

CURRICULUM MAP

Soaring to New Heights in Language 3 (Second Edition)

Dear Teacher,

Greetings from Abiva Publishing House Inc.!

Thank you for adopting our textbook/s. Your chosen series titles come with functional teachers guides that provide you with a detailed curriculum map 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!

ABIVA PUBLISHING HOUSE, INC.

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 3 (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	Students 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 get information from text heard, demonstrates independence in using the basic language structure in oral and written communication, and reads with comprehension.
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1st Quarter

Unit 1: Places to Go, Friends to Meet		Time Frame: 50 days	
Content Standards	<p><i>Listening Comprehension</i> The learner demonstrates understanding of different listening strategies to comprehend texts.</p> <p><i>Grammar</i> The learner demonstrates understanding of grammatical structures of English to be able to communicate effectively in oral and written forms.</p> <p><i>Oral Language</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • speech cues for clear expression of ideas; and • processes and information in text for articulation of ideas. <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>	Performance Standards	<p><i>Listening Comprehension</i> The learner uses information from texts viewed or listened to in preparing logs and journals.</p> <p><i>Grammar</i> The learner shows proficiency in constructing grammatically correct sentences in varied theme-based oral and written activities.</p> <p><i>Oral Language</i> The learner . . .</p> <ul style="list-style-type: none"> • uses speaking skills and strategies appropriately to communicate ideas in varied theme-based tasks; and • creatively presents information in varied ways. <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.

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<p><i>Writing and Composition</i> The learner demonstrates understanding of sentences and paragraphs in expressing ideas.</p> <p><i>Vocabulary</i> The learner demonstrates understanding of English vocabulary used in both oral and written language in a given context.</p> <p><i>Phonics and Word Recognition</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • processes in sight word recognition or phonic analysis to read and understand words; and • familiar sight and irregularly spelled words for automatic recognition. 	<p><i>Writing and Composition</i> The learner composes three- to five-sentence paragraphs.</p> <p><i>Vocabulary</i> The learner uses English vocabulary in varied and creative oral and written activities.</p> <p><i>Phonics and Word Recognition</i> The learner uses word recognition techniques to read and understand words that contain complex letter combinations, affixes, and contractions through theme-based activities.</p>
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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 A Country to Love (Phrases and Sentences)	EN3LC-Ia-j-2.1 Listen to a variety of literary and expository texts a. note important details EN3G-Ia-1 Sentences EN3G-Ia-1.1 Distinguish sentences from nonsentences EN3OL-Ia-3.8 MELC Initiate conversations with peers in a	<ul style="list-style-type: none"> • In what way do you express the information you want to convey? • How can a person express his or her thoughts or ideas clearly? • Why is it significant to be able to open and engage in a 	<ul style="list-style-type: none"> • The ability to express opinions and to be able to convey your thoughts is helpful at all times. • Expressing ideas clearly and completely promotes better understanding • Conversations are a great way to express 	Critical Thinking Explaining significant details and opinions Communication <ul style="list-style-type: none"> • Expressing thoughts using complete sentences • Writing about places that are interesting and why they are so following some guide questions • Spelling words 	Read Aloud Cooperative Learning <ul style="list-style-type: none"> • Read words from a given worksheet • Peer review of pronunciation Motivation Picture prompt TQLR (Tune In, Question, Listen, Review/Recite)	Diagnostic Spelling pretest and drills (complete words; form words with some helpful clues; arrange letters to form words) Formative <ul style="list-style-type: none"> • Post-listening exercise (answer <i>who</i>, <i>where</i>, <i>what</i> questions) • Grammar drills 	<ul style="list-style-type: none"> • Showing love for one's country • Giving appreciation to the country's beautiful places 	<ul style="list-style-type: none"> • pictures of tourist spots in the country especially that of Boracay • word cards on which the names of the tourist spots are written • flash cards or chart of spelling words

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<p>variety of school settings</p> <p>EN3FL-Ia-3.8 MELC Initiate conversations with peers in a variety of school settings</p> <p>EN3OL-Ib-3.6 Express ideas in a conversational manner</p> <p>EN3WC-Ia-j-4 MELC Write different forms of simple composition as a response to stories/poems listened to a. draw and write sentences about one's drawing</p> <p>MELC Describe one's drawing about the stories/poems listened to using simple and compound sentences</p> <p>EN3WC-III-j-2.6 Use appropriate punctuation marks</p> <p>EN3PWR-Ib-d-19.1 Recognize more common sight words in order to read simple phrases and sentences</p>	<p>conversation?</p> <ul style="list-style-type: none"> • Why should we be able to express in writing the things that we want to say? • How are correctly spelled words contribute to your understanding or comprehension of what you read? 	<p>feelings and emotions and to understand others as well.</p> <ul style="list-style-type: none"> • Writing is a good way of expressing ideas. • Correct spelling promotes understanding. 	<p>correctly for clarity and meaning</p> <ul style="list-style-type: none"> • Spelling and using cross-curriculum words <p>Collaboration</p> <ul style="list-style-type: none"> • Adding ideas to what has been previously given • Sharing experiences with friends or asking and answering questions of friends in a group 	<p>Directed Listening Dialogue</p> <p>Whole-Class Discussion</p> <p>Inductive Method in Teaching Grammar</p> <p>Read Aloud</p> <p>Cooperative Learning Sentence construction</p> <p>Guided Writing Technique Prewriting, writing, rewriting, checking, sharing</p> <p>Horn Method of Teaching Spelling</p>	<p>and exercises on phrases and sentences (identification, sentence formation / construction)</p> <ul style="list-style-type: none"> • Pair work (sentence formation from given nonsentence; read-aloud activity; peer review of written paragraph) • Group work (triad conversations) • Individual task (oral reading of short verses; draw a picture and write sentences about it) <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>MELC Spell words with the long /e/ sound spelled as ea or ee</p> <p>MELC Read words with long a, i, o, u sound (ending in e)</p> <p>MELC Read words containing vowel digraphs - ai, ay, ea, ee, oo, oa</p> <p>Spell words related to Science</p>							
<p>LESSON 2 Friends to Cherish (Subjects and Predicates)</p>	<p><i>Identify setting in a conversation listened to</i></p> <p>EN3G-Ib-1 Sentences</p> <p>EN3G-Ib-1.4 MELC Construct simple sentences</p> <p>MELC Describe one's drawing about the stories/poems listened to using simple and compound sentences</p> <p>EN3OL-Ib-3.6 Express ideas in a conversational manner</p>	<ul style="list-style-type: none"> • What do you think are the benefits of listening attentively? What are likely to happen to you when you do not listen well? • Why is it important that you are able to express your thoughts in sentences? • Why is a conversation essential? • What is the 	<ul style="list-style-type: none"> • Attentive listening allows you to recall information and therefore helps improve communication . • Written communication promotes fluency of expressing oneself. • Oral expression is effective in learning new things. • Writing have varied 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Restating notes and analyzing them • Analyzing sentences • Reflecting on past experiences <p>Communication</p> <ul style="list-style-type: none"> • Communicating thoughts that follow a topic using simple sentences • Expressing appropriately to convey correct meaning • Spelling words 	<p>Read Aloud Tongue twisters</p> <p>Motivation Picture prompt</p> <p>TQLR (Tune In, Question, Listen, Review/Recite)</p> <p>Directed Listening Conversation</p> <p>Inductive Method in Teaching Grammar</p> <p>Direct Instruction Descriptive paragraph</p>	<p>Diagnostic Spelling pretest and drills (identify words; match parts of words; use structural clues)</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercise (answer questions leading to the setting) • Grammar drills and exercises on subjects and predicates and simple and 	<p>Valuing the time with friends and spending time with them</p>	<ul style="list-style-type: none"> • big picture of the National Museum or any museum in the country • pictures of things found in a museum • flash cards or word charts of spelling words

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<p>ENWC-Ia-j-7 MELC Write different forms of simple composition as a response to stories/poems listened to d. a descriptive paragraph</p> <p>MELC Write a short descriptive paragraph about a character or setting in stories listened to</p> <p>EN3WC-III-j-2.6 Use appropriate punctuation marks</p> <p>EN3PWR-Ib-d-19.1 Recognize more common sight words in order to read simple phrases</p> <p>MELC Spell words with long /a/ sound spelled as <i>ai</i>, <i>æ</i>, or <i>ei</i></p> <p>MELC Read words with long <i>a</i>, <i>i</i>, <i>o</i>, <i>u</i> sound (ending in <i>e</i>)</p> <p>MELC Read words containing vowel digraphs <i>-ai</i>, <i>ay</i>, <i>ea</i>, <i>ee</i>, <i>oo</i>, <i>oa</i></p>	<p>importance of using descriptive words in writing?</p> <ul style="list-style-type: none"> Why is important to use correctly spelled words? 	<p>functions and purpose.</p> <ul style="list-style-type: none"> Spelling helps create common understanding. 	<p>in content areas</p>	<p>Read Aloud</p> <p>Cooperative Learning Sentence construction</p> <p>Guided Writing Prewriting, writing, rewriting, checking, sharing</p> <p>Horn Method of Teaching Spelling</p>	<p>complete subjects and predicates (identify subjects and predicates; complete the nonsentences or supply the missing words)</p> <ul style="list-style-type: none"> Pair work (form sentences, conversation prompts, peer review of descriptive paragraph) Group work (oral exercise) Individual writing task (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) 			
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	<i>Spell words related to Science</i>							
LESSON 3 Family to Treasure (Kinds of Sentences)	EN3LC-1a-j-2.7 Listen to a variety of literary and expository texts b. sequence at least 3 events using signal words EN3F-1a-j-1.10.1 Read aloud from familiar prose and poetry consisting of long vowel words with fluency, appropriate rhythm, pacing, and intonation EN3G-1b-1 Sentences EN3G-1b-1.4.1 Use a declarative sentence EN3G-1b-1.4.1.1 Differentiate a declarative sentence from interrogative sentence EN3G-1b-1.6 Use proper punctuation for declarative and interrogative sentences EN3G-1b-1.4.7 Construct declarative and interrogative sentences	<ul style="list-style-type: none"> • How should ideas be communicated effectively and well? • Why is clarity of meaning essential in oral speaking? • Why are sentences essential in achieving understanding? • Why is purposeful writing an important factor of effective communication? • How can the knowledge and use of spelling rules and patterns improve written communication? 	<ul style="list-style-type: none"> • Effective communication should be meaningful and purposeful. • Speaking with expression makes communication easier to understand. • There are many effective ways to communicate effectively. • A purposeful, organized, and accurately written work promotes understanding. • Spelling promotes understanding. 	Collaboration <ul style="list-style-type: none"> • Listening in order to add to the ideas of others • Speaking with appropriate expression to emphasize feelings Critical Thinking <ul style="list-style-type: none"> • Learning to listen to evaluate sequence of ideas • Following directions • Analyzing tasks • Writing after reflecting on past incidents • Evaluating or judging what is correct or incorrect Communication <ul style="list-style-type: none"> • Writing with a clear purpose in mind • Using/spelling cross-curriculum words 	Read Aloud <ul style="list-style-type: none"> • Sentences • Focus on rising and falling intonation Motivation Picture prompt TQLR (Tune In, Question, Listen, Review/Recite) Guided Listening Storytelling Inductive Method in Teaching Grammar Read Aloud Direct instruction Proper intonation and expression Cooperative Learning Intonation through dyads Guided Writing Prewriting, writing, rewriting, checking, sharing	Diagnostic Spelling pretest and drills (fill in the blanks; identify and correct misspelled words; match word parts) Formative <ul style="list-style-type: none"> • Post-listening exercise (listen to recall sequence of events) • Grammar drills and exercises on kinds of sentences (identify sentences; write sentences according to specific directions; write sentences according to a given stimulus; classify questions) • Individual and pair task (read aloud questions and sentences with correct intonation and expression) 	Giving importance to family <ul style="list-style-type: none"> • picture puzzles of a monkey and a turtle • Venn diagram of the characteristics of a monkey and a turtle • flash cards or chart of spelling words 	

