

CURRICULUM MAP

Soaring to New Heights in Language 5 (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 (TG) that provide you with a detailed curriculum map (CM) per grade level. For your reference, we are providing you below some important keys to understanding and using the components, terminologies, and abbreviations found in this teacher's companion tool.

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

Happy teaching!

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Curriculum Map Components and Content Sources

Key Stage Standards	Taken from the DepEd Curriculum Guide for English
Grade Level Standards	Taken from the DepEd Curriculum Guide for English
Content Standards	Taken from the DepEd Curriculum Guide for English
Performance Standards	Taken from the DepEd Curriculum Guide for English
Content	Taken from the textbook: <i>Soaring to New Heights in Language 5 (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 the World Economic Forum, <i>New Vision for Education (2015)</i>
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 Standards	The learner should be able to construct meanings and communicate them using creative, appropriate, and grammatically correct oral and written language.
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Grade Level Standards	The learner listens critically to different text types; expresses ideas logically in oral and written forms; and demonstrates interest in reading to meet various needs.
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1st Quarter

Unit 1: In Quest of the Real You		Time Frame: 50 days	
Content Standards	<p><i>Listening Comprehension</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • various linguistics nodes to comprehend various texts; • text types to listen for different purposes from a variety of texts; and • text types in order to construct feedback. <p><i>Grammar</i> The learner demonstrates command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Oral Language</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • various verbal elements in orally communicating information; • various nonverbal elements in orally communicating information; and 	Performance Standards	<p><i>Listening Comprehension</i> The learner . . .</p> <ul style="list-style-type: none"> • analyzes text types to effectively understand information/ message(s); • uses linguistic cues to effectively construct meaning from a variety of texts for a variety of purposes; and • uses literary and informational texts heard to construct an appropriate feedback. <p><i>Grammar</i> The learner uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written).</p> <p><i>Oral Language</i> The learner orally communicates information, opinions, and ideas effectively to different audiences using a variety of literary activities.</p>

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	<ul style="list-style-type: none"> the oral standards of English in order to participate in various oral communication demands (situation, purpose, and audience). <p><i>Writing and Composition</i> The learner demonstrates understanding of different formats to write for a variety of audiences and purposes.</p> <p><i>Attitude</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> nonverbal communication to communicate with others; and verbal and nonverbal elements of communication to respond back. 		<p><i>Writing and Composition</i> The learner . . .</p> <ul style="list-style-type: none"> drafts texts using appropriate text types for a variety of audiences and purposes; edits texts using appropriate text types for a variety of audiences and purposes; rewrites/revises texts using appropriate text types for a variety of audiences and purposes; and publishes texts using appropriate text types for a variety of audiences and purposes. <p><i>Attitude</i> The learner . . .</p> <ul style="list-style-type: none"> applies knowledge of nonverbal skills to respectfully give the speaker undivided attention and acknowledge the message; uses paralanguage and non-verbal cues to respond appropriately; and uses a variety of strategies to provide appropriate feedback.
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Content	K to 12 Learning Competencies* (MELCs included)	Essential Questions**	Enduring Understandings**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 <i>I Am Who I Am</i> (Sentence and Fragment: Parts of a Sentence: Subject and Predicate)	EN5LC-Ia-2.1 Note significant details MELC Note significant details of various text types EN5OL-Ig-1.8 Recount events effectively	<ul style="list-style-type: none"> What were the changes that happened to Leslie? Was she happy with them? Why or why not? What does growing up mean? Why is it important to use complete 	<ul style="list-style-type: none"> We all undergo change. We have to adapt to them and make the most of them. To grow up means to learn to adapt to different changes and become resilient The use of complete sentences 	Critical Thinking Examine the changes that one undergoes each year. Adaptability Make the most of the changes in one's life so that one can become a better person	<ul style="list-style-type: none"> Recitation (talk about a given quote) Motivation (think-pair-share; share impressions of one another; picture prompt) Read aloud TQLR (Tune In, Question, Listen, Review/Recite) 	Diagnostic Spelling pretest and drills (unscramble the jumbled letters to form the spelling words; provide the missing letters to form the spelling words) Formative <ul style="list-style-type: none"> Small group and 	<ul style="list-style-type: none"> Accepting and appreciating oneself and others Having the right attitude toward the difficulties/challenges that one faces 	<ul style="list-style-type: none"> cartolina cut into shapes and divided into matching halves lively music (optional) mobile phone with audio file a reproduction of the selection in

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	<p>EN5WC-Ia-1.1.6.1 EN5WC-Ib-1.1.6.1 EN5WC-IIa-1.1.6.1 EN5WC-III d-1.1.6.1 EN5WC-IVc-1.1.6.1</p> <p>Plan a two to three-paragraph composition using an outline or other graphic organizers</p> <p><i>Spell words naming traits or behavior</i></p> <p><i>Spell words related to Science</i></p>	<p>sentences when communicating?</p> <ul style="list-style-type: none"> • Like the character in the Listening portion, we all have our own stories to tell. What is your story? • What do we learn from the characters in a fictitious story? • What is a mind map? • How can you use a mind map to write an autobiography? • How does a writer organize his ideas when writing an autobiography? • What are the common words naming traits or behaviors? • How are they spelled? • How are common Science words spelled? • Why is it important to spell words correctly? 	<p>guarantees that the messages communicated will be clearly understood and correctly interpreted or acted upon.</p> <ul style="list-style-type: none"> • We all have our own stories to tell about particular significant events that have happened to us. Characters from stories help us understand ourselves better and live our lives well through the role they play, their success, trials, and challenges. • A mind map is a representation of what is in our mind. • We can fill up the graphics and then connect the ideas that we have written down to compose a composition about a particular topic. • Writers have their own particular 	<p>Creativity, Initiative, and Persistence Learning to go out of their way to solve a problem with available materials or resources no matter how challenging this problem may be</p> <p>Communication Learning to organize their thoughts and write a well-thought-out autobiography</p> <p>Literacy Students are introduced to terms that will expand their vocabulary and help them in their Science subject</p>	<ul style="list-style-type: none"> • Guided listening (narrative) • Deductive method in teaching grammar • Direct instruction on composing clear and complete sentences using subjects and predicates, recounting events, and writing a biography • Cooperative learning on forming complete sentences through subjects and predicates (simple and compound) through a game • Guided writing (prewriting, writing, checking, revising, sharing) • Graphic organizer (mind map) • Horn method of teaching spelling (Pretest, Identifying common spelling 	<p>nongraded recitation</p> <ul style="list-style-type: none"> • Post-listening exercise (listen to note details; answer the given checklist) • Grammar drills and exercises on subjects and predicates • Individual speaking task (recount events in relation to a selection listened to) • Individual writing tasks (fill in the given mind map; write an autobiography based on the completed mind map) • Pair work (peer review of 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><i>Listening</i> written on manila paper</p> <ul style="list-style-type: none"> • flash cards or chart of spelling words in alphabetical order
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			<p>way of writing. Some will just type and put the words together. Others follow a mental scaffold.</p> <ul style="list-style-type: none"> • However, all of them will always have a focus in mind and a purpose behind what they write. • There are common words that name traits, behaviors, or are used in Science. Words should be correctly spelled to avoid misinterpretation. 		<p>patterns, Drill, Seatwork)</p>			
<p>LESSON 2 <i>Humility Pays</i></p> <p>(Different Kinds of Sentences According to Use)</p>	<p>EN5LC-If-2.8.1/2.8.2/2.8.3 Infer the speaker's tone, mood, and purpose</p> <p>EN5G-IIa-3.9 MELC Compose clear and coherent declarative, interrogative, imperative, and exclamatory sentences</p> <p>EN5OL-Ia-2.6.1 Use appropriate facial expressions</p>	<ul style="list-style-type: none"> • Who are the characters in the story? • How do the characters differ from each other? What words or actions were used to show their character? • What is the importance of our words and actions when dealing with people? • How do Declarative, 	<ul style="list-style-type: none"> • We show the kind of people we are by the way we act. We know that a person is proud by the way he moves and acts towards other people. • A person who is humble never shows any air nor arrogance. • Our words and actions show people what kind of persons we are. 	<p>Critical Thinking Examine how the tone of the voice, the mood, and the purpose can show the kind of person the speaker is</p> <p>Work Ethics Realize that as an employee, there are expectations that one has to come up to</p>	<ul style="list-style-type: none"> • Read aloud and share insights about the given passage • Motivation (group work: form quotations on humility; discuss the quotations assigned; share with the class the group's sharing) (language game: Hangman; review the different kinds of sentences) 	<p>Diagnostic Spelling pretest and drills (correct the misspelled words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Recitation • Post-listening exercise (comprehension questions; listen to examine the tone and mood of the speakers) • Grammar drills and exercises on composing 	<ul style="list-style-type: none"> • Practicing humility in thought and action, including acceptance of one's assets and shortcomings • Giving value in expressing one's ideas and feelings clearly, sincerely, and politely • Appreciating the goodness 	<ul style="list-style-type: none"> • manila paper where questions for <i>Speaking</i> are printed • five envelopes containing strips of paper where phrases are printed (as shown in <i>Motivation</i>) • flash cards of interjections • flash cards or chart of

