)	<p><i>Note important details to identify unrelated information in announcements listened to</i></p> <p><i>Use simple adjectives</i></p> <p><i>Identify adjectives being compared</i></p> <p><i>Use the different forms of adjectives in making comparisons</i></p> <p>EN2OL-IIa-b-1.3.3 Talk about one's activities/responsibilities at home and in school and community</p> <p><i>Announce lost-and-found items and important events clearly</i></p> <p><i>Share information by retelling announcements</i></p>	<ul style="list-style-type: none"> How can tools and simple machines help you communicate better? How can noting details help identify information that are not related to the text listened to? How do adjectives and their use influence your language? What information do you include when you give or retell lost and found announcements? What is the best prewriting plan that you can use to 	<ul style="list-style-type: none"> Tools like smart phones can help you communicate better because they connect fast to other cell phones and relay messages completely as you have encoded them. Because smart phones are efficient means of communication, you can also communicate effectively through them. Through noting details, you can easily tell the main idea. The main idea defines the topic of the text listened to. Identifying 	<p>Critical Thinking Learning to identify information that is not related by noting significant details in the text listened to</p> <p>Communication Learning to use the comparative forms of adjectives correctly</p> <p>Initiative Learning to take prompt action especially when something is lost or found</p> <p>Leadership Learning to lead the class in reporting lost and found items</p>	<ul style="list-style-type: none"> Read aloud (jazz chants; individual, by pair, by row, and whole class reading) Motivation (verses; activating prior knowledge) Guided listening (lost and found announcements) FRA technique (Focus, Read, Answer) Inductive or deductive approaches Drills Boardworks Whole class discussions Oral exchanges or read aloud Guided writing (prewriting, writing, rewriting, 	<p>Diagnostic Spelling pretest and drills (word completion, short answer/error correction, matching type/whole word spelling)</p> <p>Formative</p> <ul style="list-style-type: none"> Small group and nongraded recitation Post-listening exercise (identify information not related to the announcement listened to) Grammar drills and exercises on forms of adjectives when comparing Individual speaking tasks (talk about a given topic; 	<ul style="list-style-type: none"> Simplicity: keeping personal possessions that are practical rather than extravagant or branded Caring for one's property or belongings Taking care and mindful use of school supplies Having concern for seemingly insignificant things Understanding: knowing the value of little things like school supplies or personal accessories by taking care of them and keeping things 	<ul style="list-style-type: none"> copy of the verse "Wee Willie Winkie" copy of promotional materials (see <i>Grammar</i>) pictures of simple machines paper strips with prewriting texts flash cards or chart of spelling words

CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

	<p>EN2OL-III-j-1.6 Recite memorized verses, short poems, and rhymes</p> <p>EN2WC-IIIc-1.10 Complete a lost and found poster</p> <p><i>Use the five W's and one H in organizing the announcement</i></p> <p><i>Write an announcement for lost-and-found items</i></p> <p><i>Spell words ending in -tion, -sion, and -ssion</i></p> <p><i>Spell and identify meaning of words related to Science</i></p>	<p>prepare you to write an effective written lost and found announcement?</p> <ul style="list-style-type: none"> • How do spelling patterns help you master the correct spelling of words? 	<p>information that is not related to the selection you heard will be very easy when you know the context of what you listened to or what the topic is about.</p> <ul style="list-style-type: none"> • Adjectives and their use help make your language become more vivid and precise especially when you compare the qualities of someone or something to one or several persons or things. • When giving or retelling lost and found announcements, you should include only the vital or important piece of information. • You can use a five Ws and one H outline. This outline will contain all the 	<p>Curiosity Learning to study the spelling of words in order to derive patterns, sounds, rules, and meaning that will help in recalling the spelling of words</p>	<p>checking, sharing)</p> <ul style="list-style-type: none"> • Gillingham and Stillman spelling methods • Record the spelling sound by sound. <ul style="list-style-type: none"> ○ on the first blank, write the letters – <i>n ___</i> ○ on the next blank, write the next letters – <i>n igh ___</i> ○ on the last blank, write the last letters – <i>n igh t</i> ○ if there are silent letters, caret them in. ○ Study the spelling. • Ask: what does [the pattern] say? In our example, what does <i>igh</i> say? Only ask about tricky parts. <ul style="list-style-type: none"> ○ Write the word – <i>night</i> ○ Give the meaning. 	<p>complete and read aloud an announcement)</p> <ul style="list-style-type: none"> • Group speaking task (retell each other's announcement) • Group writing task (process-based composition writing or writing a lost and found announcement) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 	<p>in order</p> <ul style="list-style-type: none"> • Accountability: returning lost and found items to the designated office or to the owner 	
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CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

			<p>information needed to write an effective lost and found announcement.</p> <ul style="list-style-type: none"> Spelling patterns are combination of letters that represent how words sound. These spelling patterns therefore help learners like you master correct spelling because the patterns guide you in predicting the letters in words as they are sounded. 		<ul style="list-style-type: none"> What does _____ mean? When it's dark out. 			
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*All text without source codes or set in boldface under *DepEd K to 12 Learning Competencies* column are taken or derived from MELC. Italicized text are add-on competencies.
 **These columns are add-on components provided by the Author/s.

3rd Quarter

Unit 3: Longing: A Gift to Treasure		Time Frame: 50 days	
Content Standards	<i>Listening Comprehension</i> The learner demonstrates understanding of . . . <ul style="list-style-type: none"> text elements to see the relationship between known and new information to facilitate 	Performance Standards	<i>Listening Comprehension</i> The learner . . . <ul style="list-style-type: none"> correctly presents text elements through simple organizers to make inferences, predictions, and conclusions; and