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	<p>EN3G-Ib-1.4.8 Identify an exclamatory sentence</p> <p>EN3G-Ic-1 Identify an imperative sentence</p> <p>EN3G-Ic-1.3 MELC Use different kinds of sentences (e.g., declarative, interrogative, exclamatory, imperative)</p> <p>MELC Use different kinds of sentences in a dialogue (e.g., declarative, interrogative, exclamatory, imperative)</p> <p>EN3G-Id-1 Sentences</p> <p>EN3G-Id-1.6 Use appropriate punctuation marks (e.g., period, comma, question mark, exclamation point)</p> <p>EN3WC-Ia-j-6 Write different forms of simple composition as a response to stories/poems listened to b. a note of advice</p>				<p>Horn Method of Teaching Spelling</p>	<ul style="list-style-type: none"> • Individual writing task (paragraph about a simple incident) <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>EN3WC-Ili-j-2.6 Use appropriate punctuation marks</p> <p>EN3PWR-Ib-d-19.1 MELC Recognize more common sight words in order to read simple phrases and sentences</p> <p><i>Spell words with ei or ie</i></p> <p><i>Spell words related to Science</i></p>							
<p>LESSON 4 Names to Remember</p> <p><i>(Name Words: Common and Proper Nouns)</i></p>	<p>EN3LC-Ia-j-3.15 Listen to a variety of literary and expository texts d.differentiate real from make believe</p> <p>EN3OL-Ic-1.3 Share relevant information</p> <p>EN3G-Ie-2 Nouns</p> <p>EN3G-Ie-2.4 Use nouns (e.g., people, animals, places, things, events) in simple sentences</p> <p>EN3G-If-2.2 MELC Use common and proper nouns</p>	<ul style="list-style-type: none"> • What are the different types of listening texts? • Why is evaluating the kind of information shared crucial? • What is the purpose of being able to identify everything that you meet and encounter? • Why is purposeful writing an important factor of effective communication? 	<ul style="list-style-type: none"> • Each type of listening text requires different listening skills. • Relevant information enhances understanding and contributes to better understanding of things. • Names create and recreate meanings and therefore contribute to better understanding. • A purposeful, organized and accurately written work promotes 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Evaluating kinds of information listened to • Analyzing words through picture clues <p>Collaboration</p> <ul style="list-style-type: none"> • Listening without interrupting • Connecting new ideas to previously given ideas • Completing a task <p>Creativity</p> <ul style="list-style-type: none"> • Creating “noun points card” and using it to connect to 	<p>Read Aloud Short poem</p> <p>Motivation Picture prompt</p> <p>TQLR (Tune In, Question, Listen, Review/Recite)</p> <p>Guided Listening Narrative</p> <p>Inductive Method in Teaching Grammar</p> <p>Cooperative Learning Recognizing nouns and on sharing information through inner and outer circles</p>	<p>Diagnostic Spelling pretest and drills (complete a puzzle; complete words using clues)</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercise (listen to differentiate real from make-believe) • Games on nouns (“Raise the Flag,” “Noun Points Card”) • Grammar drills and exercises on nouns (recognize, classify, and supply nouns) • Group and pair 	<p>Remembering people, places, things, and events</p>	<ul style="list-style-type: none"> • picture of scouts involved in scouting activity • yellow and blue flaglets • flash cards of common and proper nouns • flash cards or chart of spelling words

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<p>MELC Use common and proper nouns in a sentence</p> <p>EN3WC-Ia-j-2.2 MELC Write different forms of simple composition as a response to stories/poems listened to f. a diary</p> <p>MELC Write a diary</p> <p>EN3WC-III-j-2.6 Use appropriate punctuation marks</p> <p>EN2V-Ie-j-4.1 Show understanding of meaning of 2-syllable words consisting of short e to u words through drawing, actions, and using them in correct sentences</p> <p>MELC Spell words with long /o/ sound spelled as <i>oa, ou, oe, or ow</i></p> <p>MELC Read words with long <i>a, i, o, u</i> sound (ending in <i>e</i>)</p>	<p>n?</p> <ul style="list-style-type: none"> • What are the benefits of using correctly spelled words in written communication? 	<p>understanding.</p> <ul style="list-style-type: none"> • Spelling makes understanding written communication easier and manageable. 	<p>classmates and friends</p> <ul style="list-style-type: none"> • Follow directions to complete a puzzle <p>Communication</p> <ul style="list-style-type: none"> • Recalling significant details that make up an important event • Using/spelling cross-curriculum words 	<p>Direct Instruction Writing a journal entry</p> <p>Guided Writing Prewriting, writing, rewriting, checking, sharing</p> <p>Horn Method of Teaching Spelling</p>	<p>work (ask questions and share relevant information)</p> <ul style="list-style-type: none"> • Individual writing task (a journal entry about a memorable event) <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>MELC Read words with vowel diphthongs: <i>oy</i> (boy), <i>oi</i> (boil), <i>ou</i> (out), <i>ow</i> (bow)</p> <p><i>Spell words related to Science</i></p>							
<p>LESSON 5 Fun with Friends</p> <p><i>(Number of Nouns)</i></p>	<p>EN3LC-1a-j-2.17 Listen to a variety of literary and expository texts g. draw conclusions</p> <p>EN3OL-1d-1.8 Recount specific/significant events</p> <p>EN2G-1g-h-2.3 MELC Use plural form of regular nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)</p> <p>EN3G-1i-j-2.4 MELC Use plural form of frequently occurring irregular nouns (e.g., children, feet, teeth)</p> <p>EN3WC-1a-j-9 Write different forms of simple composition as a response to stories/poems listened to g. a short paragraph</p> <p>EN3WC-1li-j-2.6 Use appropriate</p>	<ul style="list-style-type: none"> • What impact does listening have to be able to draw conclusions? • Why is it essential to remember facts when recalling events? • Why is determining the number or quantity of things important? • What are the essential parts in writing a short paragraph? • What is the importance of learning spelling patterns? 	<ul style="list-style-type: none"> • Listening skills are critical in information gathering. • Grammar mechanics promote fluency of communication . • Writing with all the important details included is essential in getting the meaning of written articles. • Spelling words correctly is essential in writing for clarity and organization. 	<p>Collaboration</p> <ul style="list-style-type: none"> • Listening without interruption in order to summarize information and draw conclusion • Expressing empathy <p>Critical thinking</p> <ul style="list-style-type: none"> • Explaining rules and interpreting them • Learning to decode words using different codes <p>Creativity Making tic-tac-toe card on plural form of nouns</p> <p>Communication</p> <ul style="list-style-type: none"> • Writing down all the important details of an announcement • Using/spelling cross- 	<p>Oral Production and Motivation Picture prompts</p> <p>TQLR (Tune In, Question, Listen, Review/Recite)</p> <p>Guided Listening Announcement</p> <p>Read Aloud</p> <p>Inductive Method in Teaching Grammar</p> <p>Collaborative Learning Plural form of nouns and writing an announcement</p> <p>Direct Instruction Writing an announcement</p> <p>Guided Writing Prewriting, writing, rewriting, checking, sharing</p>	<p>Diagnostic Spelling pretest and drills (identify common pattern of spelling words; decode jumbled letters)</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercise (listen to draw conclusions) • Grammar drills and exercises on number and plural form of nouns (recognize and form the plural of nouns; complete sentences by providing the plural of nouns; tic-tac-toe game on plural form of nouns) • Individual speaking task (recount specific and significant 	<p>Making time for family and friends</p> <ul style="list-style-type: none"> • pictures depicting a child picking mangoes, children eating mangoes, and children throwing peelings in a trash can • list of singular nouns • flash cards or chart of spelling words 	

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	<p>punctuation marks</p> <p>EN3PWR-1b-d-19.1 MELC Recognize more common sight words in order to read simple phrases and sentences</p> <p>MELC Spell words with the long <i>i</i> sound spelled as <i>y</i>, <i>ie</i>, <i>igh</i>, or <i>i</i></p> <p>MELC Read words with long <i>a</i>, <i>i</i>, <i>o</i>, <i>u</i> sound (ending in <i>e</i>)</p> <p><i>Spell words related to Science</i></p>			<p>curriculum words</p>	<p>Horn Method of Teaching Spelling</p>	<p>details)</p> <ul style="list-style-type: none"> Individual writing task (announcement) Group work (peer review of written 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>LESSON 6 Differences to Consider (<i>Gender of Nouns</i>)</p>	<p>EN3LC-1a-j-2.16 MELC Listen to a variety of literary and expository texts f. identify cause and effect</p> <p>EN3OL-1i-j-1.10.3 Connect information heard to personal experience</p> <p>EN3G-1e-2 Nouns</p> <p><i>Identify gender of nouns</i></p> <p><i>Write a letter</i></p>	<ul style="list-style-type: none"> Why is being able to identify cause and effect a mark of good listening? Why is it necessary to connect to personal experience an information seen or heard? What is the purpose of being able to 	<ul style="list-style-type: none"> Attentive listening is one of the keys in comprehending an article. Being able to connect information that is seen or heard is a sign of good comprehension Gender helps in understanding more clearly the many 	<p>Communication</p> <ul style="list-style-type: none"> Differentiating cause and effect Expressing ideas through a letter Using/spelling cross curriculum words <p>ICT Literacy Sharing insights about a video clip</p> <p>Critical thinking</p> <ul style="list-style-type: none"> Classifying and analyzing 	<p>Read Aloud Poem</p> <p>Motivation</p> <ul style="list-style-type: none"> Word web Gender chart <p>TQLR (Tune In, Question, Listen, Review/Recite)</p> <p>Guided Listening Narrative</p> <p>Inductive Method in Teaching Grammar</p>	<p>Diagnostic Spelling pretest and drills (complete the spelling words; identify the misspelled words; decode the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> Post-listening exercise (listen to identify cause and effect) Group activity (fill in chart by identifying 	<p>Respecting differences</p>	<ul style="list-style-type: none"> word web 5 copies of gender chart video clip flash cards or chart of spelling words

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	<p>EN3WC-Ili-j-2.6 Use appropriate punctuation marks</p> <p>EN3PWR-Ib-d-19.1 MELC Recognize more common sight words in order to read simple phrases and sentences</p> <p><i>Spell words with /k/ sound spelled as k, ck, que, or ch</i></p> <p><i>Spell words related to Science</i></p>	<p>identify the gender of things--- animate or inanimate?</p> <ul style="list-style-type: none"> In what way are letters one of the best forms of communication ? What is the importance of learning spelling patterns? 	<p>differences of various things.</p> <ul style="list-style-type: none"> A letter is a common form of communication and a great source of information regardless of form and purpose. Spelling words correctly is essential in writing for clarity and organization. 	<p>details</p> <ul style="list-style-type: none"> Analyzing patterns and applying them in spelling words Interpreting a code 	<p>Guided Viewing A video clip</p> <p>Direct Instruction Writing a letter</p> <p>Guided Writing Prewriting, writing, rewriting, checking, sharing</p> <p>Horn Method of Teaching Spelling</p>	<p>gender of nouns)</p> <ul style="list-style-type: none"> Grammar drills and exercises on gender of nouns (provide the masculine and/or feminine forms of given nouns; classify nouns according to gender; determine the gender of given nouns) Post-viewing exercise (answer comprehension questions Pair work (share an experience related to the viewing material; peer review of a letter) Individual writing task (letter about an interesting activity) <p>Summative</p> <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test 		
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CURRICULUM MAP

Soaring to New Heights in Language 3 (Second Edition)

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						<ul style="list-style-type: none"> • 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.