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	<p>EN5A-la-16 EN5A-lb-16 EN5A-lc-16 EN5A-ld-16 EN5A-le-16 EN5A-lf-16 EN5A-lg-16 EN5A-lh-16 EN5A-li-16 EN5A-lj-16 Observe politeness at all times</p> <p>EN5WC-lf-1.8.1 Revise writing for clarity - punctuation marks</p> <p><i>Write a letter of appreciation showing the different parts of the letter</i></p> <p><i>Spell words ending with -ess or -ics</i></p> <p><i>Spell words related to Science</i></p>	<p>Interrogative, Imperative, and Exclamatory sentences differ from each other?</p> <ul style="list-style-type: none"> • What punctuation marks are used in each kind of sentence? • Why is it important to read each kind of sentence properly? • Recall a time when you were humbled. Can you remember how you felt then? Can you tell a group about it using the appropriate facial expression? • How does it benefit you if you share your mistakes or misfortunes with others? • What are the different parts of the letter? • What punctuation marks are used in the letter and 	<ul style="list-style-type: none"> • A declarative sentence is used to tell, state, or declare a fact, point of view or idea. • An interrogative sentence asks a question. It may either start with who, what, when, where, why, or how; or helping verbs such as is, are, do, can, will, or shall. <p>Interrogative sentences that are answerable with yes or no end with a rising intonation. Otherwise, they end with a falling intonation.</p> <ul style="list-style-type: none"> • An imperative sentence expresses a command or request. It is also used to ask permission and can be in the form of a question. The use of please, kindly, can, and may are encouraged in making requests. 	<p>Communication Learning to form correct sentences with the proper punctuation marks and intonation, using polite words</p> <p>Collaboration Learning to work harmoniously with a peer or partner to create interesting sentences</p> <p>Initiative and Persistence Learning to make requests politely</p> <p>Communication and Adaptability Learning about other people's shortcomings and accepting them in spite of this; accepting one's own shortcomings and learning from them in order to move forward</p> <p>Communication Learning to express one's</p>	<ul style="list-style-type: none"> • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (narrative) • Inductive method in teaching grammar • Read aloud • Direct instruction on using proper punctuation and rising and falling intonation based on the kind of sentence and writing a letter of appreciation • Cooperative learning in constructing different kinds of sentences, stating facts, and giving explanations through pair and group activities • Guided writing (prewriting, writing, checking, revising, sharing) • Horn method of teaching spelling 	<p>declarative, interrogative, imperative, and exclamatory sentences)</p> <ul style="list-style-type: none"> • Pair work (answer grammar activities; check each other's sentences; peer review of letter of appreciation) • Group work (ask and answer questions while using appropriate facial expressions) • Individual writing task (letter of appreciation) <p>Summative</p> <ul style="list-style-type: none"> • Grammar exercise on all four types of sentences • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 	<p>that has been extended to you by others</p>	<p>spelling words in alphabetical order</p>
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		<p>where are they placed?</p> <ul style="list-style-type: none"> • How does a writer organize his ideas when writing a letter of appreciation? • What are the common words ending with –ess or -ics? How are they spelled? • How are common Science words spelled? • Why is it important to spell words correctly? 	<p>Some imperative sentences use the understood you as the subject of the sentence.</p> <ul style="list-style-type: none"> • An exclamatory sentence uses interjections to express strong feelings like excitement, alarm, joy, surprise, relief, anger, or disgust. • The different sentences use the following kinds of punctuation marks: <ul style="list-style-type: none"> ○ Declarative – period ○ Interrogative – question mark ○ Imperative – period or question mark ○ Exclamatory – exclamation point • The complete subject/ predicate includes all the words in the subject/predicate. 	<p>appreciation for an act of kindness.</p> <p>ICT Literacy Using the computer to compose a letter of appreciation using the correct format</p> <p>Literacy Being introduced to spelling patterns that will help them in their written work.</p> <p>Scientific Literacy Learning to spell words in Science</p>				
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TEL. (632) 87120245 to 49 / 87406603

Locals 226 / 228

EMAIL: wecare@abiva.com.ph

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			<ul style="list-style-type: none">• The use of complete sentences guarantees that the messages communicated will be clearly understood and correctly interpreted or acted upon.• When we share our misfortunes or shortcomings with others, we realize that we are not alone. We all have our share of “downs” in our lives.• The parts of the letter are the heading, salutation, body of the letter, complimentary close, and signature.• The comma is found in various parts of the heading, and the end of the salutation and complimentary close.• The letter of appreciation expresses					
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			<p>gratitude to someone for an act of kindness done to the writer.</p> <ul style="list-style-type: none"> • There are words that end with -ess or -ics. We have to take note of changes in the other parts of the word that do not follow any pattern. • The study of plants involves words that are difficult to learn. We should learn how to spell them properly. 					
<p>LESSON 3 <i>Similarity in Diversity</i></p> <p>(Word Order in Sentences)</p>	<p><i>Noting different settings in a selection listened to</i></p> <p>EN5G-IIa-3.9 MELC Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement (inverted sentences)</p> <p>EN5G-IIa-3.9 Compose clear and coherent sentences using appropriate grammatical structures: subject-</p>	<ul style="list-style-type: none"> • How do children from all over the world differ from each other? • In what ways are they similar? • What are the rights of children? • In the given selection, which of these rights is being discussed? • What is the right attitude towards differences in culture among 	<ul style="list-style-type: none"> • Children from all over the world differ in the different cultures that they are part of. • Regardless of culture, children are similar in the way they act according to their age level. • In this selection, the following rights are referred to: the right to grow up in an environment of happiness, love, 	<p>Critical Thinking Take note of how people from different cultures are alike/different from each other.</p> <p>Cultural Literacy Learn about the culture of people from different parts of the world</p> <p>Social and Cultural Awareness Appreciation of other people's culture</p>	<ul style="list-style-type: none"> • Read aloud and cooperative learning (read the given quotation and discuss its meaning; memorize and recite the quotation) • Motivation (search for games played by children around the world; share with the class what they have read about; talk about their 	<p>Diagnostic Spelling pretest and drills (identify the owrlds with silet letters <i>b, l, and t</i>; correct the misspelled words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Recitation • Post-listening exercises (comprehension questions; matching activity; note settings in a selection listened 	<ul style="list-style-type: none"> • Appreciating and accepting differences among children from different parts of the world • Giving value in reaching out to others for help 	<ul style="list-style-type: none"> • sentences printed on manila paper (optional) • flash cards or chart of spelling words in alphabetical order <p>Online "games that children play around the world," http://www.topics-mag.com/edition</p>

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	<p>verb agreement; kinds of adjectives; subordinate and coordinate conjunctions; and adverbs of intensity and frequency</p> <p>EN5OL-Ib-2.6.2 Use appropriate body movements/gestures</p> <p>EN5WC-If-1.8.1 Revise writing for clarity - punctuation marks</p> <p>EN5WC-Ig-1.8.3 Revise writing for clarity - transition/signal words</p> <p><i>Spell words with silent b, l, and t</i></p> <p><i>Spell words related to Computer Education</i></p>	<p>people from all over the world?</p> <ul style="list-style-type: none"> • How are the subject and the predicate in the sentence arranged? • What do we call the Word Order in sentences? • Why do we change the order of words in sentences? • What is the importance of gestures in communication? • What are the common gestures that you use in communication? • What things should you remember when using gestures? • What punctuation marks are used in a letter? • Where are they placed? • What is the importance of using the correct punctuation marks in letters? 	<p>and understanding and the right to develop potentials to the fullest.</p> <ul style="list-style-type: none"> • Differences in culture should be respected and appreciated. • When the subject comes before the predicate, the sentence is in the natural word order. • When the predicate comes before the subject, the sentence is in the transposed word order. • We change the order of words in the sentence for variety or for more emphasis. • Gestures help in the delivery of the message. The spoken message becomes clearer when accompanied with gestures. • Gestures include facial, hand, and movement of the 	<p>Creativity Learning to form creative sentences by changing the order of the subject and the predicate in the sentence</p> <p>Initiative Learning to take initial steps to venture on something different</p> <p>Communication Understanding the message of the speaker, not only his words, but also the gestures.</p> <p>Cultural Literacy Taking into consideration the culture of the speaker when trying to understand the gestures used</p> <p>Adaptability Understanding the nature of the speaker when</p>	<p>favorite games [game may be performed in collaboration with the PE teacher)</p> <ul style="list-style-type: none"> • Deductive method in teaching grammar • Direct instruction on using appropriate expressions and gestures to express preferences, responding to a letter, and using correct punctuation and signal words • Cooperative learning on expressing preferences, likes, and dislikes using appropriate expressions and gestures through group games and discussions • Guided writing (prewriting, writing, checking, revising, sharing) • Horn method of teaching spelling 	<p>to)</p> <ul style="list-style-type: none"> • Grammar drills and exercises (sentences using different word orders) • Group work (discuss the different children's game introduced earlier in the lesson; choose a game and play it) • Individual writing task (revising written work using correct punctuation and signal words) • Pair work (peer review of written work) <p>Summative</p> <ul style="list-style-type: none"> • Individual writing task (write sentences about the given topics following prescribed sentence orders) • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative 		<p><i>1/games-section.htm</i></p>
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		<ul style="list-style-type: none"> • What are the common words with silent b, l, and t? • How are they spelled? • How are common Computer Science Education words spelled? • Why is it important to spell words correctly? 	<p>other parts of the body.</p> <ul style="list-style-type: none"> • Oftentimes, gestures speak louder than words. • Gestures have meanings which differ from each other, depending on the culture of the speaker and receiver. • The punctuation marks used in a letter are the comma, period, and sometimes the quotation/question/exclamation mark when needed. • Some have designated places. Other punctuation marks are used within the body of the letter. • They help in making the letter more understandable to the receiver. • There are words with silent b, l, and t. These are words that we often mispron- 	<p>responding to his message</p> <p>Communication Understanding the writer's feelings and responding to it in writing.</p> <p>Work Ethics Responding to written communication using the correct format in written form</p> <p>Literacy Pupils are introduced to spelling patterns which will help them in their oral and written work.</p> <p>ICT Literacy Pupils learn to spell words in the Computer Education.</p>		<p>Test (unit ender)</p>		
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			<p>ounce. The study of Computer Education involves words that are difficult to learn. We should learn how to spell them properly.</p>					
<p>LESSON 4 <i>Mite Is Might</i></p> <p>(Quantifiers for Mass Nouns; Irregular Nouns; and Verb Agreement)</p>	<p><i>Note the plot of a story listened to</i></p> <p>EN5G-IIc-2.2.2 MELC EN5G-IIc-3.9 Compose clear and coherent sentences using appropriate grammatical structures: -irregular nouns and verb agreement</p> <p>EN5OL-Ig-1.8 EN5OL-Ih-1.8 EN5OL-Ii-1.8 EN5OL-Ij-1.8 Recount events effectively</p> <p><i>Use ideas to influence viewers</i></p> <p><i>Spell words with ie and ei, -ence and -ance</i></p> <p><i>Spell words related to Art</i></p>	<ul style="list-style-type: none"> • What are the different parts of a story? • What do we mean by “big things come in small packages”? • What are mass nouns in contrast to count nouns? • What quantifiers are used for mass nouns? • What is the plural form of some irregular nouns? • Why is it important to use the correct plural form of mass and irregular? • Referring to the story in the Listening Portion, answer the following questions: 	<ul style="list-style-type: none"> • The different parts of the story are: Characters, Settings, Beginning, Middle or Problem, and Ending or Solution. • The value of a thing or a person does not depend on its size or physical appearance. It depends on what it intrinsically is. • Mass nouns cannot be counted individually but use quantifiers to give them plural form. • The proper quantifiers should be used with the different mass nouns. • The correct plural form of mass and irregular nouns 	<p>Critical Thinking Examine how one values things or people</p> <p>Adaptability Being ready to change one’s mind about people and things without judging them on first impression</p> <p>Critical Thinking Learning to determine which quantifier to use for mass and irregular nouns</p> <p>Literacy Learning to classify the different mass and irregular nouns according to the way their plural forms are given</p>	<ul style="list-style-type: none"> • Guessing game and sharing of guesses with explanations • Motivation (activate prior knowledge about certain Filipino personalities; game about measuring different things based on a given quantifier) • Guided viewing activity (previewing, viewing, post-viewing) • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (story) • Inductive method in teaching grammar • Direct instruction on recounting events through a 	<p>Diagnostic Spelling pretest and drills (find and correct the misspelled words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Post-viewing exercise (answer comprehension questions asked by the teacher) • Post-listening exercise (listen to note the plot of a selection heard using the given chart) • Grammar drills and exercises on mass and irregular nouns and proper verb agreement • Pair work (fill in the table of mass nouns and their plural form) • Group work (choose the appropriate verb 	<ul style="list-style-type: none"> • Avoiding judging other people by their appearance • Practicing thoughtfulness by helping with household chores • Being sincere in accepting others without judging them • Developing a sense of responsibility 	<ul style="list-style-type: none"> • very small gift-wrapped box • flash cards with names of count nouns • flash cards with names of mass nouns • pictures (or realia) of mass nouns • examples of warning signs printed on cartolina • example of news account written on manila paper • flash cards or chart of spelling words in alphabetical order <p>Online video presentation of “Parts of a Story”</p>