	<p>comprehension; and</p> <ul style="list-style-type: none"> information heard to make meaningful decisions. <p><i>Grammar</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> sentence construction for correct expression; the concepts of nouns, verbs, and adjectives for proper identification and description; and the concepts of pronouns and preposition for appropriate communication. <p><i>Oral Language</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> grade-level-appropriate words used to communicate interpersonal and intrapersonal experiences, ideas, thoughts, actions and feelings; and familiar literary texts and common expressions for effective oral interpretation and communication. <p><i>Fluency</i> The learner demonstrates understanding of punctuation marks, rhythm, pacing, intonation, and vocal patterns as guide for fluent reading and speaking.</p> <p><i>Writing and Composition</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> the process of writing to generate and express ideas and feelings; and different formats to write for a variety of audiences and purposes. <p><i>Phonics and Word Recognition</i> The learner demonstrates understanding of the relationship of phonetic principles of Mother Tongue</p>		<ul style="list-style-type: none"> uses information from theme-based activities as guide for decision making and following instructions. <p><i>Grammar</i> The learner . . .</p> <ul style="list-style-type: none"> properly identifies and describes people, animals, places, and things, and uses them in a variety of oral and written theme-based activities; uses pronouns and prepositions in a variety of oral and written theme-based activities; and shows proficiency in constructing grammatically correct sentences in different theme-based activities. <p><i>Oral Language</i> The learner . . .</p> <ul style="list-style-type: none"> independently takes turn in sharing interpersonal and intrapersonal experiences, ideas, thoughts, actions, and feelings using appropriate words; and uses appropriate expressions in oral interpretation and familiar situations. <p><i>Fluency</i> The learner . . .</p> <ul style="list-style-type: none"> fluently expresses ideas in various speaking tasks; and accurately and fluently reads aloud literary and informational texts appropriate to the grade level. <p><i>Writing and Composition</i> The learner . . .</p> <ul style="list-style-type: none"> uses a variety of prewriting strategies to generate, plan, organize ideas, make a draft for specific purposes; and produces a variety of texts for creative, personal academic and functional purposes.
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	and English to decode unknown words in English.		<p><i>Phonics and Word Recognition</i></p> <p>The learner . . .</p> <ul style="list-style-type: none"> • analyzes pattern of sounds in words for meaning and accuracy; and • ably reads and spells out grade appropriate regular and irregular words in English.
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Content	K to 12 Learning Competencies* (MELCs included)	Essential Questions**	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 <i>Got to Get to the Goal</i> (Verbs: Action Words and Linking Verbs)	<p>EN2LC-IIIa-j-1.1 Listen to a variety of media including books, audiotapes, videos, and other age-appropriate publications and</p> <p>c. Infer the characters' feelings and traits</p> <p>EN2G-IIIg-h-3 EN2G-IIIg-3.1 Identify action words</p> <p>EN2G-IIIh-3.4 Use common action words in retelling, conversations, etc.</p> <p>EN1G-IIa-e-3.4 MELC Recognize common action words in retelling, conversation, etc.</p>	<p>How can your ability to use the English language will help you attain your goals in life?</p>	<ul style="list-style-type: none"> • The English language is the language of success! It is used to communicate globally in different fields like business and schools. • The ability to use the English language well will help you acquire knowledge or develop different skills and establish contacts or network with people easily. It can help you express your inferences, create powerful sentences through the 	<p>Critical Thinking Learning to make an inference or a smart guess</p> <p>Communication Learning to use action words to construct good sentences that will effectively convey one's thoughts or ideas when conversing or re-telling stories or events.</p> <p>Social and Cultural Awareness Learning social graces when one interacts or converse with other people</p>	<ul style="list-style-type: none"> • Read aloud (poem; group reading, dramatic presentations) • Motivation (songs) • Guided listening (selections) • Process-based listening techniques <ul style="list-style-type: none"> - First Listening: listening for meaning - Second Listening: listening to draw needed information - Completing sentences with the best answer 	<p>Diagnostic Spelling pretest and drills (timed hopscotch spelling, spelling bingo)</p> <p>Formative</p> <ul style="list-style-type: none"> • Multiple-choice questions • Post-listening exercise (making inferences from selections listened to) • Grammar drills and exercises on action word and linking verbs • Paired speaking task (talk about a given topic using the graphic organizer as 	<ul style="list-style-type: none"> • Determination: The desire to achieve your dreams or ambition in life • Integrity: consistently behaving well to become a person with a good or credible character • Prudence: Being mindful of your actions or cautious when you behave • Endurance: working hard without giving up to achieve one's goals in life • Resiliency: accepting challenges to 	<ul style="list-style-type: none"> • copy of the song adaptation in <i>Motivation</i> • copy of the supplementary exercise in <i>Grammar</i> • copy of the adapted version of the song "Que Sera Sera" • flash cards or chart of spelling words

CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

	<p>EN2OL-IIc-d-1.3.4 Talk about topics of interest (likes and dislikes)</p> <p><i>Talk about oneself and one's ambition in life</i></p> <p>EN2OL-IIf-1.17.2 Ask simple questions</p> <p>EN2OL-IIIh-j-1.6 Dramatize familiar stories, rhymes, and poems</p> <p><i>Write a personal narrative</i></p> <p><i>Check if predictions made are correct after listening to the compositions of others</i></p> <p><i>Spell words with the /ò/ sound spelled as au and aw</i></p> <p><i>Spell words related to Christian Living Education</i></p>		<p>use of strong action words, ask relevant questions, talk about your aspirations in life, and write effective personal narratives. This way, you are sure to succeed because you are fully equipped with the language which everybody speaks and understands.</p>	<p>Creativity Learning to write a personal narrative about one's personal goals or ambition in life</p> <p>Literacy Learning new words, their money, and how they are correctly spelled</p>	<ul style="list-style-type: none"> Inductive and deductive methods in teaching grammar Boardworks Whole class discussions Graphic organizers (timeline completion) Cooperative learning (pair works, choral reading) Guided writing (prewriting, writing, rewriting, checking, sharing) Horn methods of teaching spelling (pretests, identifying common spelling patterns, drills, seatworks) 	<p>guide)</p> <ul style="list-style-type: none"> Group speaking task (talk about a given topic using the given template as guide) Performance task (perform the song introduced earlier) Individual writing task (process-based composition or writing a personal narrative) Pair and group post-writing task (sharing of output) <p>Summative</p> <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative Test (unit ender) 	<p>achieve your dreams</p> <ul style="list-style-type: none"> Hope: believing in positive or good outcomes and that everything will turn out right as one pursues his goals in life 	
<p>LESSON 2 <i>Wish Upon a Star</i> (Modal</p>	<p>EN2LC-IIIa-j-1.1 Listen to a variety of media including books, audiotapes,</p>	<p>How can the modal verbs improve the way you listen,</p>	<ul style="list-style-type: none"> Modal verbs are special verbs that give additional 	<p>Critical Thinking Learning to draw conclusions from situations listened</p>	<ul style="list-style-type: none"> Read aloud and performance (listen to a 	<p>Diagnostic Spelling pretest and drills (line configuration</p>	<ul style="list-style-type: none"> Good will: wishing everyone the best in life 	<ul style="list-style-type: none"> CD player or any music player with speakers

CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

<p>Verbs: Can and May)</p>	<p>videos, and other age-appropriate publications and</p> <p>f. Predict possible ending of a story read</p> <p><i>Share information from situations listened to in the form of role-playing activity</i></p> <p><i>Identify and use modal verbs may and can</i></p> <p><i>Use modal verbs in question tags</i></p> <p><i>Write the shortened form of modal verbs and the word not used in question tags</i></p> <p>EN2OL-IIa-e-1.3 Talk about oneself and one's family</p> <p><i>Talk about your wishes for the members of your family loudly and clearly</i></p> <p>EN2OL-IIf-1.17.2 Ask simple questions</p> <p>EN2OL-IIi-j-1.6 Recite memorized verses, short poems, and rhymes</p>	<p>construct sentences, speak, write, and spell better?</p>	<p>meaning to the main verb.</p> <ul style="list-style-type: none"> Knowing what they are and how to use them correctly can help you listen with understanding to a request, permission, or expression refusal, possibility, and ability. It can also help you express precise ideas when you write sentences or say what you mean when you speak and write using these special words and their correct spelling. 	<p>to and predict what will happen next in the texts or situations listened to</p> <p>Literacy Learning to use modal verbs correctly to ask and give permission or to express ability/disability, possibility/impossibility, or refusal</p> <p>Communication Learning to talk about interesting topics such as wishes for one's family and friends</p> <p>Creativity Writing a well-processed journal that conveys good wishes for your friends or neighbors</p> <p>Functional Literacy Learning to spell words based on sounds and cross curriculum words to be able to use</p>	<p>song; read the lyrics of a song; memorize and perform a song)</p> <ul style="list-style-type: none"> Motivation (read aloud poem/song verses; activating prior knowledge) Guided listening (situations) Whole body listening Inductive and deductive methods in teaching grammar Boardworks Whole class discussions Cooperative learning (buzz sessions, oral exchanges) Read aloud Guided writing (prewriting, writing, rewriting, checking, sharing) Horn methods of teaching spelling (pretests, 	<p>spelling technique, pyramid spelling; fill in/word completion)</p> <p>Formative</p> <ul style="list-style-type: none"> Small group and nongraded recitation Post-listening exercise (listening to draw conclusion and make predictions; role-play a chosen situation) Grammar drills and exercises on modal verbs, tag questions, and shortened forms of modal verbs with tag questions Group speaking task (take turns talking about oneself and one's family) Performance task (role-playing, poem recitation) Group 	<ul style="list-style-type: none"> Dynamism: being involved actively in group tasks or activities like role plays Accuracy or precision: using the exact modal to convey the right ideas Earnestness in wishing family members good health and good fortune Kindness: using kind words to express your wishes for other people Patience: waiting for your turn patiently when doing pair work or group activities 	<ul style="list-style-type: none"> copy of Pinocchio's song "When You Wish Upon a Star" copy of the verse in <i>Motivation</i> audio of the song "May the Good Lord Bless and Keep You" by Jim Reeves copy of the additional exercise in <i>Grammar</i> flash cards or chart of spelling words
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CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

	<p>EN2OL-IIIc-d-1.2 Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English</p> <p><i>Write a dialogue journal about one's wishes for three families in your neighborhood</i></p> <p><i>Rewrite, check, and share your work through social media</i></p> <p><i>Spell words with the /oi/ sound spelled as oy and oi</i></p> <p><i>Spell words related to Social Studies</i></p>			<p>them in another discipline that teaches the importance of society and community life</p>	<p>identifying common spelling patterns, drills, seatworks)</p>	<p>prewriting task (complete the dialogue)</p> <ul style="list-style-type: none"> Individual writing task (process-based composition writing/writing a dialogue journal) Group post-writing task (review of work; online posting) <p>Summative</p> <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative Test (unit ender) 		
<p>LESSON 3 <i>We Made It!</i> (Regular and Irregular Verbs)</p>	<p>EN2LC-IIIa-j-1.1 Listen to a variety of media including books, audiotapes, videos, and other age-appropriate publications and</p> <p>d. Identify cause and/or effect of events</p> <p><i>Identify and use regular and irregular</i></p>	<p>How can English help you develop your talents and enable you to meet equally gifted people like you?</p>	<ul style="list-style-type: none"> The English language helps you develop your talents and enables you to meet gifted people because through this language you can read about or listen to and retell stories 	<p>Problem Solving Learning to complete an exercise that calls for identifying cause and effect in selections listened to</p> <p>Persistence Learning to study the rules in forming the past</p>	<ul style="list-style-type: none"> Read aloud (parable; group reading) Motivation (word prompt; activate prior knowledge) TQLR (Tune In, Question, Listen, Review/Recite) Guided listening 	<p>Diagnostic Spelling pretest and drills (look for the spelling words in the puzzle; paired spelling aloud)</p> <p>Formative</p> <ul style="list-style-type: none"> Small group and nongraded recitation Post-listening 	<ul style="list-style-type: none"> Respecting one's heroes Being proud of your countrymen Perseverance: Having determination and diligence to learn about the lesson despite its length and 	<ul style="list-style-type: none"> job cards (see <i>Speaking</i>) flash cards or chart of spelling words

CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

<p><i>verbs</i></p> <p><i>Form and use the past tense of regular and irregular verbs</i></p> <p><i>Talk about Filipino heroes</i></p> <p>EN2OL-IIIa-b-3.3 Talk about the texts identifying major points and key themes</p> <p>MELC Talk about texts identifying major points and key themes</p> <p><i>Write a short composition about your own experience</i></p> <p><i>Write a story from wh-questions</i></p> <p><i>Spell words with the /au/ sound spelled as ou and ow</i></p> <p><i>Use sentence clues to find out the meanings of new or unfamiliar words</i></p> <p><i>Spell words related to Values Education</i></p>		<p>about great people and their special abilities. You can also write about their success stories in relation to your victories in life.</p> <ul style="list-style-type: none"> This way, the English language serves as a bridge that enables you to learn about great men and women and their talents. By listening to or telling stories as well as writing about them, you also polish your talents in listening, speaking, grammar, and writing. 	<p>tense of regular and irregular verbs despite the manifold rules to be applied and remembered</p> <p>Communication Learning to communicate topics of interest and talk about their main ideas and themes</p> <p>Collaboration Learning to write a short composition about one's success story or personal experience in cooperative learning groups or with the help or peers or a partner</p> <p>Work Ethics Learning to wait for one's turn before answering or reciting</p>	<p>(selections)</p> <ul style="list-style-type: none"> Inductive or deductive approaches Boardworks Whole class discussions Copperative learning (circle chats, pair works) Guided writing (prewriting, writing, rewriting, checking, sharing) Horn methods of teaching spelling (pretests, identifying common spelling patterns, drills, seatworks) 	<p>exercise (listening to identify cause and effect relationship)</p> <ul style="list-style-type: none"> Grammar drills and exercises on regular and irregular verbs and formation of their past tense Group speaking task (describe Filipino heroes) Individual writing task (composition about one's experience with <i>wh</i>-pattern as guide) <p>Summative</p> <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative Test (unit ender) 	<p>complexity</p> <ul style="list-style-type: none"> Showing gratitude for the sacrifice of great Filipino heroes Desiring meaningful work by doing or giving the best Love for wisdom: becoming a wiser, more intelligent learner by studying sentence clues to learn about word meaning and the spelling of unfamiliar words
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CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

<p>LESSON 4 <i>Everyone's Mission</i> (Singular and Plural Verbs)</p>	<p>EN2LC-IIIa-j-1.1 Listen to a variety of media including books, audiotapes, videos, and other age-appropriate publications and</p> <p>c. Infer the character's feelings and traits</p> <p><i>Listen for the information shared in a report</i></p> <p><i>Identify and use singular and plural verbs</i></p> <p><i>Talk about great persons in your environment</i></p> <p>EN2OL-IIf-1.17.2 Ask simple questions</p> <p>EN2OL-III-j-1.6 Recite memorized verses, short poems, and rhymes</p> <p><i>Write a biography</i></p> <p><i>Revise or rewrite composition following a set of guide questions</i></p> <p><i>Spell words with silent letters gh</i></p>	<p>What is the role of language in your mission as a learner?</p>	<ul style="list-style-type: none"> Language can be used to define your mission as a learner. Through language, you understand information shared with you in reports and in selections, to infer traits or character, to use grammar well especially singular and plural verbs, to talk about great people in your environment, to write a biography, and spell words from Values Education. Language helps you to learn all these things because your mission as a learner is to study well so that one day you too can contribute well to help your country and 	<p>Critical Thinking Infer character traits in selections listened to and listen attentively for information</p> <p>Communication Learning to use singular and plural verbs to construct grammatically correct sentences</p> <p>Collaboration Learning to work in groups to finish a meaningful oral communication task</p> <p>Creativity Learning to write a biography of a great leader or public servant</p> <p>Adaptability Learning to use spelling patterns and follow spelling rules to be able to write effectively</p>	<ul style="list-style-type: none"> Read aloud (story; small group reading) Motivation (songs with action) Guided listening (brief informative texts) Cooperative learning (listening, writing, and spelling circles, circle chats) Inductive and deductive methods in teaching grammar Boardworks Whole class discussions Read aloud Guided writing (prewriting, writing, rewriting, checking, sharing) Horn methods of teaching spelling (pretests, identifying common spelling patterns, drills, seatworks) 	<p>Diagnostic Spelling pretest and drills (word completion, provide the missing letters to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> Small group and nongraded recitation Post-listening exercise (listening to infer character traits and identify information) Grammar drills and exercises on singular and plural form of verbs Group speaking task (take turns talking about a person from your environment who you consider as great) Performance task (choral reading of a poem) Individual 	<ul style="list-style-type: none"> Achieving inner peace by knowing your mission in life Celebrating the fulfillment of the mission of great Filipinos Appreciating the heroic deeds of great Filipino leaders Appreciating the good examples of truthful or trustworthy leaders and government officials Emulating the deeds of good public officials and responsible leaders Having faith or confidence in the leaders of the land Positive influence: sharing your love for learning words by helping your groupmates to 	<ul style="list-style-type: none"> copy of the song in <i>Motivation</i> cutout picture of a boy or a girl flash cards or chart of spelling words
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CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

	<i>Spell words related to Values Education</i>		the world becomes a better place to live in.			writing task (process-based composition writing/writing a biography) Summative <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative Test (unit ender) 	spell words correctly	
LESSON 5 <i>You Can, I Can, We Can</i> (Singular and Plural Verbs)	<i>Identify similarities and differences in selections listened to</i> <i>Compare and contrast information heard</i> EN2LC-IIIa-j-1.1 Listen to a variety of media including books, audiotapes, videos, and other age-appropriate publications and g. Relate story events to one's experience <i>Identify and use verbs that agree with the subjects</i> <i>Compose clear and coherent sentences</i>	What unites Filipinos despite differences in appearance and way of doing things?	Each Filipino is unique. However, Filipinos have common traits and values that make them one.	Critical Thinking Learning to compare and contrast information heard and to identify similarities and differences in the texts listened to Cultural Literacy Learning about the social habits of Filipinos and their national symbols Communication Learning to talk sensibly about Filipino customs and ways of showing unity	<ul style="list-style-type: none"> Read aloud (story; alternate boy-girl group reading) Motivation (sing-along activities) Guided listening (short narrative texts) Cooperative learning (listening circles, buzz sessions, choral speaking) Inductive and deductive methods in teaching grammar Boardworks 	Diagnostic Spelling pretest and drills (spelling games, Chinese Whisper or Ball Over, Ball Under spelling relay, error correction, line configuration, short answer) Formative <ul style="list-style-type: none"> Small group and nongraded recitation Post-listening exercise (identifying similarities and differences in the texts listened to) Grammar drills 	<ul style="list-style-type: none"> Team spirit: working harmoniously with everyone despite differences in creed and color Harmony: striving for unity through words and actions Helping others especially during times of calamity and disaster Loving outstanding Filipino traits Being loyal to Filipino's timeless values 	<ul style="list-style-type: none"> copy of the song "I Am But a Small Voice" or copy of the lyrics newspaper or magazine articles flash cards or chart of spelling words

CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

	<p><i>using the correct subject-verb agreement</i></p> <p><i>Talk clearly about real-life events where Filipinos showed unity or oneness</i></p> <p>EN2OL-IIIc-d-1.2 Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English</p> <p><i>Write a descriptive paragraph</i></p> <p><i>Spell words with silent letters g, k, h, p, and b</i></p> <p><i>Spell words related to Social Studies</i></p> <p><i>Spell descriptive words that end with the given suffix</i></p>			<p>Creativity Learning to write a descriptive paragraph through process-based writing</p> <p>Collaboration Learning to spell together through games</p>	<ul style="list-style-type: none"> • Whole class discussions • Guided writing (prewriting, writing, rewriting, checking, sharing) • PEEL (Point, Example, Explain, Link) publishing • Horn methods of teaching spelling (Pretests, Identifying common spelling patterns, drills, seatworks) 	<p>and exercises on proper subject-verb agreement</p> <ul style="list-style-type: none"> • Group speaking task (task about a real-life event based on a newspaper or magazine article read; oral exchanges) • Performance task (choral reading of a poem) • Individual writing task (process-based composition writing/writing a descriptive paragraph) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 	<p>such as hospitality, nationalism, piety, and respect</p>	
<p>LESSON 6 <i>Think Bright, Go Right</i> (Verb</p>	<p><i>Recognize details such as descriptions in a story listened to</i></p>	<p>How can you protect your rights as a person with the language</p>	<p>Your language and the lessons you are learning will help you</p>	<p>Critical Thinking Learning to detect the problem and</p>	<ul style="list-style-type: none"> • Read aloud (Children's Rights; alternate row 	<p>Diagnostic Spelling pretest and drills (choose the appropriate</p>	<ul style="list-style-type: none"> • Assertiveness: being able to speak and claim your 	<ul style="list-style-type: none"> • copy of the poem "Other Children" • grammar

CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

<p>Tenses)</p>	<p>EN2LC-IIIa-j-1.1 Listen to a variety of media including books, audiotapes, videos, and other age-appropriate publications and b. Identify the problem and solution</p> <p><i>Identify the simple tenses of the verb</i></p> <p><i>Use the present, past, and future tenses of verbs</i></p> <p><i>Tell a story about street children clearly</i></p> <p><i>Write a story based on the order of events in a series of pictures</i></p> <p><i>Use a graphical organizer in publishing a composition online</i></p> <p><i>Spell words with initial blends</i></p> <p><i>Spell words related to Social Studies</i></p>	<p>that you are learning and the lessons you are studying?</p>	<p>protect your rights as a person because through language you can express your right to equal treatment, play, health care, education, and care. The lessons you study also give you ideas on how you can safeguard your rights as a child.</p>	<p>solution in a selection listened to</p> <p>Communication Learning to use the simple tenses of the verb to form grammatically correct sentences</p> <p>Collaboration Learning to work on the completion of a spoken tasks as a team or group</p> <p>Creativity Learning to write a story following correct sequence of events and analyzing it based on an outline</p> <p>Persistence Learning to endure until the completion of a spelling task</p>	<p>reading)</p> <ul style="list-style-type: none"> • Motivation poems; read aloud and relate to topic of the lesson) • Whole body listening • Critical listening • Inductive and deductive methods in teaching grammar • Boardworks • Whole class discussions • Cooperative learning (do, share, compare; circle chats) • Guided writing (prewriting, writing, rewriting, checking, sharing) • Graphic organizers (sandwich organizers) • Horn methods of teaching spelling (pretests, identifying common spelling 	<p>beginning consonant clusters to form the spelling words; identify the correctly spelled words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (recognize details such as descriptions in a story listened; identify the problem and the solution in the selection listened to) • Grammar drills and exercises on simple tenses of verbs (past, present, and future) • Group speaking task (oral exchanges about a given topic) • Group prewriting ask (describe scenes from a 	<p>rights as a child</p> <ul style="list-style-type: none"> • Optimism: understanding that every problem has a corresponding solution • Respecting children's rights • Having empathy for the victims of child abuse • Being joyful in celebrating the right to be born • Hardworking 	<p>supplementary materials</p> <ul style="list-style-type: none"> • flash cards or chart of spelling words
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CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

					patterns, drills, seatworks)	given filmstrip) • Individual writing task (process-based composition writing/writing a story) Summative • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender)		
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*All text without source codes or set in boldface under *DepEd K to 12 Learning Competencies* column are taken or derived from MELC. Italicized text are add-on competencies.
 **These columns are add-on components provided by the Author/s.

4th Quarter

Unit 4: Leisure: A Gift to Share		Time Frame: 50 days	
Content Standards	<i>Listening Comprehension</i> The learner demonstrates understanding of . . . <ul style="list-style-type: none"> text elements to see the relationship between known and new information to facilitate comprehension; and information heard to make meaningful decisions. 	Performance Standards	<i>Listening Comprehension</i> The learner . . . <ul style="list-style-type: none"> correctly presents text elements through simple organizers to make inferences, predictions, and conclusions; and uses information from theme-based activities as guide for decision making and following instructions.

<p><i>Grammar</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • sentence construction for correct expression; • the concepts of nouns, verbs, and adjectives for proper identification and description; and • the concepts of pronouns and preposition for appropriate communication. <p><i>Oral Language</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • grade-level-appropriate words used to communicate interpersonal and intrapersonal experiences, ideas, thoughts, actions and feelings; and • familiar literary texts and common expressions for effective oral interpretation and communication. <p><i>Fluency</i> The learner demonstrates understanding of punctuation marks, rhythm, pacing, intonation, and vocal patterns as guide for fluent reading and speaking.</p> <p><i>Writing and Composition</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • the process of writing to generate and express ideas and feelings; and • different formats to write for a variety of audiences and purposes. <p><i>Phonics and Word Recognition</i> The learner demonstrates understanding of the relationship of phonetic principles of Mother Tongue and English to decode unknown words in English.</p>	<p><i>Grammar</i> The learner . . .</p> <ul style="list-style-type: none"> • properly identifies and describes people, animals, places, and things and uses them in a variety of oral and written theme-based activities; • uses pronouns and prepositions in a variety of oral and written theme-based activities; and • shows proficiency in constructing grammatically correct sentences in different theme-based activities. <p><i>Oral Language</i> The learner . . .</p> <ul style="list-style-type: none"> • independently takes turn in sharing interpersonal and intrapersonal experiences, ideas, thoughts, actions, and feelings using appropriate words; and • uses appropriate expressions in oral interpretation and familiar situations. <p><i>Fluency</i> The learner . . .</p> <ul style="list-style-type: none"> • fluently expresses ideas in various speaking tasks; and • accurately and fluently reads aloud literary and informational texts appropriate to the grade level. <p><i>Writing and Composition</i> The learner . . .</p> <ul style="list-style-type: none"> • uses a variety of prewriting strategies to generate, plan, organize ideas, make a draft for specific purposes; and • produces a variety of texts for creative, personal academic, and functional purposes. <p><i>Phonics and Word Recognition</i> The learner . . .</p> <ul style="list-style-type: none"> • analyzes pattern of sounds in words for meaning and accuracy; and • ably reads and spells out grade appropriate regular and irregular
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CURRICULUM MAP

Soaring to New Heights in Language 2 (Second Edition)

words in English.