2nd Quarter

Unit 2: Joys of Life		Time Frame: 50 days	
Content Standards	<p><i>Listening Comprehension</i> The learner demonstrates understanding of different listening strategies to comprehend texts.</p> <p><i>Grammar</i> The learner demonstrates understanding of grammatical structures of English to be able to communicate effectively in oral and written forms.</p> <p><i>Oral Language</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • speech cues for clear expression of ideas; and • processes and information in text for articulation of ideas. <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>	Performance Standards	<p><i>Listening Comprehension</i> The learner uses information from texts viewed or listened to in preparing logs and journals.</p> <p><i>Grammar</i> The learner shows proficiency in constructing grammatically correct sentences in different theme-based oral and written activities.</p> <p><i>Oral Language</i> The learner . . .</p> <ul style="list-style-type: none"> • uses speaking skills and strategies appropriately to communicate ideas in varied theme-based tasks; and • creatively presents information in varied ways. <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.

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<p><i>Writing and Composition</i> The learner demonstrates understanding of sentences and paragraphs in expressing ideas.</p> <p><i>Vocabulary</i> The learner demonstrates understanding of English vocabulary used in both oral and written language in a given context.</p> <p><i>Phonics and Word Recognition</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> processes in sight word recognition or phonic analysis to read and understand words; and familiar sight and irregularly spelled words for automatic recognition. <p><i>Spelling</i> The learner demonstrates understanding of letter sequence in words to get meaning.</p>	<p><i>Writing and Composition</i> The learner composes three- to five-sentence paragraphs.</p> <p><i>Vocabulary</i> The learner uses English vocabulary in varied and creative oral and written activities.</p> <p><i>Phonics and Word Recognition</i> The learner uses word recognition techniques to read and understand words that contain complex letter combinations, affixes, and contractions through theme-based activities.</p> <p><i>Spelling</i> The learner hears and records sounds in words.</p>
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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 Fun Places to Visit (<i>Subject Pronouns</i>)	EN3LC-IIa-j-2.1 Listen to a variety of literary and expository texts a. note important details EN3OL-IIa-b-1.17.2 Ask simple questions EN3G-IIIc-d-4.2.3 <i>Use personal pronouns (e.g., I, you, he, she, it, we, they)</i>	<ul style="list-style-type: none"> Why is it important to be in the loop about people, events, discoveries, and changes? What makes questions good? In what way should good questions be 	<ul style="list-style-type: none"> Being aware of what is happening makes one knowledgeable and updated. Questions are good sources of discussions and ideas. Being able to ask questions is a skill that 	Communication <ul style="list-style-type: none"> Noting significant details in news articles Asking questions, observing correct pronunciation and expression Using pronouns 	Oral Production <ul style="list-style-type: none"> Fishbowl game Pick a question about places and answer it Motivation Table of nouns and noun replacements or pronouns	Diagnostic Spelling pretest and drills (identify the misspelled words; supply the correct words; decode the scrambled letters) Formative <ul style="list-style-type: none"> Post-listening exercise (listen to note details) 	Enjoying and learning from places visited	<ul style="list-style-type: none"> several newspapers (at least 5) with news articles complete with who, what, when, where, why, and how details chart of subject pronouns sample of an

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	<p>EN3WC-IIa-b-1 Participate in generating ideas through prewriting activities</p> <p>EN3WC-IIa-1.1 a. brainstorming</p> <p>EN3WC-IIi-j-2.6 Use appropriate punctuation marks</p> <p>EN3PWR-Ib-d-19.1 MELC Recognize more common sight words in order to read simple phrases and sentences</p> <p><i>Spell words with the /f/ sound spelled as f or ff</i></p> <p><i>Spell words related Mathematics</i></p>	<p>answered?</p> <ul style="list-style-type: none"> • Why is the use of pronouns important in written and oral expression? • Why do ideas, opinions and examples matter when deciding on what to do or write? • Why are spelling patterns a big help in spelling words correctly? 	<p>should be developed.</p> <ul style="list-style-type: none"> • Using pronouns helps make writing or speaking clear and therefore is a factor in good communication . • Ideas, opinions, and examples help in many ways in doing writing tasks. • Spelling helps improve communication and comprehension. 	<p>in related sentences</p> <ul style="list-style-type: none"> • Writing a news article about an event • Learning to identify patterns and using them in spelling words • Using/spelling cross-curriculum words <p>Critical Thinking</p> <ul style="list-style-type: none"> • Analyzing noteworthy information • Evaluating important and less important ideas <p>Collaboration Asking questions for clarification and listening to answers</p>	<p>Guided Listening News reading</p> <p>Cooperative Learning Forms and parts of newspaper and asking simple questions through dyads and groups</p> <p>Direct Instruction Forms and parts of newspaper and writing a news report</p> <p>Inductive Method in Teaching Grammar</p> <p>Guided Writing Prewriting, writing, rewriting, checking, sharing</p> <p>Horn Method of Teaching Spelling</p>	<ul style="list-style-type: none"> • Grammar drills and exercises on subject pronouns (identify the subject pronouns; supply the correct subject pronouns for the underlined words; provide the missing subject pronouns; construct sentences using subject pronouns) • Pair and group work (ask and answer simple questions; observe the use of subject pronouns) • Individual writing task (news report) • Pair work (peer review of news report) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding 	<ul style="list-style-type: none"> • invitation letter written on a manila paper • flash cards or chart of spelling words
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						section in Unit/Summative Test (unit ender)		
<p>LESSON 2 Heroes to Admire (Object Pronouns)</p>	<p>EN3LC-IIa-j-2.1 Listen to a variety of literary and expository texts a. note details</p> <p>EN3OL-II-d-e-1.17.1 Give one- to three-step directions <i>Use object pronouns</i></p> <p>EN3WC-III-j-2.6 Use appropriate punctuation marks <i>Write interview questions</i></p> <p>EN3V-IVg-i-9 MELC Use known words to perform artistic theme-based activities (e.g., interviews, telephone conversation, role-play, etc.) using common sight</p> <p>EN3PWR-Ib-d-19.1 MELC Recognize more common sight words in order to read simple phrases and sentences <i>Spell words with the /f/</i></p>	<ul style="list-style-type: none"> • What are the gains on listening to interviews? • Why is following directions beneficial when performing a task? • Why is the knowledge and use of pronoun important? • What kind of questions have answers that can be a source of substantial information? • Why are patterns in spelling is helpful when spelling words. 	<ul style="list-style-type: none"> • Interviews are ways to validate information previously learned and gain new additional information. • Directions give clear steps from beginning to end. Directions when followed ensure success of a task. • The knowledge and use of pronouns make communication clear and better. • A question is a good device to gather substantial information about people, events, etc. • Spelling contributes to improving communication 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Noting significant details in an interview • Explaining use of pronouns • Applying patterns in spelling words <p>Collaboration Stating directions as clearly as possible with the help of others</p> <p>Communication</p> <ul style="list-style-type: none"> • Writing interview questions • Using/spelling cross-curriculum words 	<p>Motivation</p> <ul style="list-style-type: none"> • Activate prior knowledge • Picture prompts <p>Guided Listening Interview</p> <p>Inductive Method in Teaching Grammar</p> <p>Direct Instruction Conducting an interview</p> <p>Cooperative Learning Giving directions through simulation and dyad and preparing interview questions</p> <p>Guided Writing Prewriting, writing, rewriting checking, sharing</p> <p>Horn Method of Teaching Spelling</p>	<p>Diagnostic Spelling pretest and drills (complete word puzzle through the given clues; decode the scrambled letters)</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercise (listen to note details) • Grammar drills and exercises on object pronouns (differentiate/dist inguish subject pronouns from object pronouns; provide the appropriate object pronoun; choose the correct object pronoun; construct sentences using object pronouns) • Role playing (pretend as an information officer and give directions on 	<p>Appreciating the good deeds of people considered as heroes</p>	<ul style="list-style-type: none"> • pictures of Filipino heroes with names and descriptions • chart of object pronouns • flash cards or chart of spelling words

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	<p><i>sound spelled as ph or gh</i></p> <p><i>Spell words related to Mathematics</i></p>		and gaining understanding of written expression.			<p>how to do any of the given tasks)</p> <ul style="list-style-type: none"> • Pair work (take turns providing directions to each other's houses; take turns asking and answering each other's interview questions) • Individual writing task (prepare interview questions) <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 Blessings to Share <i>(Possessive Pronouns)</i></p>	<p>EN3LC-IIa-j-2.1 Listen to a variety of literary and expository texts a. note important details</p> <p>EN3OL-II-f-1.11 MELC Restate and retell information</p> <p>EN3G-IIIe-f-4.2.4 MELC Use commonly used possessive pronouns</p>	<ul style="list-style-type: none"> • Why are details important? In what way are main and supporting details equally important? • How does retelling or restating information help clarify 	<ul style="list-style-type: none"> • Supporting details are important as it is used in proving the occurrence of events or situations. • Retelling and restating information is needed to emphasize 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Identifying main event and its supporting details • Reflecting about the past <p>Collaboration</p> <ul style="list-style-type: none"> • Listening in order to gather information, and restating, and retelling 	<p>Read Aloud Words with hard and soft /th/ sound</p> <p>Motivation Chart of related words</p> <p>TQLR (Tune In, Question, Listen, Review/Recite)</p> <p>Guided Listening</p> <ul style="list-style-type: none"> • Narrative 	<p>Diagnostic Spelling pretest and drills (complete the spelling words; provide the correct spelling)</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercises (listen to identify main events and supporting 	<p>Caring for others and sharing blessings with them in times of calamity</p> <ul style="list-style-type: none"> • pictures of children helping people and sharing things and food • chart of possessive pronouns • flash cards or chart of spelling words