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		<ul style="list-style-type: none"> ○ Who are the characters in the story? ○ Where did it happen? ○ What happened in the story? ○ What was the problem? ○ How was it solved? ○ What is the important message of the story? 	<p>should be used in order to communicate more effectively.</p> <ul style="list-style-type: none"> • The queen received a present from a guest. • The present fell and nobody could retrieve it, except for a little girl who used her common sense. • We should not judge people by their size or appearance because each one has his own capability. 	<p>Problem Solving Solving a problem through one's own initiative and use of common sense</p> <p>Communication Learning to organize their thoughts and write well-thought-out posters.</p> <p>Literacy Being introduced to words that are commonly misspelled, for aid in Art subject</p>	<p>news report and writing signs</p> <ul style="list-style-type: none"> • Cooperative learning on mass nouns and proper verb agreement • Guided writing (prewriting, writing, checking, revising, sharing) • Horn method of teaching spelling 	<p>for a given mass or irregular noun)</p> <ul style="list-style-type: none"> • Individual writing task (write a sign) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 	<p>Song- Little Stories fo Language Arts," https://www.youtube.com/watch?v=HTpTB4fxigQ</p>	
<p>LESSON 5 <i>See with Your Heart</i></p> <p>(Collective Nouns; Appositives)</p>	<p><i>Identify cause and effect in a story listened to</i></p> <p>EN5LC-IIIa-2.15 MELC EN5LC-IIIb-2.15 EN5LC-IIIc-2.15 Provide evidence to support understanding</p> <p>EN5G-IIb-3.9 Compose clear and coherent sentences using appropriate grammatical</p>	<ul style="list-style-type: none"> • What is a cause? • What is an effect? • In the story listened to, can you point out the causes which led to the effects? • How do you see with your heart? • What is the message of the selection? • When do collective nouns use 	<ul style="list-style-type: none"> • A cause is a reason or motive while the effect is the result or outcome of the cause. • Collective nouns, when working as one, take a singular verb. • When members in collective nouns are not in accord, the noun takes on a plural verb. • Appositives give additional 	<p>Critical Thinking Examining the effects of several causes</p> <p>Social and Cultural Awareness Learning to pick up from unpleasantness in life; not allowing negative events or situations to prevent us from achieving our goals</p>	<ul style="list-style-type: none"> • Read aloud and discussion (poem) • Motivation (picture prompt; discuss the poem from <i>Oral Production</i> in relation to the picture) • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (story) • Deductive method in 	<p>Diagnostic Spelling pretest and drills (identify the correctly spelled words; fill in the missing letters of the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Recitation • Post-listening exercise (listen to identify cause and effect; provide evidence to support understanding) 	<ul style="list-style-type: none"> • Being able to forgive • Taking responsibility for our actions • Living a meaningful life by making each day count • Working collectively than alone • Being sincere in accepting others 	<ul style="list-style-type: none"> • poem in Oral Production written on manila paper. • pictures of St. Teresa of Calcutta and a drug addict • flash cards or chart of spelling words in alphabetical order

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	<p>structures: -subject-verb agreement (intervening phrases)</p> <p>EN5G-IIa-3.9 Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement; kinds of adjectives; subordinate and coordinate conjunctions; and adverbs of intensity and frequency</p> <p>EN5G-IId-2.2.6 MELC EN5G-IId-3.9 Compose clear and coherent sentences using appropriate grammatical structures: collective nouns and verb agreement</p> <p>EN5OL-Ig-1.8 EN5OL-Ih-1.8 EN5OL-Ii-1.8 EN5OL-Ij-1.8 Recount events effectively</p> <p>EN5A-Ic-17 EN5A-Id-17</p>	<p>singular/plural verbs?</p> <ul style="list-style-type: none"> • What is an appositive? • Where can appositives be found in a sentence? • How do appositives affect the subject? • What significant event happened to you? • Can you share it with a group, telling it in an interesting way? • What is an outline? • What steps are followed in preparation for writing a composition? • Why is an outline important in writing a composition? • What are the common words with suffixes -ist and -ish? How are they spelled? • How are common Social 	<p>information about a noun. The verb depends on the subject, not the appositive.</p> <ul style="list-style-type: none"> • We all have our own stories to tell about particular significant events that have happened to us. • We can relate these stories to others, making it as interesting and as vivid as possible. • An outline is a short but organized arrangement of the ideas that one wants to include in a composition. • An outline gives focus and direction to one's writing to come up with a unified idea. It makes the writing easier. • There are common words that end with suffixes -ist and -ish. • Care should be made to listen to how they end so 	<p>Collaboration Learning to work harmoniously with a peer or partner to come up with a solution to a given task</p> <p>Adaptability Learning to be open to different opinions while working with a partner</p> <p>Communication Opening up to others and learning to relate one's experiences vividly</p> <p>Social Skills Being open to give and to receive sharings to and from others without being judgmental</p> <p>Communication Learning to organize one's thoughts and write a well-thought-out composition.</p>	<p>teaching grammar</p> <ul style="list-style-type: none"> • Read aloud • Direct instruction on the concept and practice of narration and writing a composition following a prepared outline • Cooperative learning on collective nouns and narrating an experience through group tasks • Guided writing (prewriting, writing, checking, revising, sharing) • Horn method of teaching spelling 	<ul style="list-style-type: none"> • Grammar drills and exercises on collective nouns and appositives • Group work (choose the appropriate collective noun; choose the appropriate verb for the collective noun used as subject; narrate an experience) • Individual writing task (composition based on a prepared outline) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 	<p>without judging</p> <ul style="list-style-type: none"> • Being tactful in describing things or individuals 	
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	<p>EN5A-le-17 EN5A-lf-17 EN5A-ig-17 EN5A-lh-17 EN5A-li-17 EN5A-lj-17 Show tactfulness when communicating with others</p> <p>EN5WC-lc-2.2.4 Write two-to-three paragraph composition based on the prepared outline</p> <p><i>Spell words with suffixes -ist and -ish</i></p> <p><i>Spell words related to Social Studies</i></p>	<p>Studies words spelled?</p> <ul style="list-style-type: none"> Why is it important to spell words correctly? 	<p>as to spell them correctly.</p> <ul style="list-style-type: none"> Social Studies words have to be spelled precisely. 	<p>Productivity Coming up with a composition to be shared with a group</p> <p>Literacy Being introduced to terms that end with the suffixes <i>-ist</i> and <i>-ish</i> to expand own vocabulary and for aid in Social Studies subject</p>				
<p>LESSON 6 <i>Far and Beyond</i></p> <p>(Possessive Nouns)</p>	<p>EN5LC-le-2.11.1/2.11.2/2.11.3 Analyze sounds devices (onomatopoeia, alliteration, assonance)</p> <p>EN5G-lb-3.3 MELC Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs</p>	<ul style="list-style-type: none"> What is a disability? What is a savant? Who are some people with disabilities who were able to go beyond their handicap? What should be your attitude towards people with disabilities? What is the difference between an 	<ul style="list-style-type: none"> A disability is a handicap that limits some people in their daily lives. A savant is an autistic person with extraordinary skills. People with disabilities should be given equal treatment as those with none. Onomatopoeia is the use of words that imitate the 	<p>Critical Thinking Discussing one's feelings and attitude toward persons with disabilities</p> <p>Social Awareness Being aware of the conditions affecting persons with disabilities and how one can help them</p>	<ul style="list-style-type: none"> Discussion (quotation) Motivation activity (small group discussion, picture prompt; vocabulary introduction; game called "What Do They Own?") TQLR (Tune In, Question, Listen, Review/Recite) Guided listening (story; figures of 	<p>Diagnostic Spelling pretest and drills (use structural analysis to form the spelling words; choose the correctly spelled words)</p> <p>Formative</p> <ul style="list-style-type: none"> Recitation Post-listening exercise (comprehension check; recognize sound devices used) 	<ul style="list-style-type: none"> Accepting and appreciating of persons with disabilities Acknowledging the ability of individuals with physical disabilities to go far and beyond their limitations 	<ul style="list-style-type: none"> 1/8 sheets of rolled paper on which names of persons are written flash cards or chart of spelling words in alphabetical order