Content	K to 12 Learning Competencies* (MELCs included)	Essential Questions**	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 <i>You are My Best Bet</i> (Adverbs)	<p><i>Form a correct evaluation based on descriptions listened to</i></p> <p><i>Identify adverbs</i></p> <p><i>Use the correct adverb in a sentence</i></p> <p><i>Talk about yourself and your talents or abilities using a tall tale</i></p> <p>EN2OL-IIi-j-1.6 Recite memorized verses, short poems, and rhymes</p> <p>EN2OL-IIIh-j-1.6 Dramatize familiar stories, rhymes, and poems</p> <p><i>Write captions for pictures or illustrations</i></p> <p><i>Read aloud texts or compositions with correct intonation, expression, and proper phrasing</i></p> <p><i>Spell words with final</i></p>	<p>How can you express in a special way that someone is your best bet?</p>	<p>You can use modifiers to express your thoughts. <i>For example:</i> You can simply say, "You can draw." In a special way, you can say, "You can draw perfectly." Using modifiers like adverbs can make your speech and writing vivid and special.</p>	<p>Critical Thinking Learning to form correct evaluation based on descriptions listened to</p> <p>Persistence Learning to complete a given task dutifully</p> <p>Communication Learning to talk about yourself and your talents or abilities</p> <p>Creativity Learning to write captions for pictures and illustrations</p> <p>Literacy Learning cross-curricular spelling words</p>	<ul style="list-style-type: none"> Read aloud (news articles; groups of three; newspaper reading contest) Motivation (poem with actions) Whole body listening TQLR (Tune In, Question, Listen, Review/Recite) Guided listening (short narrative texts) Inductive and deductive methods in grammar Boardworks Whole class discussions Cooperative learning (game: Tell-Me-A-Talent game board) Read aloud Guided writing 	<p>Diagnostic Spelling pretest and drills (form the spelling words using word shapes as guide; identify the correctly spelled words to accomplish the maze)</p> <p>Formative</p> <ul style="list-style-type: none"> Small group and nongraded recitation Post-listening exercise (form a correct evaluation based on descriptions listened to) Grammar drills and exercises on adverbs Group speaking task (board game; talk about oneself and one's talents or abilities) 	<ul style="list-style-type: none"> Showing gratitude for your special gifts, talents, and abilities Avoiding hasty judgments or baseless conclusions Celebrating your giftedness by helping others and treating them well Appreciating your talents Remembering the good in everyone and everything Doing your best in every task 	<ul style="list-style-type: none"> copy of additional exercises in <i>Grammar</i> flash cards or chart of spelling words

CURRICULUM MAP

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	<p><i>blends</i></p> <p><i>Spell words related to Reading and Language</i></p>				<p>(prewriting, writing, rewriting, checking, sharing)</p> <ul style="list-style-type: none"> • Visual spelling techniques <ul style="list-style-type: none"> - Look at the word. - Say the word aloud. - Spell it by letter. - Say the word again. - Write the word without looking at the copy 	<p>through a tall tale)</p> <ul style="list-style-type: none"> • Performance task (choral reading of a poem) • Individual writing task (captions for given images) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 		
<p>LESSON 2 <i>Thumbs Up!</i> (Positions of Adverbs in Sentences)</p>	<p><i>Note details as you listen to quotations so you can tell if the statements heard are true or false</i></p> <p><i>Identify and use adverbs</i></p> <p><i>Identify the positions of adverbs in sentences</i></p> <p>EN2OL-IVf-g-1.16 Create and participate in oral dramatic activities</p> <p><i>Explain Filipino sayings thoroughly</i></p>	<ul style="list-style-type: none"> • In studying the English language, when do you signal “Thumbs Up?” • How can the English language teach you to become a good leader? 	<ul style="list-style-type: none"> • You signal thumbs up when you can listen attentively, speak kindly, spell with understanding, and write with concern now that you are learning the English language. • The English language can help you to become a good leader 	<p>Literacy Learning to note details to determine the veracity of the statements</p> <p>Communication Learning to use different kinds of adverbs to expand sentences for clarity in meaning</p> <p>Collaboration Learning to participate well in group inspired</p>	<ul style="list-style-type: none"> • Small group activities (read and discuss trivias) • Motivation (poem with actions) • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (descriptive texts) • Inductive and deductive methods in teaching 	<p>Diagnostic Spelling pretest and drills (spelling game: lizards and ladders)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (note details in quotations listened to) • Grammar drills and exercises on placing of adverbs in 	<ul style="list-style-type: none"> • Aspiring for what is good and noble • Emulating great men and women • Being dedicated to your duty • Obedience: following the advice of elders • Listening with your heart to words of wisdom • Humility: accepting the 	<ul style="list-style-type: none"> • copy of the invented poem for <i>Motivation</i> • paper strips with quotations to unscramble • flash cards or chart of spelling words