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<p>MELC Identify commonly used possessive pronouns and use them in a sentence</p> <p>EN3WC-IIa-j-2.2 MELC Write different forms of simple composition as a response to stories/poems listened to f. a diary</p> <p>EN3WC-IIi-j-2.6 Use appropriate punctuation marks</p> <p>EN3PWR-Ib-d-19.1 MELC Recognize more common sight words in order to read simple phrases and sentences</p> <p><i>Spell words with silent consonants t and b</i></p> <p><i>Spell words related to Mathematics</i></p>	<p>things?</p> <ul style="list-style-type: none"> • Why is it necessary to understand the concept of ownership? • What are the different ways to record or write about feelings and experiences? • Why is correct spelling essential in communication? 	<p>points and avoid confusion and misunderstanding.</p> <ul style="list-style-type: none"> • Learning about the concept of ownership provides insights in dealing with real-life situations. • Writing about different things can be done using different media like the use of diary or journal, incident reports, etc. • Communication is easier when words are clear and easy to understand. 	<p>information</p> <ul style="list-style-type: none"> • Asking questions for clarification <p>Communication</p> <ul style="list-style-type: none"> • Applying newly learned grammar concepts • Writing about unforgettable activities including personal insights • Identifying silent consonants • Using/spelling cross-curriculum words <p>Creativity Presenting understanding of a concept through the use of real objects</p>	<ul style="list-style-type: none"> • Article <p>Inductive Method in Teaching Grammar</p> <p>Direct instruction Writing a diary entry</p> <p>Cooperative Learning Restating/retelling information through group discussion</p> <p>Guided Writing Prewriting, writing, rewriting, checking, sharing</p> <p>Horn Method of Teaching Spelling</p>	<p>details)</p> <ul style="list-style-type: none"> • Grammar drills and exercises on possessive pronouns (recognize possessive pronouns; rewrite to show possession; fill in the blank with the correct possessive form; form sentences using possessive form) • Group work (read and restate information from an article) • Individual speaking task (retell to the class the information heard from an article read by the teacher) • Individual writing task (diary entry) • Pair work (peer review of diary entry) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery 		
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						<ul style="list-style-type: none"> test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 		
<p>Lesson 4 Friends to Trust</p> <p><i>(Indefinite Pronouns)</i></p>	<p>EN3LC-1c-3.11 Listen to poems and give a simple paraphrase</p> <p><i>Listen and respond to others</i></p> <p><i>Use indefinite pronouns</i></p> <p>EN3WC-1li-j-2.6 Use appropriate punctuation marks</p> <p>EN3WC-1la-j-7 MELC Write different forms of simple composition as a response to stories/poems listened to d. descriptive paragraph</p> <p>MELC Write a short descriptive paragraph about a character or setting in stories listened to</p> <p><i>Spell words with silent consonants gh and n</i></p>	<ul style="list-style-type: none"> • What are the different literary forms that can be a rich source of wisdom and inspiration? • Why is it necessary to be able to respond to what has been listened to? What are the benefits of being able to respond accurately? • How does having a good understanding of pronoun use help improve communication skills? • What are the elements of a good description? 	<ul style="list-style-type: none"> • Poems convey lessons that are rich in wisdom. • The cycle of effective communication involves getting responses among other else. • Mastery of pronouns improve speaking and writing. • Writing using good and accurate description creates a good connection between the reader and the writer. • Communication is easier when words are clear and easy to understand. 	<p>Collaboration Paraphrasing a literary article</p> <p>Communication</p> <ul style="list-style-type: none"> • Listening attentively in order to give accurate responses • Using pronouns in forming responses • Spelling words with silent consonants • Using/spelling cross-curriculum words <p>Critical Thinking Expressing comparison effectively</p>	<p>Read Aloud</p> <ul style="list-style-type: none"> • Short verse • Focus on intonation <p>Motivation</p> <ul style="list-style-type: none"> • Picture prompt • Activate prior knowledge on pronouns <p>Guided Listening Poem</p> <p>Inductive Method in Teaching Grammar</p> <p>Direct instruction Paraphrasing and writing a paragraph of comparison</p> <p>Cooperative Learning Listening and responding to others through group-based activities</p>	<p>Diagnostic Spelling pretest and drills (complete the spelling words; match to form complete words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercise (listen to paraphrase) • Grammar drills and exercises on indefinite pronouns (identify indefinite pronouns; provide appropriate indefinite pronouns; construct sentences using indefinite pronouns) • Group work (use indefinite pronouns while talking about an unforgettable 	<p>Making and trusting friends</p>	<ul style="list-style-type: none"> • chart of indefinite pronouns • flash cards or chart of spelling words

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	<p><i>Spell words related to Mathematics</i></p>	<ul style="list-style-type: none"> • Why is correct spelling essential in communication? 			<p>Guided Writing Prewriting, writing, rewriting, checking, sharing</p> <p>Horn Method of Teaching Spelling</p>	<p>day; take turns reading a short verse; take turns saying a line from a verse read)</p> <ul style="list-style-type: none"> • Individual writing task (paragraph of comparison) • Pair work (peer review of paragraph written) <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 Challenges to Meet <i>(Demonstrative Pronouns)</i></p>	<p>EN3LC-IIa-j-2.6 Listen to a variety of literary and expository texts c. retell some parts of the story</p> <p>EN3OL-III-j-3 Retell familiar stories to other children</p> <p>EN3G-IIIa-b-4.2-1 Use demonstrative pronouns (this/that, these/those)</p>	<ul style="list-style-type: none"> • How does good listening make you capable at recalling and retelling events or ideas? • What are the standards of telling stories to children? • How does having a good understanding of pronoun 	<ul style="list-style-type: none"> • Good listening is a key to a meaningful communication . • Telling stories creates a connection and teaches valuable insights and lessons. • Mastery of pronouns improve speaking and 	<p>Collaboration</p> <ul style="list-style-type: none"> • Listening attentively to remember events or key ideas • Retelling stories with appropriate expression <p>Communication</p> <ul style="list-style-type: none"> • Using pronouns in forming responses • Using/spelling cross-curriculum 	<p>Read Aloud</p> <ul style="list-style-type: none"> • Sentences • Focus on /i/ sound as contrasted with /e/ and /ē/ sounds) <p>Motivation</p> <ul style="list-style-type: none"> • Picture prompt • Activate prior knowledge <p>TQLR (Tune In, Question, Listen, Review/Recite)</p>	<p>Diagnostic Spelling pretest and drills (complete the spelling words; fill in the blanks with the appropriate spelling word; match parts to form words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercises (listen to retell significant 	<p>Accepting challenges as something that makes you better</p>	<p>flash cards or chart of spelling words</p>

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<p>EN3WC-III-j-2.6 Use appropriate punctuation marks</p> <p>EN3WC-IIa-j-9 Write different forms of simple composition as a response to stories/poems listened to g. a short paragraph, etc.</p> <p>EN3S-IIg-h-4.2 MELC Spell words with consonant digraphs <i>ch</i> and <i>sh</i></p> <p>MELC Read words, phrases, sentences and short stories consisting of words with consonant digraph <i>ch</i> and <i>sh</i> and other words previously studied</p> <p>MELC Spell one- to two-syllable words with initial and final consonant blends (e.g., <i>pl, tr</i>) and consonant digraphs (<i>ch</i> and <i>sh</i>)</p> <p><i>Spell words related to Mathematics</i></p>	<p>use help improve communication skills?</p> <ul style="list-style-type: none"> • What are the different ways to record or write about feelings and experiences? • What are the benefits of spelling words correctly? 	<p>writing.</p> <ul style="list-style-type: none"> • Writing about different things can be done using different media like the use of diary or journal, incident reports, experience chart, etc. • Spelling helps in the easy understanding of written articles and makes communication smooth and clear. 	<p>words</p> <p>Creativity Making signs or tags using demonstrative pronouns</p> <p>Critical Thinking</p> <ul style="list-style-type: none"> • Writing an insightful paragraph about an experience • Applying patterns in spelling words 	<p>Guided Listening Story</p> <p>Inductive Method in Teaching Grammar</p> <p>Read aloud</p> <p>Cooperative Learning Retelling familiar stories</p> <p>Direct Instruction Writing an experience chart</p> <p>Guided Writing Prewriting, writing, rewriting, checking, sharing</p> <p>Horn Method of Teaching Spelling</p>	<p>events)</p> <ul style="list-style-type: none"> • Grammar drills and exercises on demonstrative pronouns (identify demonstrative pronouns; distinguish demonstrative pronouns from adjectives; form sentences using demonstrative pronouns; produce classroom tags/signs that make use of demonstrative pronouns) • Pair work (take turns retelling children's stories; peer review of experience chart) • Individual writing task (experience chart) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding 			
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						section in Unit/Summative Test (unit ender)		
<p>LESSON 6 Memories to Keep <i>(Pronoun-Antecedent Agreement)</i></p>	<p>EN3LC-IIa-j-2 Activate prior knowledge based on the stories to be read</p> <p>EN3OL-IIIc-1.16.3 Follow and explain processes</p> <p>EN3G-IIIc-d-4.2.3 Use personal pronouns (e.g., <i>I, you, he, she, it, we, they</i>)</p> <p><i>Recognizing pronoun antecedents</i></p> <p>EN3WC-IIi-j-2.6 Use appropriate punctuation marks</p> <p>EN3WC-IIa-j-9 MELC Write different forms of simple composition as a response to stories/poems listened to g. a short paragraph, etc.</p> <p>EN3S-IIIe-f-5 Spell some irregularly spelled words (e.g., <i>have, said, please, because</i>)</p>	<ul style="list-style-type: none"> Why is it important to activate prior knowledge when learning new information? What are directions for? Why is it important to follow them? What are the rules governing the use of pronouns? What are the different ways to record or write about feelings and experiences? What are the benefits of spelling words correctly? 	<ul style="list-style-type: none"> Prior knowledge makes learning new knowledge interesting. It gauges relevance of information. Directions are ways to ensure that things or tasks are done correctly and accordingly. Understanding pronouns creates clarity of expression. Writing about different things can be done using different media like the use of diary or journal, incident reports, experience chart, etc. Spelling helps in the easy understanding of written articles and makes 	<p>Critical Thinking</p> <ul style="list-style-type: none"> Evaluating relevance of information Explaining a process Writing about an unforgettable event Applying spelling patterns in spelling words <p>Communication</p> <ul style="list-style-type: none"> Following directions Using/spelling cross-curriculum words <p>Collaboration Collaborating to complete a task</p>	<p>Read Aloud Sentences</p> <p>Motivation</p> <ul style="list-style-type: none"> Picture prompt Activate prior knowledge <p>TQLR (Tune In, Question, Listen, Review/Recite)</p> <p>Guided Listening Anecdote</p> <p>Cooperative Learning Pronoun-antecedent agreement through group activity and dyad</p> <p>Read Aloud</p> <p>Inductive Method in Teaching Grammar</p> <p>Cooperative Learning Explaining a process through Think-Pair-Share</p>	<p>Diagnostic Spelling pretest and drills (complete the spelling words; fill in the blanks with the appropriate spelling word; find spelling words in the puzzle; unscramble letter to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> Post-listening exercise (listen to evaluate the relevance of information) Grammar drills and exercises on pronoun-antecedent agreement (identify the pronoun and its antecedent; provide the appropriate pronoun for the given antecedent; answer questions about pronoun- 	<p>Making stronger ties with families and friends</p>	<ul style="list-style-type: none"> word cards flash cards or chart of spelling words

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	<p>EN3S-IIg-h-4.2 MELC Spell words with consonant digraphs <i>ch</i> and <i>sh</i></p> <p>MELC Read words, phrases, sentences and short stories consisting of words with consonant digraph <i>ch</i> and <i>sh</i> and other words previously studied</p> <p>MELC Spell one- to two-syllable words with initial and final consonant blends (e.g., <i>pl, tr</i>) and consonant digraphs (<i>ch</i> and <i>sh</i>)</p> <p><i>Spell words related to Mathematics</i></p>		<p>communication smooth and clear.</p>		<p>Guided Writing Prewriting, writing, rewriting, checking, sharing</p> <p>Horn Method of Teaching Spelling</p>	<p>antecedent agreement as used in a given paragraph; construct sentences observing proper pronoun-antecedent agreement)</p> <ul style="list-style-type: none"> • Pair work (explain a process; peer review of a written paragraph) • Individual speaking (explain a process) and writing tasks (paragraph about an unforgettable event) <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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**These columns are add-on components provided by the Author/s.