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	<p>EN5OL-IIb-1.26 Give precise information on a given topic</p> <p>EN5WC-Ia-1.1.6.1 EN5WC-Ib-1.1.6.1 EN5WC-IIa-1.1.6.1 EN5WC-IIId-1.1.6.1 EN5WC-IVc-1.1.6.1 Plan a two-to-three paragraph composition using an outline or other graphic organizers</p> <p><i>Spell words pertaining to physical appearance</i></p> <p><i>Spell words related to Reading</i></p>	<p>onomatopoeia, alliteration, and assonance?</p> <ul style="list-style-type: none"> • What is the possessive form of: <ul style="list-style-type: none"> ○ singular nouns? ○ proper nouns? ○ proper nouns ending in –s, –x, or –z? ○ plural nouns that don't end with –s? ○ last word of a compound word? ○ plural nouns ending in –s? • What is the possessive form of nouns that show individual or joint ownership? • What tourist spot would you recommend to a tourist? What are your reasons for choosing this place? 	<p>natural sounds of things; alliteration is the repetition of the initial consonant sounds of words while assonance is the repetition of the same vowel sound. These three are used to make sounds interesting.</p> <ul style="list-style-type: none"> • The possessive form of nouns is formed with the use of Apostrophe (') alone or with –s • The location of the apostrophe/-s varies with each kind of noun. • We can recommend various tourist spots to a tourist. We are recommending this place because of the following: <ul style="list-style-type: none"> - location (where?) - features (what?) - people behind it (who?) 	<p>Communication</p> <ul style="list-style-type: none"> • Learning to socialize and interact properly through a class game • Using precise and vivid language to describe a certain place • Learning to organize their thoughts and write a well-thought-out composition. <p>Collaboration Learning to work harmoniously with a group to achieve a common goal</p> <p>Social and Cultural Awareness Learning to be open to different preferences or interests judgmental</p> <p>Creativity Creatively presenting a specific place</p>	<p>speech; sound devices)</p> <ul style="list-style-type: none"> • Inductive method in teaching grammar • Direct instruction on sounds of onomatopoeia, alliteration, and assonance, giving precise information about a topic, and writing a composition using a graphic organizer • Cooperative learning on possessive nouns and talking about a specific topic with supporting details through group tasks • Guided writing (prewriting, writing, checking, revising, sharing) • Horn method of teaching spelling 	<ul style="list-style-type: none"> • Grammar drills and exercises on possessive nouns • Group work (game on possessive nouns talk about a local place that could be recommended to foreign tourists; peer review of a written composition) • Individual writing task (composition based on a graphic organizer) <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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Soaring to New Heights in Language 5 (Second Edition)

TEL. (632) 87120245 to 49 / 87406603

Locals 226 / 228

EMAIL: wecare@abiva.com.ph

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		<ul style="list-style-type: none"> • Can you make a mind map about the tourist spot that you have chosen in the Speaking Portion of this lesson? • What are the unique features of the tourist spot that you have chosen? • What are some words pertaining to physical appearance? • How are they spelled? • How are common Reading words spelled? • Why is it important to spell words correctly? 	<ul style="list-style-type: none"> • A mind map is a representation of what you want to write about. • You then connect the ideas that we have written down to write a composition about a particular topic. • There are common words that pertain to physical appearance or are used in Reading. 	<p>and promoting it as a tourist spot</p> <p>Cultural Literacy Reading about various tourist areas and learning to promote them.</p> <p>Literacy Being introduced to terms that will expand own vocabulary, for aid in Reading subject</p>				
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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: Chain of Change		Time Frame: 50 days	
Content Standards	<p><i>Listening Comprehension</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> various linguistics nodes to comprehend various texts; text types to listen for different purposes from a variety of texts; and text types in order to construct feedback. <p><i>Grammar</i> The learner demonstrates command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Oral Language</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> various verbal elements in orally communicating information; various nonverbal elements in orally communicating information; and the oral standards of English in order to participate in various oral communication demands (situation, purpose and audience). <p><i>Writing and Composition</i> The learner demonstrates understanding of different formats to write for a variety of audiences and purposes.</p>	Performance Standards	<p><i>Listening Comprehension</i> The learner . . .</p> <ul style="list-style-type: none"> analyzes text types to effectively understand information/ message(s); uses linguistic cues to effectively construct meaning from a variety of texts for a variety of purposes; and uses literary and informational texts heard to construct an appropriate feedback. <p><i>Grammar</i> The learner uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written).</p> <p><i>Oral Language</i> The learner gives excuses/explanations; responds to ideas and opinions; make a stand; gives precise information on a given topic; expresses approval or disapproval; and participates in a focused group discussion.</p> <p><i>Writing and Composition</i> The learner . . .</p> <ul style="list-style-type: none"> drafts texts using appropriate text types for a variety of audiences and purposes; edit texts using appropriate text types for a variety of audiences and purposes; rewrite/revise texts using appropriate text types for a variety of audiences and purposes; and publishes texts using appropriate text types for a variety of audiences and purposes.

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<p><i>Attitude</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • nonverbal communication to communicate with others; and • verbal and nonverbal elements of communication to respond back. 	<p><i>Attitude</i> The learner . . .</p> <ul style="list-style-type: none"> • applies knowledge of nonverbal skills to respectfully give the speaker undivided attention and acknowledge the message; • uses paralanguage and nonverbal cues to respond appropriately; and • uses a variety of strategies to provide appropriate feedback.
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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 <i>Inner Beauty</i></p> <p>(Pronouns and Their Antecedents)</p>	<p><i>Make inferences from a story listened to</i></p> <p>MELC Compose clear and coherent sentences showing correct pronoun-antecedent agreement</p> <p><i>Offer or give excuses/ explanations</i></p> <p><i>Write an ending to a passage</i></p> <p><i>Spell words with suffixes -ful, -able, and -ible</i></p> <p><i>Spell words related to Science</i></p>	<ul style="list-style-type: none"> • What do you mean by “reading between the lines?” • What change happened to Rachelle? How did it happen? • How do you go about changing yourself? • What is the rule about pronoun-antecedent agreement? • What is the importance of sticking to the rule on pronoun-antecedent agreement? • What do you do when you give an excuse? 	<ul style="list-style-type: none"> • Reading between the lines means understanding what are not expressed by the written words. • The beautiful Rachelle came out after she realized that she was good after all. • Change comes from the will of the person to change. • The antecedent and the pronoun should agree in number (singular or plural) and gender (feminine, masculine, neuter, common), or kind (personal, possessive). 	<p>Critical Thinking Examine the words used by the characters and understand what they really mean</p> <p>Initiative Realize that one can become what he wants to be through his own initiative</p> <p>Communication</p> <ul style="list-style-type: none"> • Learning to use correct grammar to avoid misunderstandings • Learning to put into words one’s excuse or explanation 	<ul style="list-style-type: none"> • Discussion (quotation) • Motivation (group game, “Basket, Basket, Change Your Basket”); introduce the idea of change in one’s life) • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (story) • Inductive method in teaching grammar • Direct instruction on offering or giving explanations or excuses and writing an ending to a passage • Cooperative learning on 	<p>Diagnostic Spelling pretest and drills (choose the correct suffix to form the spelling words; correct the misspelled words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Recitation • Post-listening exercise (listen to make inferences) • Grammar drills and exercises on pronoun-antecedent agreement) • Pair work (rewrite a paragraph and observe proper pronoun-antecedent agreement; peer 	<ul style="list-style-type: none"> • Accepting changes • Being kind towards others in speeches and actions • Being able to forgive • Apologizing for harm done to others 	<ul style="list-style-type: none"> • listening passage recorded on tape or read orally • pocket chart • flash cards or chart of spelling words in alphabetical order