CURRICULUM MAP

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	<p><i>Speak clearly and loudly</i></p> <p><i>Write and explain sayings</i></p> <p><i>Support explanation with related example</i></p> <p><i>Spell words with final blends</i></p> <p><i>Spell words related to Science</i></p>		<p>by teaching you to listen attentively, speak with kindness, read and spell with understanding, and write with concern. For a good leader is prudent in thought, words, and action.</p>	<p>activities such as oral dramatic presentation</p> <p>Adaptability Learning to write a composition following a set of guidelines or procedure</p> <p>Social Awareness Learning to cooperate to complete a task by considering the mood, pacing, or predisposition of a partner</p>	<p>grammar</p> <ul style="list-style-type: none"> • Boardworks • Whole class discussions • Cooperative learning (think-pair-share) • Read aloud • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn methods of teaching spelling (pretests, identifying common spelling patterns, drills, seatworks) 	<p>sentences</p> <ul style="list-style-type: none"> • Pair or group speaking task (talk about common Filipino sayings) • Prewriting tasks (individual task: matching type, group task: quotation completion) • Individual writing task (explain a favorite quotation) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 	<p>mistakes you make and correcting them honestly</p>	
<p>LESSON 3 <i>Hats Off</i> (Comparison of Adverbs)</p>	<p><i>Identify major points and supporting statements in descriptions listened to</i></p> <p><i>Explain the theme or message of the text</i></p>	<p>Can speaking and writing in English make you a talented and successful Filipino?</p>	<p>Yes, speaking and writing in English can make you a talented and successful Filipino because English is the medium of success.</p>	<p>Literacy Learning to identify major points and supporting details</p> <p>Communication</p> <ul style="list-style-type: none"> • Learning to compare adverbs and 	<ul style="list-style-type: none"> • Read aloud (short reports; alternate group reading) • Motivation (short verses) • Guided listening • Whole body listening 	<p>Diagnostic Spelling pretest and drills (form the spelling words from the given syllables; selling game: flip-a-coin)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group 	<ul style="list-style-type: none"> • Diligence: working carefully and persistently • Having faith, hope, and dedication as exemplified by famous Filipinos 	<ul style="list-style-type: none"> • copy of the song in <i>Motivation</i> • flash cards or chart of spelling words

CURRICULUM MAP

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	<p>MELC Talk about texts identifying major points and key themes</p> <p><i>Identify and use the degrees of comparison of adverbs</i></p> <p><i>Use more or less and most or least correctly</i></p> <p>EN2OL-IIc-d-1.3.4 Talk about topics of interest (likes and dislikes)</p> <p><i>Describe the person and explain why he or she is a favorite</i></p> <p><i>Write a friendly letter</i></p> <p><i>Organize a friendly letter using the ideas from an outline</i></p> <p><i>Spell words with consonant digraphs</i></p> <p><i>Spell words related to sports</i></p>			<p>use them correctly in sentences</p> <ul style="list-style-type: none"> • Learning to talk about a topic of interest by giving descriptions and reasons <p>Functional Literacy Learning to write a friendly letter</p> <p>Leadership Learning to lead by teaching others how to follow instructions well</p>	<ul style="list-style-type: none"> • Cooperative learning (relay games; pair works/peer evaluations) • Inductive and deductive methods in teaching grammar • Boardworks • Whole class discussions • Fishbowl techniques • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn methods of teaching spelling (pretests, identifying common spelling patterns, drills, seatworks) 	<p>and nongraded recitation</p> <ul style="list-style-type: none"> • Post-listening exercise (identify major points and supporting statements in descriptions listened to; explain the theme or message of the text) • Grammar drills and exercises on degrees of comparison of adverbs • Group speaking task (talk about a given topic) • Individual writing task (process-based composition writing/writing a friendly letter) • Short-answer test <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding 	<ul style="list-style-type: none"> • Cheerfulness: being noticeably happy about the success of Filipino talents • Happiness: celebrating the talents of persons you look up to or idolize • Being friendly • Responsiveness: helping a partner spell correctly if he/she misspells a word 	
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						section in Unit/Summative Test (unit ender)		
<p>LESSON 4 <i>I Love to Sing and Play</i> (Prepositions)</p>	<p><i>Define reality and fantasy</i></p> <p>EN2LC-IIIg-3.15 Recognize the difference between “made up” and “real” in texts listened to</p> <p><i>Distinguish reality from fantasy in descriptions listened to</i></p> <p>EN2G-IVg-i-7.3 MELC Use the most frequently occurring preposition (e.g., <i>on, over, under, to, from, above</i>, etc.)</p> <p><i>Identify the object and the preposition in a prepositional phrase</i></p> <p>EN2OL-IIc-d-1.3.4 Talk about topics of interest (likes and dislikes)</p> <p><i>Talk clearly about a favorite song or game</i></p> <p><i>Ask Yes-No questions</i></p> <p>EN2OL-IIIc-d-1.2 Participate in choral speaking and echo</p>	<p>What is the best way to express your joy and appreciation for our childhood songs and games?</p>	<p>The best way is to sing these songs and play these games once again. That way these songs and games will last forever because you have communicated them well to everyone.</p>	<p>Critical Thinking Learning to recognize the difference between reality and fantasy</p> <p>Literacy Learning to identify common prepositions and their objects when used in prepositional phrases</p> <p>Collaboration Learning to participate in a class theater</p> <p>Functional Literacy Learning to write an invitation</p> <p>Persistence Learning to detect homophones by paying full attention to sounds of words</p>	<ul style="list-style-type: none"> • Viewing and sing-along activity • Motivation (poems) • Guided listening (short informative texts) • Cooperative learning (think-pair-share; game/going to market; talking pairs, fishbowl chats) • Inductive and deductive methods in teaching grammar • Boardworks • Whole class discussions • Fishbowl chats • Guided writing (prewriting, writing, rewriting, checking, sharing) • Graphic organizer • Horn method of teaching spelling 	<p>Diagnostic Spelling pretest and drills (spelling game: spelling board game; word pairs)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (listening to identify reality and fantasy) • Grammar drills and exercises on prepositions and prepositional phrases • Paired speaking task (talk about a given topic) • Group speaking task (guessing game; ask and answer questions) • Performance task (choral reading of a 	<ul style="list-style-type: none"> • Childhood innocence: having a pure heart to convey through songs and games • Loving childhood songs and games • Appreciating the culture, games, and song of Filipino ethnic groups • Having a glad heart when singing and playing the songs and games of yesteryears • Being sincere in conveying invitation to personal events or celebrations • Cooperating when playing spelling games 	<ul style="list-style-type: none"> • copy of the poem “Little Sally Water” in <i>Motivation</i> • copy of the video “Idina Menzel-Let It Go (from <i>Frozen</i>) from YouTube • flash cards or chart of spelling words