3rd Quarter

Unit 3: <i>Little Wonders, Great Deeds</i>		Time frame: 50 days	
Content Standards	<p><i>Listening Comprehension</i> The learner demonstrates understanding of different listening strategies to comprehend texts.</p> <p><i>Grammar</i> The learner demonstrates understanding of grammatical structures of English to be able to communicate effectively in oral and written forms.</p> <p><i>Oral Language</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • speech cues for clear expression of ideas; and • processes and information in text for articulation of ideas. <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 sentences and paragraphs in expressing ideas.</p> <p><i>Vocabulary</i> The learner demonstrates understanding of English vocabulary used in both oral and written language in a given context.</p>	Performance Standards	<p><i>Listening Comprehension</i> The learner uses information from texts viewed or listened to in preparing logs and journals.</p> <p><i>Grammar</i> The learner shows proficiency in constructing grammatically correct sentences in different theme-based oral and written activities.</p> <p><i>Oral Language</i> The learner . . .</p> <ul style="list-style-type: none"> • uses speaking skills and strategies appropriately to communicate ideas in varied theme-based tasks; and • creatively presents information in varied ways. <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. <p><i>Writing and Composition</i> The learner composes three- to five-sentence paragraphs.</p> <p><i>Vocabulary</i> The learner uses English vocabulary in varied and creative oral and written activities.</p> <p><i>Phonics and Word Recognition</i> The learner uses word recognition techniques to read and understand</p>

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	<p><i>Phonics and Word Recognition</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> processes in sight word recognition or phonic analysis to read and understand words; and familiar sight and irregularly spelled words for automatic recognition. <p><i>Spelling</i> The learner demonstrates understanding of letter sequence in words to get meaning.</p>		<p>words that contain complex letter combinations, affixes, and contractions through theme-based activities.</p> <p><i>Spelling</i> The learner hears and records sounds in words.</p>
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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
<p>LESSON 1 Seeds of Goodness to Scatter</p> <p><i>(Action Words; Be Verbs)</i></p>	<p>EN3LC-IIIe-f-2.4 Propose several predictions about texts/stories listened to</p> <p>EN3OL-IIIe-1.16.4 Express opinions and feelings about other's ideas</p> <p>EN3G-IIa-c-3 Verbs</p> <p>EN3G-IIa-b-3.4 MELC Use the be-verbs (<i>am, is, are, was, were</i>) correctly in sentences</p> <p>EN3WC-IIIa-1 Participate in generating ideas through prewriting activities</p>	<ul style="list-style-type: none"> How can making predictions when we listen or read help us understand better what is read or heard? How does expressing opinions and feelings help in gaining helpful knowledge and information? Why is knowledge and understanding of verbs important? What are the sources of 	<ul style="list-style-type: none"> Making predictions is a helpful tool for better understanding of what is heard or read Expressing opinions and feelings help us gain more knowledge about the ideas of others. Knowledge about verbs and understanding them is essential in grammar. There are varied sources 	<p>Critical Thinking</p> <ul style="list-style-type: none"> Making predictions Learning to apply spelling patterns <p>Collaboration Adding to the ideas of others and asking for clarifications</p> <p>Communication</p> <ul style="list-style-type: none"> Using <i>be</i> verbs in sentences Writing a narrative Using/spelling cross-curriculum words 	<p>Read Aloud Poem</p> <p>Motivation Picture prompt</p> <p>TQLR (Tune In, Question, Listen, Review/Recite)</p> <p>Guided Listening Table</p> <p>Inductive Method in Teaching Grammar</p> <p>Whole-Class Discussion</p> <p>Read Aloud</p>	<p>Diagnostic Spelling pretest and drills (classify words according to sounds; fill in the blank with the appropriate spelling word; unscramble letters to form the correct words)</p> <p>Formative</p> <ul style="list-style-type: none"> Post-listening exercise (answer comprehension questions; make predictions) Grammar drills and exercises on action words 	<p>Doing good to others even in small ways</p>	<ul style="list-style-type: none"> pictures showing different activities of people flash cards or chart of spelling words

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	<p>EN3WC-IIIId-e-2.6 Use appropriate punctuation marks</p> <p><i>Write a narrative</i></p> <p>EN3S-IIIe-f-5 Spell some irregularly spelled words (e.g., <i>have, said, please, because</i>)</p> <p><i>Spell words with the /sk/, /sl/, and /sh/ sounds spelled as sc</i></p> <p><i>Spell words related to Mathematics</i></p>	<p>ideas? How are these sources helpful in writing activities?</p> <ul style="list-style-type: none"> • What are the benefits of spelling words correctly? 	<p>of ideas that can be helpful in writing like past experiences, incidents, encounters, etc.</p> <ul style="list-style-type: none"> • Spelling helps in the easy understanding of written articles and makes communication smooth and clear. 		<p>Cooperative Learning Expressing opinions and feelings through Think-Pair-Square-Share</p> <p>Guided Writing Prewriting, writing, rewriting, checking, sharing</p> <p>Horn Method of Teaching Spelling</p>	<p>or verbs (identify verbs; provide appropriate verbs; choose the appropriate be verb; fill in the blanks with the correct be verbs; decode symbols to come up with the appropriate verb)</p> <ul style="list-style-type: none"> • Group work (take turns expressing ideas and opinions) • Individual writing task (narrative paragraph about helping someone) <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 Nature to Enjoy and Protect</p> <p><i>(Present Tense of Verbs)</i></p>	<p>EN3LC-IIIa-j-2.17 Listen to a variety of literary and expository texts g. draw conclusions</p> <p>EN3OL-IIIi-j-1.9 MELC Compare and contrast information heard</p> <p>EN3G-IIac-3 Verbs</p> <p>EN3G-IIe-f-3.2.1.1 MELC Use verbs in simple present tense</p> <p>MELC Use simple verbs (past, present, future) in sentences</p> <p>EN3WC-IIIh-2.4 Complete patterned poems using appropriate rhyming words</p> <p>EN3S-IIIe-f-5 Spell some irregularly spelled words (e.g., <i>have, said, please, because</i>)</p> <p><i>Spell words with the /o/ sound spelled as au</i></p>	<ul style="list-style-type: none"> • How is a conclusion formed? What are the bases of forming conclusion? What is a good conclusion? • What is comparing? What is contrasting? Why is the skill of comparing and contrasting important? • How can using proper verb tenses help create clear and better work? • What is a poem and how is it different from other literary forms? What are the gains of poem writing? • What are the benefits of spelling words correctly? 	<ul style="list-style-type: none"> • Conclusions are based on different sources of information and help make meaning clearer. • Comparing and contrasting is a helpful skill in determining the nature and meaning of things. • How can using proper verb tenses help create clear and better work? • Poems come in different forms and styles but are based on feelings or emotions. They may also be used to inform. • Spelling helps in the easy understanding of written articles and makes communication smooth and clear. 	<p>Communication</p> <ul style="list-style-type: none"> • Drawing conclusions based on what has been listened to • Expressing verbally similarities and differences • Using verbs according to tenses • Using/spelling cross-curriculum words <p>Critical Thinking</p> <ul style="list-style-type: none"> • Writing poems following a pattern • Applying spelling patterns 	<p>Read Aloud Diamond poem</p> <p>Motivation Picture prompt</p> <p>TQLR (Tune In, Question, Listen, Review/Recite)</p> <p>Guided Listening Poem</p> <p>Inductive Method in Teaching Grammar</p> <p>Read aloud</p> <p>Cooperative Learning Comparing and contrasting information through group discussions</p> <p>Whole-Class Discussion</p> <p>Guided Writing Prewriting, writing, rewriting, checking, sharing</p>	<p>Diagnostic Spelling pretest and drills (match to form the spelling words; fill in the blanks with the appropriate spelling word; provide the missing letters to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercise (answer motive and comprehension questions; draw out appropriate conclusions) • Grammar drills and exercises on present tense of verbs (observe proper subject and verb agreement considering present tense; give the correct present tense form of the verb according to subject; fill in the blanks with the correct form of the verb; form 	<p>Caring for and preserving the environment</p> <ul style="list-style-type: none"> • charts of subjects and verbs • flash cards or chart of spelling words
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	Spell words related to Mathematics				Horn Method of Teaching Spelling	<p>sentences using correct present tense form)</p> <ul style="list-style-type: none"> • Group work (read verses and articles then compare and contrast the information gathered) • Individual writing task (diamond poem) • Pair work (peer review of diamond poem) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 		
LESSON 3 Kindness to Pass Around <i>(Past Tense of Verbs)</i>	<p>EN3LC-IIIa-j-1.1 Activate prior knowledge based on new knowledge formed</p> <p>EN3LC-IIIa-j-2.7 Listen to a variety of literary and expository texts b. sequence at least 3 events using signal words</p>	<ul style="list-style-type: none"> • How is sequencing of events done and why is it important? • What are the different ways to present information? What kind of 	<ul style="list-style-type: none"> • Understanding sequence of events is an indicator of a better comprehension. • Ways of information presentation will depend on the purpose and use of the 	Communication	<p>Read Aloud Short verse</p> <p>Motivation</p> <ul style="list-style-type: none"> • Picture prompts • Activate prior knowledge <p>TQLR (Tune In, Question, Listen, Review/Recite)</p>	<p>Diagnostic Spelling pretest and drills (form the spelling words by combining the appropriate letters; fill in the blanks with the appropriate spelling words; unscramble letters to form the correct</p>	Showing kindness to others	<ul style="list-style-type: none"> • pictures of different animals • chart of regular and irregular verbs • flash cards or chart of spelling words