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		<ul style="list-style-type: none"> • What do you do when you give an explanation? • How should we treat excuses and explanations? • How do you end a passage? • What things do you consider when ending a passage? • What is the importance of ending a passage or selection? • What are the common words with suffixes – ful, -able, and -ible? • How are common Science words spelled? • Why is it important to spell words correctly? 	<ul style="list-style-type: none"> • Using the wrong form of the pronoun would be very confusing to the listener or the reader. • You give a reason, a cause, or justification for an action when you give an excuse. • You simplify or clarify an event or situation to be easily understood when you give an explanation. • We should be open to listen to excuses and explanations and always be ready to give the benefit of the doubt to the other person. • The end of a passage should show its completion • It should follow the thought expressed in the passage and should be logical. • You should also consider the mechanics of writing a 	<p>to be easily understood.</p> <ul style="list-style-type: none"> • Learning to organize their thoughts and write a logical and interesting ending to a passage. <p>Collaboration Learning to work harmoniously with a peer and a bigger group</p> <p>Persistence Learning to work conscientiously on a given task to perfect it</p> <p>Adaptability Learning to adjust to situations when circumstances are not as expected</p> <p>Creativity Creating an interesting ending to a passage, even an unexpected one.</p>	<p>pronoun-antecedent agreement and offering an excuse or explanation through pair and group activities</p> <ul style="list-style-type: none"> • Guided writing (prewriting, writing, checking, revising, sharing) • Horn method in teaching spelling 	<p>review of a written output)</p> <ul style="list-style-type: none"> • Group work (give an excuse or an explanation for the given situation) • Individual writing task (ending to a given passage) <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>paragraph like subject-verb agreement, punctuation, capitalization, indention, margin, and spelling.</p> <ul style="list-style-type: none"> • The ending gives a resolution or closure to any conflict or event presented in a passage • There are common words with suffixes –ful, –able, and –ible and those which are used in Science. • We should listen very carefully so we can distinguish between the sounds of –ible and –able. • Wrong spelling of words will affect the way the sentence will be understood. 	<p>Literacy Being introduced to words that sound alike, with a slight distinction.</p> <p>Curiosity Pupils learn about the different kinds of doctors and their respective specialty.</p>				
<p>LESSON 2 <i>On the Threshold of Change</i></p> <p>(Interrogative, Demonstrative, Indefinite, and</p>	<p><i>Note details in a song and selection listened to</i></p>	<ul style="list-style-type: none"> • What is the message of the song given to you? • What kind of changes happen to us and to the 	<ul style="list-style-type: none"> • If we have to change, we have to change for good. God will guide us on how to do it. 	<p>Critical Thinking Examining how changes affect one and what one's attitude towards them should be</p>	<ul style="list-style-type: none"> • Discussion (proverb) • Motivation (listen to a song; discuss its message; jigsaw puzzle activity on 	<p>Diagnostic Spelling pretest and drills (match the words with their definitions; accomplish the crossword puzzle)</p>	<ul style="list-style-type: none"> • Valuing the natural environment as it is, as well as the changes made for the 	<ul style="list-style-type: none"> • tape and lyrics of the song "Time to Change" • jigsaw puzzles (or task cards)

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<p>Relative Pronouns)</p>	<p>MELC Compose clear and coherent sentences using interrogative, demonstrative, indefinite, and relative pronouns</p> <p>EN5OL-Id-3.4.1 EN5OL-Ile-3.4.1 Respond to ideas and opinions after reflection</p> <p>EN5A-Ila-17 EN5A-Ilb-17 EN5A-Ilc-17 EN5A-Id-17 EN5A-Ie-17 EN5A-If-17 EN5A-Ig-17 EN5A-Ih-17 EN5A-Ii-17 EN5A-Ij-17 Show tactfulness when communicating with others</p> <p><i>Write announcements</i></p> <p><i>Spell words ending with double conso-</i></p>	<p>things around us? Are they good or bad?</p> <ul style="list-style-type: none"> • What should we do with the negative changes in our life? • What is an interrogative pronoun? • What is a demonstrative pronoun and how are they different from each other? • What is an indefinite pronoun? • What is a relative pronoun? • What is a clause? • What is the antecedent? • What is the significance of pronouns in our lives? • How do you respond to ideas or opinions? • What is the effect of your response on others? 	<ul style="list-style-type: none"> • Progress brings about changes. Some are good but some have negative effects. • An interrogative pronoun asks a question. They are who, whom, whose, what, and which. • A demonstrative pronoun (this, that, these, and those) points out a specific person, place, or thing. • An indefinite pronoun takes the place of nouns that cannot be exactly named or identified. • A relative pronoun replaces a noun and shows the connection between the clause (group of words with a subject and a predicate) and the noun; and the antecedent (the noun to which the pronoun refers). • Like pronouns, we sometimes 	<p>Adaptability Learning to adapt to changes in daily lives</p> <p>Initiative Examining how to bring about changes in one's life for the good of the people</p> <p>Communication</p> <ul style="list-style-type: none"> • Learning to form correct sentences using the different kinds of pronouns • Learning to compose informative and accurate announcements <p>Collaboration Learning to work harmoniously with a peer or partner to answer written exercises together</p> <p>Creativity</p> <ul style="list-style-type: none"> • Forming creative 	<p>indefinite pronouns)</p> <ul style="list-style-type: none"> • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (song and story) • Inductive method in teaching grammar • Direct instruction on proper communication by defining reasons behind actions/decisions and writing announcements • Cooperative learning on pronouns and communicating reasons behind responses/actions through group activities • Guided writing (prewriting, writing, checking, revising, sharing) • Horn method in teaching spelling 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Post-listening exercise (listen to note details in a song and a story listened to) • Grammar drills and exercises on different kinds of pronouns (interrogative, demonstrative, indefinite, and relative pronouns) • Group work (jigsaw puzzle activity for the topic indefinite pronouns; choose the appropriate relative pronoun for the sentences; check if the relative pronoun used in the sentence is correct; role-play given situations and respond accordingly; explain the reason behind responses to the given situations) • Individual writing 	<p>common good</p> <ul style="list-style-type: none"> • Discerning what considered as common good • Understanding and appreciating God's majesty and loving kindness Sincerity and tact in expressing one's feelings and thoughts regarding a given situation • Being honest 	<p>consisting of letters that make up names of objects, sites, or events found in either an urban or rural area like rice fields, carabao, plow, river, chickens, swine, goat, crickets, harvesting, tall buildings, cellphones, computers, microwave oven, LRT or MRT, malls, movies. (Note: clues can be given—green cards for rural objects and red cards for the urban ones; flash cards or chart of spelling words in alphabetical order)</p>
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	<p><i>nants mm, rr, ll, and tt</i></p> <p><i>Spelling words related to Physical Education</i></p>	<ul style="list-style-type: none"> • How do you handle the reaction of others? • What is the importance of announcements? • What are the characteristics of good announcements? • What are the common words ending with double consonants mm, rr, ll, and tt? • How are common Physical Education words spelled? • Why is it important to spell words correctly? 	<p>substitute things for what they really stand for. Let us always be aware of the REAL things, rather than their substitute.</p> <ul style="list-style-type: none"> • We respond positively or negatively to the reaction of others to our response. • When there is a disagreement, we should learn to listen to others. • We should also learn to express our thoughts and feelings clearly and honestly. • Announcements are important to inform those concerned about a particular activity or something to be done. • The characteristics of good announcements are: <ul style="list-style-type: none"> - Clarity - Completeness - Brevity 	<p>questions using interrogative pronouns.</p> <ul style="list-style-type: none"> • Making creative announcements to attract their would-be targets <p>Communication and Adaptability</p> <ul style="list-style-type: none"> • Learning about other people's opinions and ideas and learning to accept them. • Learning to adapt to others' ideas and opinions <p>ICT Literacy Using the computer to compose an announcement using the correct format</p> <p>Literacy Being introduced to spelling patterns that will help them in their written work.</p>		<p>task (announcement)</p> <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 	<ul style="list-style-type: none"> • paper and coloring materials • flash card or chart of spelling words in alphabetical order
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			<ul style="list-style-type: none"> - Easily understood - Appealing format - Correctness of grammar • There are words that end with double consonants mm, rr, ll, and tt. We have to study them so that we will not miss doubling them when needed. • The study of Physical Education involves words that are difficult to learn. We should learn how to spell them properly. • Correct spelling ensures that our written work will be interpreted correctly. 	<p>Cultural Literacy Learning to spell words in Physical Education</p>				
<p>LESSON 3 <i>Life's Mysteries Unfolded</i></p> <p>(Reflexive Pronouns and Intensive Pronouns)</p>	<p><i>Make a story grammar from a selection listened to</i></p> <p>MELC Compose clear and coherent sentences using different reflexive</p>	<ul style="list-style-type: none"> • What is a story grammar? • How was the conflict resolved in the story that you listened to? • How do you resolve your conflicts? 	<ul style="list-style-type: none"> • A story grammar is an outline of how a story is developed. • The conflict was resolved when the character stopped feeling sorry for herself because of the 	<p>Collaboration</p> <ul style="list-style-type: none"> • Working together with a group to accomplish a given task • Learning to work with a partner to create 	<ul style="list-style-type: none"> • Discussion (quotation) • Motivation (opposite words) • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (story) 	<p>Diagnostic Spelling pretest and drills (choose the appropriate letters to complete the spelling words; spell out the given abbreviations)</p>	<ul style="list-style-type: none"> • Learning to work together • Respecting others' opinion • Expressing contradiction tactfully, but still objectively 	<ul style="list-style-type: none"> • listening passage recorded on tape or read orally • diagram of a story grammar • examples of situations that