CURRICULUM MAP

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	<p>reading of short poems, rhymes and stories with repeated patterns and refrains in English</p> <p><i>Write an invitation letter</i></p> <p><i>Read aloud texts using correct intonation, expression, phrasing, and punctuation marks</i></p> <p><i>Spell homophones</i></p> <p><i>Spell words related to Social Studies</i></p>				<p>(pretests, identifying common spelling patterns, drills, seatworks)</p>	<p>poem, mini class theatre</p> <ul style="list-style-type: none"> Individual writing task (process-based composition writing/writing an invitation letter) <p>Summative</p> <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative Test (unit ender) 		
<p>LESSON 5 <i>On Your Mark, Get Set, Go!</i> (Prepositional Phrases)</p>	<p>EN2LC-IVa-b-2.4 Use an understanding of characters, incidents, and settings to make predictions</p> <p>EN2LC-IIIId-e-2.4 Use personal experience to make predictions about the text viewed and listened to</p> <p><i>Connect the lesson with what you already know</i></p> <p><i>Identify prepositional phrases</i></p>	<p>How can the English language just like sports train the mind and body?</p>	<p>The English language can help train the mind and body because language is a channel of ennobling ideas and the gateway of healthy responses. A person who excels in language excels in everything, mentally and physically.</p>	<p>Cultural Literacy Learning to understand people through their recreation or the games that interest them or play</p> <p>Problem Solving Learning to find the correct word described by the prepositional phrase through a careful study of the relationship of the words in the sentence</p>	<ul style="list-style-type: none"> Read aloud (rules of traditional Filipino games; restate instructions) Motivation (games: Paint me a Picture; talk about sports) Guided listening (short sports narrative) Whole body listening Responses or card 	<p>Diagnostic Spelling pretest and drills (unscramble the letters to form the spelling words; spelling game: color a flower, own a garden)</p> <p>Formative</p> <ul style="list-style-type: none"> Small group and nongraded recitation Post-listening exercise (listen to predict outcomes based on 	<ul style="list-style-type: none"> Wellness: staying fit and healthy Having presence of mind when engaged in sports or recreation Support for your team: cheering for your team when they are competing in a game or contest Enthusiasm: playing a 	<p>flash cards or chart of spelling words</p>

CURRICULUM MAP

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	<p><i>Use prepositional phrases as adjectives or adverbs</i></p> <p><i>Talk about a sport with a clear and loud voice</i></p> <p><i>Write a learning log</i></p> <p><i>Read aloud texts or written compositions using correct intonation, expression, and proper phrasing</i></p> <p><i>Spell homonyms</i></p> <p><i>Spell words related to Language</i></p>			<p>Communication Learning to talk about a sport in an interesting and intelligent way</p> <p>Creativity Learning to present a summary of the things you learned by means of a learning log, chart, table, diagram, or web</p> <p>Collaboration Learning to master correct spelling of words by playing a game in small groups</p>	<p>techniques (learners signal A or B for their answer or raise cards having the chosen letter)</p> <ul style="list-style-type: none"> • Inductive and deductive methods in teaching grammar • Boardworks • Whole class discussions • Cooperative learning (circle chats) • Cooperative learning (group discussions) • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn methods of teaching spelling (pretests, identifying common spelling patterns, drills, seatworks) 	<p>personal experiences)</p> <ul style="list-style-type: none"> • Grammar drills and exercises on using prepositional phrases as adjectives and adverbs • Group speaking task (talk about a sport) • Individual writing task (process-based composition writing/writing a learning log) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 	<p>favorite childhood game enthusiastically</p> <ul style="list-style-type: none"> • Being eager in learning new things or reporting related lessons • Having desire to achieve more: spelling more words correctly to win in a spelling game 	
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<p>LESSON 6 <i>Dance for Fun</i> (Conjunctions)</p>	<p><i>Distinguish fact from opinion in materials listened to</i></p> <p><i>Connect the lesson with what you already know</i></p> <p><i>Identify common conjunctions</i></p> <p><i>Use coordinating conjunctions</i></p> <p><i>Start a conversation with your classmates in different places in school</i></p> <p><i>Convince a classmate to join a club</i></p> <p>EN2OL-IIf-1.17.2 Ask simple questions</p> <p><i>Write a short persuasive paragraph</i></p> <p><i>Read aloud texts and compositions using correct intonation, expression, and phrasing</i></p> <p><i>Spell homographs</i></p> <p><i>Spell words related to Physical Education (PE)</i></p>	<p>In what way is communicating the same as dancing?</p>	<p>Good dancing follows specific steps to create rhythm. Good communication considers a set of rules or procedure to form meaning and elicit genuine understanding.</p>	<p>Critical Thinking Learning to distinguish fact and opinion</p> <p>Literacy Learning to use coordinating conjunctions correctly in sentences</p> <p>Communication</p> <ul style="list-style-type: none"> • Learning to convince people through evidence and reason • Learning to write an effective persuasive paragraph based on facts and observation <p>Work Ethics Learning to do a task as instructed and learning to maximize time to complete it, never going ahead or working late than anyone else in class</p>	<ul style="list-style-type: none"> • Group activity (hip-hop dances; following instructions) • Motivation (games: Move with Conjunctions) • Discriminative listening • Inductive and deductive methods in teaching grammar • Boardworks • Whole class discussions • Cooperative learning (talking partners) • Guided writing (prewriting, writing, rewriting, checking, sharing) • Horn methods of teaching spelling (pretests, identifying common spelling patterns, drills, seatworks) • Responses/ card 	<p>Diagnostic Spelling pretest and drills (provide the correct spelling based on pronunciation clues; unscramble the letters to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Small group and nongraded recitation • Post-listening exercise (distinguish fact from opinion) • Grammar drills and exercises on conjunctions (coordinating conjunctions) • Paired speaking task (convince a classmate to join a school club) • Individual writing task (process-based composition writing/writing a persuasive paragraph) 	<ul style="list-style-type: none"> • Poise and grace: moving with the rhythm gracefully • Self-control: giving opinions that are positive and valid. Sharing facts and not fabricated stories • Self-discipline: having the willpower to discipline the body and sharpen reflexes through exercise like dancing • Active participation and involvement: getting involved in activities intended to develop your skills and polish your talents • Persuasion: convincing your peers to develop healthy habits • Focus: paying 	<ul style="list-style-type: none"> • copy of the <i>Grammar</i> supplementary exercises • flash cards or chart of spelling words
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					techniques (learners signal A or B for their answer or raise cards having the chosen letter)	Summative <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 	attention only to the most important point when learning something new	
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*All text without source codes or set in boldface under *DepEd K to 12 Learning Competencies* column are taken or derived from MELC. Italicized text are add-on competencies.

**These columns are add-on components provided by the Author/s.