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<p>EN3OL-IVa-e-1.19 MELC Present information in varied artistic ways (e.g., role playing, show and tell, radio play/podcast/broadcast/reporting/poster presentation)</p> <p>EN3V-IVg-i-9 Use known words to perform artistic theme-based activities (e.g., interviews, telephone conversation, role-play, etc.) using common sight words</p> <p>EN3G-IIac-3 Verbs</p> <p>EN3G-IIe-f-3.2.1.1 MELC Use verbs in simple present and past tense</p> <p>MELC Use simple verbs (past, present, future) in sentences</p> <p>EN3G-IIId-f-3.2 Form and use the past tense of frequently occurring regular verbs (walk-walked, etc.)</p>	<p>information will best fit for each way?</p> <ul style="list-style-type: none"> • How can using proper verb tenses help create clear and better work? • What are the different ways of writing a prayer? • Why is it necessary that prayers are written? • What are the benefits of spelling words correctly? 	<p>information.</p> <ul style="list-style-type: none"> • Prayers come in many ways. They can be written or sung. • Spelling helps in the easy understanding of written articles and makes communication smooth and clear. 	<p>clarity of meaning</p> <ul style="list-style-type: none"> • Using/spelling cross-curriculum words <p>Critical Thinking Analyzing and presenting information through appropriate means</p> <p>Creativity</p> <ul style="list-style-type: none"> • Creating dialogues and acting out in a role play, show and tell, or reporting • Creating a prayer poster <p>Collaboration Learning to coordinate with group members to do and finish a task</p>	<p>Guided Listening Storytelling</p> <p>Inductive Method in Teaching Grammar</p> <p>Cooperative Learning Role playing, show and tell, and news reporting through various group tasks</p> <p>Read Aloud</p> <p>Guided Writing Prewriting, writing, rewriting, checking, sharing</p> <p>Horn Method of Teaching Spelling</p>	<p>words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercise (listen to note sequence of events) • Grammar drills and exercises on past tense of verbs (fill in the blanks with the appropriate past form of the verbs; fill in the blanks with the appropriate past form of regular and irregular verbs; underline the appropriate form of the verbs) • Group work (role playing, show and tell, news reporting) • Pair work (read verses to the class; peer review of prayer poster) • Individual writing task (prayer poster) <p>Summative</p> <ul style="list-style-type: none"> • Spelling 		
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	<p>EN3WC-IIIa-1 Participate in generating ideas through prewriting activities</p> <p>EN3WC-III-d-e-2.6 Use appropriate punctuation marks</p> <p><i>Write a prayer poster</i></p> <p>EN3S-III-e-f-5 Spell some irregularly spelled words (e.g., have, said, please, because)</p> <p><i>Spell words with the /o/ sound spelled as aw</i></p> <p><i>Spell words related to Christian Living Education</i></p>					<p>mastery test</p> <ul style="list-style-type: none"> Lesson-ender test Corresponding section in Unit/Summative Test (unit ender) 		
<p>LESSON 4 Dreams to Reach</p> <p><i>(Future Tense of Verbs)</i></p>	<p>EN3LC-IIIa-j-2.8 Listen to a variety of literary and expository texts e. infer feelings and traits of characters</p> <p>EN1OL-IIIg-h-3.2 MELC Ask and respond to questions about informational texts listened to (environment, health, how-tos, etc.)</p>	<ul style="list-style-type: none"> Why is it important to infer feeling and traits of characters of stories? What is the importance of being able to respond and ask questions about an information just heard or read? How can using 	<ul style="list-style-type: none"> The characters in literary or expository texts play a big part in understanding and the reader relating to it. Asking and responding to questions is a key to a better understanding of an information. 	<p>Communication</p> <ul style="list-style-type: none"> Listening in order to infer feelings and relate to them Expressing verbs according to tenses Spelling words to achieve clarity of meaning Using/spelling cross-curriculum 	<p>Read Aloud Sentences</p> <p>Motivation Picture prompt</p> <p>TQLR (Tune In, Question, Listen, Review/Recite)</p> <p>Guided Listening Biographical sketch</p>	<p>Diagnostic Spelling drills and mastery test (form the spelling words by combining the correct letters; match the spelling words with the given definitions; fill in the boxes with the appropriate letters to form the spelling words)</p>	<p>Believing in one's dreams</p>	<ul style="list-style-type: none"> chart of time expressions flash cards or chart of spelling words

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<p>EN3G-III-j-3.2.2 MELC Use verbs in simple future tense</p> <p>MELC Use simple verbs (past, present, future) in sentences</p> <p>EN3WC-IIIa-1 Participate in generating ideas through prewriting activities</p> <p>EN3WC-III-d-e-2.6 Use appropriate punctuation marks</p> <p><i>Write a biographical sketch</i></p> <p>EN3S-III-e-f-5 Spell some irregularly spelled words (e.g., <i>have, said, please, because</i>)</p> <p><i>Spell words with the long /u/ sound spelled as ew</i></p> <p>MELC Read words with long <i>a, i, o, u</i> sound (ending in <i>e</i>)</p> <p><i>Spell words related to Christian Living</i></p>	<p>proper verb tenses help create clear and better work?</p> <ul style="list-style-type: none"> • Why should writing be purposive and clear? • What are the benefits of spelling words correctly? 	<ul style="list-style-type: none"> • Knowledge in the use of verb tenses help create better work. • Writing for a purpose creates a clear flow of ideas in a composition. • Spelling helps in the easy understanding of written articles and makes communication smooth and clear. 	<p>words</p> <p>ICT Literacy Asking and responding to an informational video clip</p> <p>Critical Thinking Reflecting personally and writing about goals and ambitions</p>	<p>Inductive Method in Teaching Grammar</p> <p>Guided Viewing</p> <p>Cooperative Learning Future tense of verbs and asking and responding to questions about an informational video clip</p> <p>Direct Instruction Asking and responding to questions about an informational video clip and writing a biographical sketch</p> <p>Guided Writing Prewriting, writing, rewriting, checking, sharing</p> <p>Horn Method of Teaching Spelling</p>	<p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercise (answer motive and comprehension questions) • Grammar drills and exercises on future tense of verbs (identify the verbs in future tense form; fill in the blanks with the correct future tense of verbs; identify verbs in future tense form; form future tense of verbs; choose the correct future form of the verbs; form sentences using future tense) • Pair work (take turns pretending as president of the country and talking about how to help the poor while observing the use of future tense of verbs; discuss what was heard from 		
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	<i>Education</i>					<p>an informational video clip; peer review of a biographical sketch)</p> <ul style="list-style-type: none"> • Group work (read about a designated topic then prepare questions about it; have classmates answer the questions) • Individual writing task (biographical sketch) <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 Truths to Uphold</p> <p><i>(Linking Verbs and Helping Verbs; May and Can)</i></p>	<p>EN3LC-IIIa-j.2 Activate prior knowledge based on the stories to be read</p> <p>EN1OL-IIIg-h-3.2 MELC Ask and respond to questions about informational texts</p>	<ul style="list-style-type: none"> • Why is prior knowledge important when learning a new one? • What is the importance of being able to respond and ask questions 	<ul style="list-style-type: none"> • Prior knowledge makes learning new knowledge easier and more interesting. • Asking and responding to questions is a key to a better understanding 	<p>Communication</p> <ul style="list-style-type: none"> • Recalling events and their reasons for happening • Reading a dialogue or a verse with correct expression 	<p>Read Aloud Verse</p> <p>Motivation</p> <ul style="list-style-type: none"> • Word Tree • Activate prior knowledge 	<p>Diagnostic Spelling pretest and drills (fill in the blanks with the appropriate letters to form the spelling words; fill in the blanks/boxes with the correct</p>	Being truthful	<ul style="list-style-type: none"> • drawing of a tree with at least 3 branches and the trunk has the word TRUTH written on it • sentence cards • strips of

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<p>listened to (environment, health, how-tos, etc.)</p> <p><i>Recognize linking verbs and helping verbs</i></p> <p><i>Use may and can</i></p> <p><i>Use correct subject-verb agreement</i></p> <p>EN3WC-IIIa-1 Participate in generating ideas through prewriting activities</p> <p>EN3WC-III d-e-2.6 Use appropriate punctuation marks</p> <p>EN2WC-IVa-e-22 MELC Write a simple story</p> <p>EN3S-IIIe-f-5 Spell some irregularly spelled words (e.g., <i>have, said, please, because</i>)</p> <p><i>Spell words with the /u/ sound spelled as oo, ue, or ui</i></p> <p><i>Spell words related to Science</i></p>	<p>about an information just heard or read?</p> <ul style="list-style-type: none"> • What is the use of verbs in writing sentences and in speaking occasions? • Why should writing be purposive and clear? • What are the benefits of spelling words correctly? 	<p>of an information.</p> <ul style="list-style-type: none"> • Knowledge of verbs gives more clarity and meaning to written and verbal expression. • The flow of ideas in a story should be clear to be understood and enjoyed. • Spelling helps in the easy understanding of written articles and makes communication smooth and clear. 	<ul style="list-style-type: none"> • Applying the use of helping and linking verbs in spoken and verbal expression • Spelling words to achieve clarity of meaning • Using/ spelling cross-curriculum words <p>Collaboration</p> <ul style="list-style-type: none"> • Asking questions and delivering answers • Completing a task to make it interesting 	<p>TQLR (Tune In, Question, Listen, Review/Recite)</p> <p>Guided Listening Bible story</p> <p>Inductive Method in Teaching Grammar</p> <p>Read Aloud</p> <p>Cooperative Learning Linking and helping verbs and asking and answering questions</p> <p>Direct Instruction Asking questions and delivering answers and the concept of short story</p> <p>Guided Writing Prewriting, writing, rewriting, checking, sharing</p> <p>Horn Method of Teaching Spelling</p>	<p>spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercise (answer motivation questions; listen to identify events and their reasons for happening) • Grammar drills and exercises on linking and helping verbs (identify linking and helping verbs; observe proper subject-verb agreement; fill in the blanks with <i>may</i> or <i>can</i>; form sentences using <i>may</i> or <i>can</i>) • Group work (study linking and helping verbs; play a card game and form sentences using <i>may</i> and <i>can</i>; read a verse) • Pair work (take turns reading questions and answers; read a 	<p>cartolina paper wherein the words <i>write, house, cry, dance, boy, pray, drive, and friend</i> are written</p> <ul style="list-style-type: none"> • word cards of <i>may</i> and <i>can</i> • flash cards or chart of spelling words
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						<p>dialogue and fill in the blanks with <i>may</i> or <i>can</i>; peer review of continued short story)</p> <ul style="list-style-type: none"> Individual writing task (complete a short story) <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 6 True Happiness to Pursue (<i>Contractions and Tag Questions</i>)</p>	<p>EN3LC-IIIa-b-2.1 Recall details from texts viewed/listened to</p> <p>ENC3LC-IIIc-d-2.5 Validate ideas made after listening to a story</p> <p>EN3F-IIIg-j-1.11 Observe the use of punctuations including commas, periods, and questions marks to guide reading for fluency</p> <p><i>Recognize contractions</i></p>	<ul style="list-style-type: none"> How do you validate, evaluate ideas or information heard? Why are validating and evaluating necessary? What are punctuation marks for? How are they used as a guide in reading for fluency? How can your knowledge of 	<ul style="list-style-type: none"> Validating and evaluating information, ideas ensure good understanding of what has been listened to. Fluency in reading can be helped by following punctuation marks, observing correct expression and 	<p>Critical Thinking Evaluating information</p> <p>Communication</p> <ul style="list-style-type: none"> Reading with fluency and with correct expression Spelling words to achieve clarity of meaning Using/spelling cross-curriculum words 	<p>Read Aloud Poem</p> <p>Motivation Picture prompt</p> <p>TQLR (Tune In, Question, Listen, Review/Recite)</p> <p>Guided Listening Story</p> <p>Inductive Method in Teaching Grammar</p>	<p>Diagnostic Spelling pretest and drills (choose the appropriate letters to form the spelling words; match the spelling words with the definitions; unscramble the letters to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> Post-listening exercise (listen to evaluate and 	<p>Being happy in small and big things</p>	<ul style="list-style-type: none"> chart of contractions and tag questions sheet of manila paper flash cards or chart of spelling words