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<p>and intensive pronouns</p> <p>EN5OL-IIh-4 MELC EN5OL-IIi-4 EN5OL-IIj-4 Make a stand</p> <p>EN5OL-IIIa-2.7 Remind others to stay on topic</p> <p>EN5A-IIa-17 EN5A-IIb-17 EN5A-IIc-17 EN5A-Id-17 EN5A-Ie-17 EN5A-If-17 EN5A-Ig-17 EN5A-Ih-17 EN5A-Ii-17 EN5A-Ij-17 Show tactfulness when communicating with others</p> <p>EN5WC-IIj-3.7 MELC Distinguish among forms (kinds and descriptions)</p> <p>Fill-out forms accurately (school forms, deposit and withdrawal)</p>	<ul style="list-style-type: none"> • What are reflexive and intensive pronouns? How do they differ from each other? • How does the use of reflexive and intensive pronouns affect our interaction with others? • How do we participate properly in a focused group discussion? • What is the importance of participating in a focused group discussion? • What ground rules should we follow? • What should we remember when we fill out forms? • Why should we fill out forms properly? • What are the common words ending in -ience and -iance? • What do the abbreviation of some Math and 	<p>encouragement given to her by her parents.</p> <ul style="list-style-type: none"> • One can resolve conflicts by asking for the help of others, weighing all sides of the problem, and resolving to do one's share. • Both reflexive and intensive pronouns are personal pronouns which end in –self. • The reflexive pronoun is used as an object of the verb while the intensive pronoun is used to put more emphasis on the subject and is written right next to the subject. • The use of the reflexive and intensive pronouns puts emphasis on the SELF. We should balance the SELF in our lives – partly our selves and the others' selves in order to 	<p>interesting sentences</p> <p>Problem Solving Looking at different options and deciding on which option to take to solve one's problems</p> <p>Initiative Taking steps to solve one's problems</p> <p>Literacy</p> <ul style="list-style-type: none"> • Learning to form grammatically correct sentences by using the reflexive and intensive pronouns correctly • Being introduced to spelling patterns that will help in oral and written work. <p>Communication Understanding the message of the speaker</p>	<ul style="list-style-type: none"> • Inductive method in teaching grammar • Read aloud • Direct instruction on making a stand, participating in a focused discussion with courtesy, and filling out forms • Cooperative learning on making a stand through a group debate • Guided writing (prewriting, writing, checking, revising, sharing) • Horn method in teaching spelling 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Post-listening exercise (listen to make a story grammar) • Grammar drills and exercises on reflexive and intensive pronouns • Pair work (form sentences using the given reflexive and intensive pronouns; peer review of filled out forms) • Group work (make a story grammar based on a selection listened to; debate) • Individual writing task (fill out forms) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 	<ul style="list-style-type: none"> • Acknowledging that failure is part of success <p>state assumptions or beliefs placed side by side with statements that contradict or negate them written on manila paper or strips of</p> <ul style="list-style-type: none"> • colored cartolina • pocket chart • sample information sheets • flash cards or chart of spelling words in alphabetical order
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	<p>slips, etc.)</p> <p><i>Spell words ending in -ience and -iance</i></p> <p><i>Spell words related to Math and Science</i></p>	<p>Science terms mean?</p> <ul style="list-style-type: none"> • Why is it important to spell words correctly? 	<p>keep the harmony in the world.</p> <ul style="list-style-type: none"> • There are words ending in –ience and -iance. We should listen very well to discern the difference between them. • Some Math and Science terms are usually abbreviated. We should be familiar with them. • Correct spelling assures us that the message is transmitted accurately. • Abbreviations make the job shorter but we should make sure that we know what the abbreviations stand for. • In life, we try to make shortcuts but let's stay accurate in spite of this. 	<p>Adaptability Practicing courtesy during group discussions</p> <p>Work Ethics Filling out forms in connection with school or work activities</p>				
<p>LESSON 4 <i>In the Face of Reality</i></p> <p>(Verbs: Transitive,</p>	<p><i>Give the main idea of paragraphs listened to</i></p>	<ul style="list-style-type: none"> • What emotional changes happen during puberty? • Are they good or bad? 	<ul style="list-style-type: none"> • Emotional changes that take place during puberty are on the way we think, we express our 	<p>Critical Thinking Examine how one handles the changes in one's life</p>	<ul style="list-style-type: none"> • Discussion (statement) • Motivation (whole class game on 	<p>Diagnostic Spelling pretest and drills (provide the missing letters to complete the spelling words)</p>	<p>Acknowledging the changes (physical, mental, and emotional) that one goes</p>	<ul style="list-style-type: none"> • recorded listening passage or read orally • pocket charts • manila paper

<p>Intransitive, and Linking; Regular and Irregular Verbs)</p>	<p>EN5LC-IVa-3.11 EN5LC-IVb-3.11 EN5LC-IVc-3.11 EN5LC-IVd-3.11 EN5LC-IVe-3.11 Restate sentences heard in one's own words</p> <p>EN5G-Ia-3.3 MELC EN5G-Ib-3.3 Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs</p> <p>EN5G-Ia-3.3 Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals, and conjunction</p> <p>EN5OL-IIb-1.26 Give precise information on a given topic</p> <p><i>Write phrases or passages from dictation</i></p> <p><i>Spell words ending in -cy or -sy</i></p>	<ul style="list-style-type: none"> • How should we handle these changes? • What is a transitive verb? • What is an intransitive verb? • What is a linking verb? • What is a regular verb? • What is an irregular verb? • Why is it important to use verbs correctly in sentences? • What information should be included in an ideal announcement? • Why should announcements be complete? • What is the importance of being able to write phrases or passages from dictation? • What steps can be taken to make writing from dictation easier? • What are the common words 	<p>feelings and gender, and the way we think about ourselves.</p> <ul style="list-style-type: none"> • Emotional changes are normal and we should adjust to them so that we can have a fuller life. • A transitive verb passes an action from a doer to a receiver. • An intransitive verb is an action word that does not pass the action to a receiver. • A linking verb shows the relationship between the subject and the predicate. • A regular verb forms its past tense by adding -d or -ed. • An irregular verb either changes its spelling or not at all to form the past tense. • Aside from the subject, the verb is the other most 	<p>Adaptability Be ready to change one's attitude toward oneself and others as one becomes older</p> <p>Literacy</p> <ul style="list-style-type: none"> • Learning to identify the kind of verbs in sentences. • Being introduced to words that end in -cy or -sy and those that refer to the respiratory system. <p>Communication</p> <ul style="list-style-type: none"> • Giving the proper form of the past tense of verbs • Learning to listen very well, especially to the main idea being expressed. <p>Initiative Volunteering to suggest one's chosen hobby and make a poster about it.</p>	<p>choices; "Forced Choice")</p> <ul style="list-style-type: none"> • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (informative text) • Inductive method in teaching grammar • Direct instruction on giving precise information on a given topic and writing from dictation • Cooperative learning on sharing precise information about a given topic and writing from dictation through paired activities • Guided writing (prewriting, writing, checking, revising, sharing) • Horn method in teaching spelling 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Post-listening exercise (listen to identify the main idea; restate statements heard) • Grammar drills and exercises on transitive, intransitive, linking, regular and irregular verbs • Pair work (sharing specific information about a given topic; writing from dictation; peer review of written output) <p>Summative</p> <ul style="list-style-type: none"> • Pair work (give precise information about a given topic) • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 	<p>through as he/she grows older</p>	<ul style="list-style-type: none"> • flash cards or chart of spelling words in alphabetical order
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	<p><i>Spell words related to Science</i></p>	<p>ending in –cy or –sy?</p> <ul style="list-style-type: none"> • How are common Science words spelled? 	<p>important part of a sentence to make it complete. It should be clearly stated.</p> <ul style="list-style-type: none"> • An announcement should answer the following questions: who, what, when, where, why, and how. • An incomplete announcement affects its effectivity. • Being able to take down dictation is very important for all pupils in their school work. • One can use short cuts and abbreviations. One can also use one’s own symbols. • One should also learn to take down the key ideas in whatever is dictated. • There are common words ending in –cy or –sy. We should memorize when 					
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			<p>they are spelled –cy or –sy.</p> <ul style="list-style-type: none"> Words that refer to the respiratory system are important to be spelled correctly. One has to memorize them since they do not follow a pattern. 					
<p>LESSON 5 <i>No More “Later”</i></p> <p>(Agreement of the Subject and Verb in the Simple Tenses)</p>	<p><i>Distinguish shifts in intonation in dialogs and utterances listened to</i></p> <p>EN5G-Ia-3.3 MELC EN5G-Ib-3.3 Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs</p> <p>EN5G-Ia-3.3 Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals, and conjunction</p> <p><i>Express approval or disapproval</i></p>	<ul style="list-style-type: none"> How does intonation affect the meaning of speech? What is a turning point? What are the simple tenses? How are they formed? What do you mean by verb-subject agreement? What is the importance of the verb-subject agreement? How do you express approval? How do you express disapproval? What is the effect of approval and 	<ul style="list-style-type: none"> The location of the stress in speech affects the meaning of what is being said. A turning point is an experience or situation that affects a person deeply, effecting a change in his/her life. The simple present tense presents action in the present time or one that is habitual. The simple past tense presents action that has been done. The simple future tense presents action that will be done at a future time. 	<p>Communication</p> <ul style="list-style-type: none"> Examining how stress in speech changes the meaning of what is being said Learning to organize one’s thoughts and write a well-organized and interesting diary entry <p>Critical Thinking</p> <ul style="list-style-type: none"> Examining the effects of events in one’s life Learning to point out what should be and how things can be done better 	<ul style="list-style-type: none"> Discussion (quotation) Motivation (picture prompts; vocabulary introduction) TQLR (Tune In, Question, Listen, Review/Recite) Guided listening (story) Inductive method in teaching grammar Direct instruction on observing proper intonation shifts according to meaning, expressing approval or disapproval, and writing a diary entry Cooperative learning on using the simple 	<p>Diagnostic Spelling pretest and drills (choose the appropriate set of letters to come up with the adjective form of the given words; guess the spelling word based on the given definition)</p> <p>Formative</p> <ul style="list-style-type: none"> Recitation Post-listening exercise (listen to distinguish shifts in intonation) Grammar drills and exercises on the simple tenses of verbs and observing proper subject-verb agreement Group work (grammar 	<ul style="list-style-type: none"> Learning from experiences Understanding that people go through different circumstances 	<ul style="list-style-type: none"> List of different emotions Pictures of turning points in one’s life pocket charts flash cards or chart of spelling words in alphabetical order

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	<p>EN5WC-Ile-1.8.1 EN5WC-Ile-1.8.3 Revise writing for clarity -punctuation marks -signal words</p> <p><i>Spell words with suffixes –ant and –ent</i></p> <p><i>Spell words related to Christian Living Education</i></p>	<p>disapproval on others?</p> <ul style="list-style-type: none"> • What is a diary? • How is a diary written? • What are transition or signal words? • What are the common words with suffixes – ant and –ent? • How are common Christian Living Education words spelled? • Why is it important to spell words correctly? 	<ul style="list-style-type: none"> • Verbs should agree with the number (singular or plural) and person (first, second, or third) of the subject. • The verb should generally agree with the subject (except for a few exceptions). As long as this is observed, one can be assured that he is speaking grammatically correct English. • We express approval by recognizing the good that has been achieved. We should be sincere and avoid over-flattery. • To disapprove, one should start with a positive remark then give a constructive criticism. • When done right, approval will build up the self-confidence of the other person. When done 	<p>Collaboration Learning to work harmoniously with a group to do a task</p> <p>Leadership Learning to take the lead when sharing one’s answers with the group</p> <p>Social Skills Being open to give and to receive sharings to and from others objectively</p> <p>Persistence Coming up with a diary that is a record of daily activities</p> <p>Literacy Being introduced to terms that end with the suffixes <i>-ant</i> and <i>-ent</i> to expand own vocabulary and for aid in Christian Living Education subject</p>	<p>tenses of the verbs and expressing approval or disapproval through group activities</p> <ul style="list-style-type: none"> • Guided writing (prewriting, writing, checking, revising, sharing) • Horn method in teaching spelling 	<p>exercises on using the simple tenses of verbs)</p> <ul style="list-style-type: none"> • Individual writing task (diary entry) <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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TEL. (632) 87120245 to 49 / 87406603
Locals 226 / 228
EMAIL: wecare@abiva.com.ph
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			<p>otherwise, it can discourage a person and lower his self-confidence.</p> <ul style="list-style-type: none">• A diary is an account of the things that you did during the day. This can be a way of self-examination to keep on improving oneself.• A diary should be interesting and should include your feelings and mood.• Transition or signal words show the sequence of events.• There are common words that end with suffixes –ant and –ent.• Care should be made to listen to how they end so as to spell them correctly.• Christian Living Education words have to be spelled precisely.					
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			<p>They have to be memorized since they do not have a pattern.</p> <ul style="list-style-type: none"> • Correctly-spelled words make our written work understandable. 					
<p>LESSON 6 <i>The Tree Ranger</i></p> <p>(Modals and Tag Questions)</p>	<p><i>Distinguish fact from opinion</i></p> <p>EN5G-Ic-3.6 MELC Compose clear and coherent sentences using appropriate grammatical structures: modals</p> <p>EN5G-Ia-3.3 MELC Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals, and conjunction</p> <p><i>Use tag questions correctly</i></p> <p>EN5OL-IIIe-3.7 EN5OL-III f-3.7 Use appropriate strategies to keep the discussion going</p>	<ul style="list-style-type: none"> • What is a fact? • What is an opinion? • Why is there a need to distinguish between fact and opinion? • What is a modal auxiliary verb? What do they express? • How do we use tag questions? • What is the role of modals in our everyday life? • What is a focus group discussion? • What rules should we follow while conducting this activity? • What is an essay? • What is an outline? • How do you write an essay? 	<ul style="list-style-type: none"> • A fact is something true and is based on actual situations. • An opinion is a mere assumption about certain issues or events. • As we mature, we should learn to distinguish between fact and opinion because some people may use information falsely and mislead us. • A modal auxiliary verb expresses doubt, certainty, possibility, permission, ability, necessity, intention, request, or past/ future habit. • A tag question is a question at the end of the sentence to ask 	<p>Critical Thinking Learning to distinguish between fact and opinion</p> <p>Social Awareness Being aware of variance in opinions and real facts and knowing that distinguishing between these two things will help in one's development as mature individuals and responsible citizens</p> <p>Communication</p> <ul style="list-style-type: none"> • Learning to communicate in correct English in normal conversation • Using precise 	<ul style="list-style-type: none"> • Read aloud (proverb) • Motivation (whole class brainstorming) • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (story) • Inductive method in teaching grammar • Direct instruction on the concepts of fact, opinion, and essay proper conduct in a focus group discussion, and drafting a composition based on an outline • Cooperative learning on proper conduct through a focus group discussion through group activities 	<p>Diagnostic Spelling pretest and drills (choose the appropriate word ending to form the spelling words; provide the spelling words based on the given definitions)</p> <p>Formative</p> <ul style="list-style-type: none"> • Recitation • Post-listening exercise (listen to distinguish fact from opinion) • Grammar drills and exercises on modals and tag questions • Whole class game on using tag questions • Group work (focus group discussion) • Individual writing task (composition based on an 	<p>Saving the environment</p>	<ul style="list-style-type: none"> • rubber or cloth ball • flash cards or chart of spelling words in alphabetical order

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	<p>EN5WC-IIa-1.1.6.1 Plan a two-to-three paragraph composition using an outline or other graphic organizers</p> <p><i>Spell words ending in -ible or -able</i></p> <p><i>Spell words related to Science</i></p>	<ul style="list-style-type: none"> • What is the value of writing a good essay? • What are some words ending in -ible or -able? • Why is it important to spell words correctly? 	<p>for confirmation or assurance.</p> <ul style="list-style-type: none"> • Nothing in this world is certain. We also don't know everything. Modals are therefore the words that express this. If we use them correctly, we will be able to avoid a lot of misunderstanding. • A focus group discussion is held within a group on a particular topic. • An essay is a piece of writing on a particular subject or topic. • An outline gives a statement about the main idea, the different points under the main idea, and the closing statement. • To write an essay, one connects the different points given above. • A good essay expresses our thoughts and feelings in the 	<p>and vivid language to express one's thoughts and feelings</p> <ul style="list-style-type: none"> • Learning to organize thoughts and writing a well-thought-out composition. <p>Persistence Learning to work persistently on an activity to achieve a goal</p> <p>Creativity Thinking of a creative way to choose the participants (moderator, secretary, reporter) in the group</p> <p>Leadership Being an assigned leader to moderate the group while discussing the topic</p> <p>Literacy</p> <ul style="list-style-type: none"> • Learning to write a 	<ul style="list-style-type: none"> • Guided writing (prewriting, writing, checking, revising, sharing) • Horn method in teaching spelling 	<p>outline)</p> <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 		
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			<p>most effective way. It should be precise and to the point. It may be serious or humorous, fanciful or realistic.</p> <ul style="list-style-type: none"> • There are common words ending in -ible or -able or are used in Science. Wrongly-spelled words will affect the way the message will be received. 	<p>composition with the proper mechanics like margin, capitalization, indention, punctuation, etc.</p> <ul style="list-style-type: none"> • Being introduced to common words ending in <i>-ible</i> or <i>-able</i> and words used in Science 			
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*All text without source codes or set in boldface under *DepEd K to 12 Learning Competencies* column are taken or derived from MELC. Italicized text are add-on competencies.
 **These columns are add-on components provided by the Author/s.

3rd Quarter

Unit 3: Choices You Make		Time Frame: 50 days	
Content Standards	<p><i>Listening Comprehension</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • various linguistics nodes to comprehend various texts; • text types to listen for different purposes from a variety of texts; and • text types in order to construct feedback. 	Performance Standards	<p><i>Listening Comprehension</i> The learner . . .</p> <ul style="list-style-type: none"> • analyzes text types to effectively understand information/ message(s); • uses linguistic cues to effectively construct meaning from a variety of texts for a variety of purposes; and • uses literary and informational texts heard to construct an appropriate feedback.

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	<p><i>Grammar</i> The learner demonstrates command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Oral Language</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • various verbal elements in orally communicating information; • various nonverbal elements in orally communicating information; and • the oral standards of English in order to participate in various oral communication demands (situation, purpose and audience). <p><i>Writing and Composition</i> The learner demonstrates understanding of different formats to write for a variety of audiences and purposes.</p> <p><i>Attitude</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • nonverbal communication to communicate with others; and • verbal and nonverbal elements of communication to respond back. 		<p><i>Grammar</i> The learner uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written).</p> <p><i>Oral Language</i> The learner gives accurate instructions; link comments to others' remarks; give contrasts and similarities; use strong feelings with facial expression, verbal and nonverbal cues.</p> <p><i>Writing and Composition</i> The learner . . .</p> <ul style="list-style-type: none"> • drafts texts using appropriate text types for a variety of audiences and purposes; • edits texts using appropriate text types for a variety of audiences and purposes; • rewrites/revises texts using appropriate text types for a variety of audiences and purposes; and • publishes texts using appropriate text types for a variety of audiences and purposes. <p><i>Attitude</i> The learner . . .</p> <ul style="list-style-type: none"> • applies knowledge of nonverbal skills to respectfully give the speaker undivided attention and acknowledges the message; • uses paralanguage and nonverbal cues to respond appropriately; and • uses a variety of strategies to provide appropriate feedback.
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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	Resource
LESSON 1 <i>Life's Funny Side</i> (Aspects of Verbs)	<p><i>Answer riddles and enjoy jokes listened to</i></p> <p>EN5G-Ib-3.3 MELC Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs</p> <p>EN5OL-IIa-1.13.1 Provide accurate instructions</p> <p><i>Write a report on a story</i></p> <p><i>Spell words ending in -ous or -uous</i></p> <p><i>Spell words related to Science</i></p>	<ul style="list-style-type: none"> • What is a riddle? • What is a joke? • Why are riddles and jokes important in our lives? • What is the past perfect tense? How is it expressed? • What is the present perfect tense? How is it expressed? • What is the future perfect tense? How is it expressed? • What is the progressive tense? How is it expressed? • What is the importance of studying about the perfect and progressive tenses of verbs? • What is a procedure? • What different things can you 	<ul style="list-style-type: none"> • A riddle is a puzzle that challenges the mind to think. • A joke is a funny line or story that makes us laugh. • Riddles and jokes are natural remedies for worried minds and tightened nerves. • The past perfect tense expresses an activity that happened before another activity in the past. • The present perfect tense expresses an activity that started and was completed at an indefinite time in the past. It may also refer to an action that continues to the present. • The future perfect tense expresses an action that will 	<p>Literacy</p> <ul style="list-style-type: none"> • Understanding the meaning of words and phrases to guess what is being asked • Understanding the intricacies of using the perfect tense properly since it involves two actions <p>Curiosity Desiring to know the answer of a puzzle</p> <p>Creativity Using one's imagination to see beyond the obvious</p> <p>Communication</p> <ul style="list-style-type: none"> • Learning to socialize and interact properly through a class game • Learning to 	<ul style="list-style-type: none"> • Read aloud (poem) • Motivation (group game on past and present tenses of verbs; "Memory Game - Past and Present; activating prior knowledge on verb tenses) • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (riddles and jokes for the purpose of educational entertainment) • Inductive method in teaching grammar • Role-playing (dramatizing the perfect tenses of verbs to aid comprehension) • Direct instruction explaining a process with step-by step instructions and 	<p>Diagnostic Spelling pretest and drills (choose the appropriate word ending to form the spelling words; answer the crossword puzzlebased on the given definition of words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Recitation • Post-listening exercise (listen to answer and enjoy riddles and jokes) • Grammar drills and exercises (perfect and progressive aspect of verbs) • Pair work (grammar exercise on progressive tense of verbs) • Group work (explain the step-by-step procedure in doing a specific 	<ul style="list-style-type: none"> • Keeping a sense of humor • Staying positive • Knowing one's potential and having the courage to overcome odds • Understand -ing the changes that take place as one grows 	<ul style="list-style-type: none"> • playing cards with verbs written on them (past and present) • pocket chart • flash cards or chart of the spelling words on manila paper in alphabetical order <p>Online</p> <ul style="list-style-type: none"> • copy of the video "Tiny Fish Tank Tutorial Low Budget Aquarium Build" from Youtube • copy of the video "How to Make Papier-Mache" from YouTube