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	<p><i>Learn about tag questions</i></p> <p>EN3WC-IIIh-2.4 Complete patterned poems using appropriate rhyming words</p> <p>EN3S-IIIe-f-5 Spell some irregularly spelled words (e.g., <i>have, said, please, because</i>)</p> <p><i>Spell words with /au/ sound spelled as ou</i></p> <p><i>Spell words related to Reading</i></p>	<p>contractions and tag questions improve your grammar?</p> <ul style="list-style-type: none"> • What are several ways of expressing feelings or emotions? • What are the benefits of spelling words correctly? 	<p>understanding the meaning.</p> <ul style="list-style-type: none"> • There are many ways of expressing emotions like poem and story writing. • Spelling helps in the easy understanding of written articles and makes communication smooth and clear. 	<p>Collaborative</p> <ul style="list-style-type: none"> • Asking questions using tag questions • Writing poems to express emotions 	<p>Read Aloud</p> <p>Cooperative Learning Tag questions through group game</p> <p>Direct Instruction Cinquain</p> <p>Guided Writing Prewriting, writing, rewriting, checking, sharing</p> <p>Horn Method of Teaching Spelling</p>	<p>make judgments)</p> <ul style="list-style-type: none"> • Grammar drills and exercises on contractions and tag questions (form the contractions of the given phrases; choose the appropriate question tags; fill in the blanks with the correct questions tags; form question tags for the given sentences) • Question-and-answer game • Group work (form sentences and questions tags; fill in the blanks in a dialog with the appropriate question tags; read the dialogue) • Individual writing task (cinquain) • Pair work (peer review of cinquain) 		
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<p>guide for fluent reading and speaking.</p> <p><i>Writing and Composition</i> The learner demonstrates understanding of sentences and paragraphs in expressing ideas.</p> <p><i>Phonics and Word Recognition</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • processes in sight word recognition or phonic analysis to read and understand words; and • familiar sight and irregularly spelled words for automatic recognition. <p><i>Spelling</i> The learner demonstrates understanding of letter sequence in words to get meaning.</p>	<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. <p><i>Writing and Composition</i> The learner composes three- to five-sentence paragraphs.</p> <p><i>Phonics and Word Recognition</i> The learner uses word recognition techniques to read and understand words that contain complex letter combinations, affixes and contractions through theme-based activities.</p> <p><i>Spelling</i> The learner hears and records sounds in words.</p>
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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 Worthwhile Interests to Enjoy (Adjectives)	EN3LC-IVa-j-2 Activate prior knowledge based on the stories to be read EN3LC-IVa-j-2.1 Listen to a variety of literary and expository texts a. note important details EN3OL-IVa-j-5 MELC Engage in a variety of ways to share	<ul style="list-style-type: none"> • What makes a good listening skill? What are the advantages of having good listening skills? • What kind of information or experiences are worth sharing to others? What are the different ways of sharing information? • What are the essential 	<ul style="list-style-type: none"> • Effective listening allows you to learn significant and useful information. • You gain significant knowledge when you share information and you listen to those shared to you. Sharing can be done in many interesting 	Critical Thinking <ul style="list-style-type: none"> • Listening to identify significant details • Learning to analyze or describe Collaboration Listening without interruption and retelling or sharing information	Oral Production Word prompt Motivation Picture prompt TQLR (Tune In, Question, Listen, Review/Recite) Guided Listening Informational text Inductive Method in Teaching	Diagnostic Spelling pretest and drills (choose the appropriate letters to form the spelling words; fill in the blanks with the appropriate spelling words; fill in the blanks with the appropriate letters to form the spelling words)	Appreciating worthwhile interests	<ul style="list-style-type: none"> • pictures of an old church and a town • flash cards or chart of spelling words

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	<p>information (e.g., role playing, reporting, summarizing, retelling, and show and tell <i>depending on the selection presented</i>)</p> <p>EN3G-IIIg-g-5 Adjectives</p> <p>EN3G-IIIg-g-5.3.1 Use descriptive adjectives</p> <p>EN2WC-IVf-j-2.3 Make a card for various occasions (birthday, Christmas, New Year, etc.)</p> <p>EN3S-IVd-f-5 Spell some irregularly spelled words (e.g., <i>have, said, please, because</i>)</p> <p><i>Spell words with /au/ sound spelled as ow</i></p> <p><i>Spell words related to music</i></p>	<p>elements of an interesting kind of writing?</p> <ul style="list-style-type: none"> • How do you express your way of showing affection to people? • What are the benefits of spelling words correctly? 	<p>ways.</p> <ul style="list-style-type: none"> • Words that create images enhance writing and makes it interesting to the reader. • There are several ways of remembering people during special events. • Spelling helps in the easy understanding of written articles and makes communication smooth and clear. 	<p>Creativity Making a card for various occasions</p> <p>Communication</p> <ul style="list-style-type: none"> • Spelling words to achieve clarity of meaning • Using/spelling cross-curriculum words 	<p>Grammar</p> <p>Cooperative Learning Adjectives and making cards for various occasions through group activities</p> <p>Read Aloud</p> <p>Direct instruction Retelling experiences and making cards for various occasions</p> <p>Guided Writing Prewriting, writing, rewriting, checking, sharing</p> <p>Horn Method of Teaching Spelling</p>	<p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercise (listen to note significant details) • Grammar drills and exercises on adjectives (identify the adjectives and the nouns/pronouns being defined; fill in the blanks with the appropriate adjectives; adjective chain game) • Individual speaking task (answer questions about a story read; retell an inspiring experience) • Group work (adjective chain game; peer review of card) • Individual writing task (cards for various occasions) 		
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CURRICULUM MAP

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						<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 Kindness to Spread <i>(Degrees of Adjectives)</i></p>	<p>EN3LC-IVa-j-2 Activate prior knowledge based on the stories to be read</p> <p>EN3LC-IVe-f-3.7 Personal recounts (anecdotes, past experiences)</p> <p>EN3OL-IVa-j-3.2 MELC Ask and respond to questions about informational text listened to (environment, health, how-tos, etc.)</p> <p>EN1OL-IIIg-h-3.2 MELC Ask and respond to questions about informational texts listened to (environment, health, how-tos, etc.)</p>	<ul style="list-style-type: none"> • What help does prior knowledge do in perking your interest in learning new knowledge? • Why is it necessary to be able to ask questions, respond, interpret information when listening or speaking? • Why is making comparison or citing differences an essential skill to develop? • What are several ways of expressing feelings or emotions? • What are the benefits of spelling words correctly? 	<ul style="list-style-type: none"> • Your understanding of a text can be improved by activating prior knowledge. • It is easier to understand information if you ask questions, make responses, interpret them, and ask for clarifications. • The ability to be able to make comparison or cite differences is an essential skill for anyone to develop. • There are many ways of expressing emotions like poem and story writing. • Spelling helps in the easy 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Connecting prior knowledge to new knowledge • Comparing things effectively <p>Collaboration</p> <ul style="list-style-type: none"> • Asking questions and making responses about a new information • Writing poems to express emotions <p>Communication</p> <ul style="list-style-type: none"> • Spelling words to achieve clarity of meaning • Using/spelling cross-curriculum words 	<p>Read Aloud Contents of greeting cards</p> <p>Motivation</p> <ul style="list-style-type: none"> • Group activity • Relate a given situation with the lesson title • Share responses with the class <p>TQLR (Tune In, Question, Listen, Review/Recite)</p> <p>Guided Listening Story</p> <p>Inductive Method in Teaching Grammar</p> <p>Cooperative Learning Degrees of adjectives and responding to</p>	<p>Diagnostic Spelling pretest and drills (fill in the blanks with the appropriate letters to form the spelling words; fill in the blanks with the correct spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercise (listen and answer questions to connect information heard to personal experience) • Grammar drills and exercises on degrees of adjectives (form the comparative and superlative degrees of adjectives; fill in 	<p>Showing kindness without expecting for a reward</p>	<ul style="list-style-type: none"> • situation cards • chart of adjectives showing degrees of comparison • flash cards or chart of spelling words

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<p>EN3G-IVi-j-5.2 MELC Use the degrees of adjectives in making comparisons (positive, comparative, superlative)</p> <p>EN3WC-IIIh-2.4 Complete patterned poems using appropriate rhyming words</p> <p>EN3S-IVd-f-5 Spell some irregularly spelled words (e.g., have, said, please, because)</p> <p><i>Spell words with long e sound spelled as ea, ie, y, or ey</i></p> <p><i>Spell words related to art</i></p>		<p>understanding of written articles and makes communication smooth and clear.</p>	<p>questions through group and dyadic tasks</p> <p>Read Aloud</p> <p>Direct Instruction Pronouncing phrases with focus on the /ó/ sound and writing a poem</p> <p>Guided Writing Prewriting, writing, rewriting, checking, sharing</p> <p>Horn Method of Teaching Spelling</p>	<p>the blanks with the correct forms of adjectives; identify the adjective and its degree; form sentences with adjectives in comparative degree)</p> <ul style="list-style-type: none"> • Pair work (discuss the questions given through sentences with adjectives in comparative degree; peer review of poems) • Group work (discuss answers to questions given; share answers to the class while observing proper pronunciation) • Individual writing task (poem) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding
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CURRICULUM MAP

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						section in Unit/Summative Test (unit ender)		
<p>LESSON 3 Respect and Gratitude to Bestow</p> <p><i>(Comparing Nouns Using Irregular Adjectives)</i></p>	<p>EN3LC-IVa-j-2 Activate prior knowledge based on the stories to be read</p> <p>EN3LC-IIIb-2.19 MELC Identify possible solutions to problems</p> <p>EN3F-IVc-d-1.4 Read aloud from familiar prose and poetry with fluency, appropriate rhythm, pacing, and intonation</p> <p>EN3G-IVi-j-5.2 MELC Use the degrees of adjectives in making comparisons (positive, comparative, superlative)</p> <p>EN3WC-IIIId-e-2.6 Use appropriate punctuation marks</p> <p>EN3WC-Ia-j-6 Write different forms of simple composition as a response to stories/poems listened to c. thank you letter</p>	<ul style="list-style-type: none"> • What makes a good listening skill? • What are the advantages of having good listening skills? • What are the benefits of being able to read articles with fluency, appropriate rhythm, pacing and intonation? • Why is making comparison or citing differences an essential skill to develop? • What are several ways of expressing feelings or emotions? • What are the benefits of spelling words correctly? 	<ul style="list-style-type: none"> • Effective listening allows you to note important details. • Effective reading is dependent on many factors like fluency, etc. • The ability to be able to make comparison or cite differences is an essential skill for anyone to develop. • There are many ways of expressing emotions like writing poems, stories and letters. • Spelling helps in the easy understanding of written articles and makes communication smooth and clear. 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Listening to identify problem and solution • Learning to compare things <p>Communication</p> <ul style="list-style-type: none"> • Reading and reciting with appropriate rhythm and intonation • Spelling words to achieve clarity of meaning • Using/spelling cross-curriculum words <p>Collaboration Writing poems, stories, and letters to express emotions</p>	<p>Read Aloud Tongue twisters</p> <p>Motivation</p> <ul style="list-style-type: none"> • Word pocket chart • Activate prior knowledge <p>TQLR (Tune In, Question, Listen, Review/Recite)</p> <p>Guided Listening Story</p> <p>Read Aloud</p> <p>Inductive Method in Teaching Grammar</p> <p>Cooperative Learning Irregular adjectives through group activity</p> <p>Direct Instruction Reciting tongue twister and writing thank-you letter</p> <p>Guided Writing Prewriting, writing,</p>	<p>Diagnostic Spelling pretest and drills (supply the appropriate prefixes to form the spelling words; fill in the blanks with the appropriate spelling words; match the letters to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercise (listen to a story to identify the problem and its solution) • Grammar drills and exercises on comparing nouns using irregular adjectives (complete the chart with the correct form of adjectives; choose the correct form of adjectives; fill in the blanks with the correct form 	<ul style="list-style-type: none"> • Being grateful with what you have no matter how simple or great it is • Respecting what others have 	<ul style="list-style-type: none"> • word pocket chart • phrases related to the word wisdom written on strips of cartolina • chart of irregular verbs • flash cards or chart of spelling words

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	<p>EN3S-IVd-f-5 Spell some irregularly spelled words (e.g., <i>have, said, please, because</i>)</p> <p><i>Spell words with prefixes im- and il-</i></p> <p><i>Spell words related to Health</i></p>				<p>rewriting, checking, sharing</p> <p>Horn Method of Teaching Spelling</p>	<p>of adjectives; form sentences with irregular adjectives)</p> <ul style="list-style-type: none"> Group work (take turns in asking and answering questions while using irregular adjectives; read and recite tongue twisters) Individual writing task (thank-you 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 4 Inspirational Moments</p> <p><i>(Adjectives in a Series)</i></p>	<p>EN3LC-IVa-j-1.1 Activate prior knowledge on new knowledge formed</p> <p><i>Listen to state and justify opinions</i></p> <p>EN3OL-IVa-j-5 MELC Engage in a variety of ways to share information</p>	<ul style="list-style-type: none"> What makes a good listening skill? What are the advantages of having good listening skills? What are the ways to make sharing of information effective? Why is it 	<ul style="list-style-type: none"> Prior knowledge is very important in learning new knowledge. It makes new learning easier and more interesting to understand. Sharing of information is a kind of communication 	<p>Collaboration</p> <ul style="list-style-type: none"> Justifying opinions based on a text listened to Writing about one's life <p>Critical Thinking</p> <ul style="list-style-type: none"> Sharing information and relating to new 	<p>Read Aloud Short paragraph</p> <p>Motivation</p> <ul style="list-style-type: none"> Picture prompt Activate prior knowledge <p>TQLR (Tune In, Question, Listen, Review/Recite)</p>	<p>Diagnostic Spelling pretest and drills (supply the appropriate prefixes to form the spelling words; match the given definitions with the spelling words; match the letters to form the spelling words)</p>	<p>Looking back at your best and worst moments</p>	<ul style="list-style-type: none"> chart of adjectives in a series flash cards or chart of spelling words

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	<p>EN3G-IIIg-5 Adjectives</p> <p>EN3WC-IIIId-e-2.6 Use appropriate punctuation marks</p> <p><i>Write an autobiography</i></p> <p>EN3S-IVd-f-5 Spell some irregularly spelled words (e.g., <i>have, said, please, because</i>)</p> <p><i>Spell words with prefixes ir- and in-</i></p> <p><i>Spell words related to Physical Education</i></p>	<p>important to be able to give descriptions to people, places, ideas, event, etc.?</p> <ul style="list-style-type: none"> • What are the different genres of writing and what is the function and style of each genre? • What are the benefits of spelling words correctly? 	<p>that allows you to learn new things and be able to relate to them.</p> <ul style="list-style-type: none"> • Descriptions are important to give clarity to writing and speaking. • There are many styles and purposes of writing. Each style or genre fits a topic or theme. • Spelling helps in the easy understanding of written articles and makes communication smooth and clear. 	<p>information gained</p> <ul style="list-style-type: none"> • Comparing things and forming sound judgment <p>Communication</p> <ul style="list-style-type: none"> • Spelling words to achieve clarity of meaning • Using/spelling cross-curriculum words 	<p>Guided Listening Informational text</p> <p>Inductive Method in Teaching Grammar</p> <p>Read Aloud</p> <p>Cooperative Learning Adjectives in a series and sharing ideas/relating information through group activity</p> <p>Direct Instruction Writing a biography</p> <p>Guided Writing Prewriting, writing rewriting, checking, sharing</p> <p>Horn Method of Teaching Spelling</p>	<p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercise (listen to state and justify opinions) • Grammar drills and exercises on adjectives in a series (arrange the adjectives according to proper order; provide appropriate adjectives according to given order; form sentences with adjectives arranged in proper order) • Group work (talk about famous book or movie characters while using adjectives arranged in proper order) • Pair work (form sentences using the given word pairs and share them with a seatmate; take turns reading the given phrases and 		
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						<p>sentences; peer review of a biography)</p> <ul style="list-style-type: none"> Individual writing task (autobiography) <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 Great Minds to Uncover</p> <p><i>(Adverbs and Prepositions)</i></p>	<p>EN3LC-IVa-3.7 MELC Identify and use the elements of an informational/factual text heard</p> <p>MELC Identify the elements of an informational/factual text heard</p> <p>EN3F-IVa-j-1.11 Use punctuations including commas, periods, and questions marks to guide reading for fluency</p> <p>EN3G-IVi-6 Adverbs</p>	<ul style="list-style-type: none"> What are the elements of a text and why are these elements important? Why is reading fluency important? What impact does fluency have on comprehension and communication? What are adverbs and how do you use them? How do adverbs make your written and spoken articles more interesting? 	<ul style="list-style-type: none"> Understanding elements of a text contributes to better understanding and good communication. Fluency enhances comprehension and communication. Use of different parts of speech strengthen writing and speaking. It makes understanding easier. Words in sentences 	<p>Critical Thinking</p> <ul style="list-style-type: none"> Predicting an outcome Expressing description in terms of location, time, manner, and frequency Making words sensible by telling its relationship to other words <p>Communication</p> <ul style="list-style-type: none"> Reading with fluency and correct stress Filling out forms 	<p>Read Aloud Jazz chant</p> <p>Motivation Picture prompt</p> <p>TQLR (Tune In, Question, Listen, Review/Recite)</p> <p>Guided Listening Story</p> <p>Inductive Method in Teaching Grammar</p> <p>Cooperative Learning Adverbs through group activity</p>	<p>Diagnostic Spelling pretest and drills (supply the appropriate suffixes to form the spelling words; fill in the blanks/boxes with the correct spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> Post-listening exercise (listen to predict an outcome) Grammar drills and exercises on adverbs and prepositions (identify the adverbs; classify 	<p>Having the patience and determination to work hard to achieve success</p>	<ul style="list-style-type: none"> list of adverbs (shown in Grammar) strips of paper on which sentences using adverbs are written chart of kinds of adverbs flash cards or chart of spelling words

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<p>EN3G-IVi-j-6.1 MELC Recognize adverbs of manner</p> <p>EN3G-IVg-7 Prepositions</p> <p>EN3G-IVg-h-7.3 Use the most frequently occurring prepositions (e.g., <i>towards, beside, into,</i> etc.)</p> <p><i>Filling out forms</i></p> <p>EN3S-IVd-f-5 Spell some irregularly spelled words (e.g., <i>have, said, please, because</i>)</p> <p><i>Spell words with suffixes -or and -er</i></p> <p><i>Spell words related to Science and Health</i></p>	<ul style="list-style-type: none"> • Why should the words in sentences be related? • In what way can presentation of information be more interesting to read and understand? • What are the benefits of spelling words correctly? 	<p>should be related to give meaning and sense and to be easily understood.</p> <ul style="list-style-type: none"> • Use of forms, graphic organizers, charts are tools to make you understand a piece of information better. • Spelling helps in the easy understanding of written articles and makes communication smooth and clear. 	<p>Communication</p> <ul style="list-style-type: none"> • Spelling words to achieve clarity of meaning • Using/spelling cross-curriculum words 	<p>Read Aloud</p> <p>Direct Instruction Reading with correct stress and filling out a form</p> <p>Guided Writing Prewriting, writing, rewriting, checking, sharing</p> <p>Horn Method of Teaching Spelling</p>	<p>adverbs; fill in the blanks with the appropriate adverbs based on given classification; form sentences with adverbs; form sentences based on the result of the adverb dice; explain the meaning of the given prepositions; fill in the blanks with the appropriate prepositions)</p> <ul style="list-style-type: none"> • Group work (adverb dice; form sentences with the appropriate adverbs) • Pair work (take turns reading sentences observing proper stress) • Individual writing task (fill out a form) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender
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						test • Corresponding section in Unit/Summative Test (unit ender)		
<p>LESSON 6 Great Friends to Keep</p> <p><i>(Degrees of Adverbs, Interjections, and Conjunctions)</i></p>	<p>EN3LC-IVe-f-3.7 Personal recounts (anecdotes, past experiences)</p> <p>EN3F-IVi-j-5 Read poems with fluency, appropriate rhythm, pacing, and intonation</p> <p><i>Compare adverbs</i></p> <p><i>Use interjections</i></p> <p><i>Use conjunctions</i></p> <p><i>Write a poem</i></p> <p>EN3S-IVd-f-5 Spell some irregularly spelled words (e.g., <i>have, said, please, because</i>)</p> <p><i>Spell words with suffixes -est and -ness</i></p> <p><i>Spell words related to Mathematics</i></p>	<ul style="list-style-type: none"> • Why are personal recounts important? • Why is reading fluency important? What impact does fluency have on comprehension and communication? • What are adverbs and how do you use them? How do adverbs make your written and spoken articles more interesting? • What are the different kinds of poems? • What are the benefits of spelling words correctly? 	<ul style="list-style-type: none"> • Personal recounts are a good source of insights, values and lessons of life. • Fluency enhances comprehension and communication. • Use of different parts of speech strengthen writing and speaking. It makes understanding easier. • Poems are literary forms that are used to express all kinds of emotions. • Spelling helps in the easy understanding of written articles and makes communication smooth and clear. 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Identifying the main idea • Express correct comparison <p>Communication Reading with fluency and correct stress</p> <p>Communication</p> <ul style="list-style-type: none"> • Using expressions appropriately • Using words, phrases, and sentences using the letters of name as pattern • Spell words to achieve clarity of meaning • Using/spelling cross-curriculum words 	<p>Read Aloud Poem</p> <p>Motivation</p> <ul style="list-style-type: none"> • Speaking by turns • Question prompts <p>TQLR (Tune In, Question, Listen, Review/Recite)</p> <p>Guided Listening Incident report</p> <p>Inductive Method in Teaching Grammar</p> <p>Cooperative Learning Reading with proper stress</p> <p>Direct Instruction Proper stress and acrostic poem</p> <p>Read Aloud</p> <p>Guided Writing Prewriting, writing,</p>	<p>Diagnostic</p> <p>Spelling pretest and drills (supply the appropriate suffixes to form the spelling words; fill in the blanks with the correct spelling words; match the letters to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-listening exercise (listen to identify main idea) • Grammar drills and exercises on comparative form of adverbs and interjections (complete the chart by providing adverbs in comparative and superlative forms; identify the correct form of adverbs; form sentences with adverbs in 	<p>Realizing that humility leads to happiness</p>	<ul style="list-style-type: none"> • chart of comparing adverbs • flash cards or chart of spelling words



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					rewriting, checking, sharing Horn Method of Teaching Spelling	correct degree of comparison; turn given adjectives into adverbs and form their comparative and superlative forms; fill in the blanks with the appropriate interjections and conjunctions) <ul style="list-style-type: none"> • Pair work (take turns reading phrases, sentences, and poems following correct stress) • Individual writing task (acrostic poem) Summative <ul style="list-style-type: none"> • 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.