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TEL. (632) 87120245 to 49 / 87406603

Locals 226 / 228

EMAIL: wecare@abiva.com.ph

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		<p>make following a process?</p> <ul style="list-style-type: none"> • What resources can you use in order to do these? • If you were to make a report on a story, what are the parts of that report? • What is the value of writing reports? • How do you spell words ending in –ous or -uous? • How do you spell words related to animal adaptation? 	<p>be completed before another activity in the future.</p> <ul style="list-style-type: none"> • The progressive tense expresses an action that is done continuously. It can either be in the past, the present, or the future. • Mastery of the perfect and progressive tenses of verbs makes our communication more exact, particularly at the TIME when the action was/is being/will be done. • A procedure is a step-by-step way of doing things. • We can make many things, like an aquarium, a terrarium, or papier-mache. • We can use the internet or resource persons. • Learning to give reports on what one has 	<p>organize their thoughts and write a well-thought-out report</p> <p>Collaboration Learning to work harmoniously with a partner or in a group</p> <p>Creativity, Initiative, and Persistence Learning to go out of their way to make something following accurate instructions with available materials or resources no matter how challenging this problem may be</p> <p>Cultural Literacy Learning to appreciate stories that have been written and published</p> <p>Scientific Literacy Being introduced to terms that will</p>	<p>writing a report on a story</p> <ul style="list-style-type: none"> • Cooperative learning on using the progressive aspect of verbs through pair activities, providing step-by-step instructions in doing a specific process through group activities • Guided writing (prewriting, writing, checking, revising, sharing) • Horn method in teaching spelling 	<p>process)</p> <ul style="list-style-type: none"> • Individual writing task (report on a story read) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in unit/summative Test (unit ender) 		
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CURRICULUM MAP

Soaring to New Heights in Language 5 (Second Edition)

			<p>witnessed can be a lot of help to many people.</p> <ul style="list-style-type: none"> We have to listen very carefully to the final sounds of words. Animals have different ways of adapting for self-preservation. We have to memorize how they are spelled. 	<p>expand own vocabulary, for aid in Science subject</p>			
<p>LESSON 2 <i>Who is Afraid of Parents?</i></p> <p>(Active and Passive Voice of Verbs)</p>	<p><i>Identify implied idea in statements listened to</i></p> <p>MELC Compose clear and coherent sentences using the active and the passive voice of verbs</p> <p>EN5OL-Ile-3.4.1 Respond to ideas and opinions after reflection</p> <p>EN5OL-IIf-3.5.1 MELC Provide evidence to support opinion/fact</p>	<ul style="list-style-type: none"> Who among the pupils are afraid of their parents? Should children be afraid of their parents? What is an implied idea? What is the voice of the verb? What is the difference between the active and the passive voice of verbs? What is the value of knowing about the active and passive voice of verbs? 	<ul style="list-style-type: none"> Children should not be afraid of their parents. Parents may be strict because they care for their children. Many times, children should read between the lines of their parents. Parents usually say something but they have a deeper meaning behind their words. Children should get the implied meaning of their words. The voice of the verb shows whether the subject is the 	<p>Critical Thinking</p> <ul style="list-style-type: none"> Examining how the tone of the voice, the mood, and purpose can show what the speaker really wants to say Critiquing the actions of classmates during the role-playing <p>Adaptability</p> <ul style="list-style-type: none"> Learning to adapt way of thinking to what people, especially parents, really mean by their words and actions 	<ul style="list-style-type: none"> Discussion (quotation) Motivation (group game, introducing respect to parents "Mother, May I?") TQLR (Tune In, Question, Listen, Review/Recite) Guided listening (story) Inductive method in teaching grammar Direct instruction on the concept of implied ideas and the practice of stating opinion with supporting evidence and connection to 	<p>Diagnostic Spelling pretest and drills (complete the spelling words by choosing the appropriate suffixes; name the given geometric figures)</p> <p>Formative</p> <ul style="list-style-type: none"> Recitation Post-listening exercise (listen to identify implied ideas from statements) Grammar drills and exercises on active and passive voice Pair work (make a dialogue based on a given 	<ul style="list-style-type: none"> Practicing real humility with parents; being able to say "Thank you" and "I'm sorry" when the need arises. Suspending judgment on other people. (Refer to Exercise 2 on page 163, worktext) Distinguishing needs from wants and making appropriate choices in life. Learning to be creative <p>list of spelling words printed on a manila paper in alphabetical order</p>



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TEL. (632) 87120245 to 49 / 87406603

Locals 226 / 228

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	<p>EN5OL-IIIc-2.8 EN5OL-III d-2.8 Link comments to the remarks of others</p> <p>EN5WC-III f-1.8.2./1.8.1/1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks - transition/signal words</p> <p><i>Spell words ending in -or, -er, or, -ar</i></p> <p><i>Spell words related to Mathematics</i></p>	<ul style="list-style-type: none"> • What is a need? • What is a want? • What should be our attitude toward “needs” and “wants”? • How do you end a story? • What should we remember when ending a story? • What are the common words ending in –or, er, or -ar? How are they spelled? • How are common Mathematics words spelled? • Why is it important to spell words correctly? 	<p>doer or the receiver of the action.</p> <ul style="list-style-type: none"> • The verb is in the active voice if the subject is the doer of the action. • If the receiver receives the action, the verb is in the passive voice. • Knowing the two voices of verbs gives the speaker the choice on which voice to use for variety. • A need is what is necessary for one’s healthy and happy existence. • A want is something that one desires but can do without. • We should know how to distinguish between our needs and wants and should be willing to do away with our wants, especially if they are beyond our means. • One can have a happy ending, a sad ending, or an 	<ul style="list-style-type: none"> • Adapting to what is available and doable regarding own needs and wants <p>Communication Learning to form correct sentences using the active and the passive voice of verbs</p> <p>Initiative and Persistence Learning to work conscientiously on exercises by oneself</p> <p>Social and Cultural Awareness Being aware of own needs and wants and adjusting accordingly</p> <p>Creativity Learning to end a story in an interesting manner, maybe with an unexpected ending.</p>	<p>what others have said</p> <ul style="list-style-type: none"> • Cooperative learning on supporting an opinion with evidence through pair activity • Read aloud • Guided writing (prewriting, writing, checking, revising, sharing) • Horn method in teaching spelling 	<p>situation; observe proper manner in expressing opinion by providing supporting evidence)</p> <ul style="list-style-type: none"> • Individual writing task (ending to a story) • Group work (share written output and decide which would be an entry to the class writing contest) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 	<p>and appreciative of others’ work and acknowledging the work of others that are better than theirs.</p> <ul style="list-style-type: none"> • Learning to be very meticulous in examining the words to check their spelling. 	
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CURRICULUM MAP

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			<p>unexpected ending.</p> <ul style="list-style-type: none"> When ending a story, the reader shouldn't be left hanging. The writer should resolve the issue unless the story is meant to be part of a series. There are words that end—or, er, or -ar. We have to listen carefully to how they end. We have to learn how to spell the different shapes correctly. We have to memorize their spelling. Correctly spelled words help in understanding the sentence completely. 	<p>Persistence Following consistently all the requirements of written work regarding punctuation, spelling, and format.</p> <p>Literacy Being introduced to spelling patterns that will help in written work.</p> <p>Numeracy Learning to spell words in Mathematics</p>				
<p>LESSON 3 <i>Different Folks, Different Strokes</i></p> <p>(Kinds of Adjectives)</p>	<p>EN5LC-IIIa-2.15 MELC EN5LC-IIIb-2.15 EN5LC-IIIc-2.15 Provide evidence to support understanding</p>	<ul style="list-style-type: none"> What are the different ways of looking at life? Which way is the best? What is an adjective? What are the kinds of adjectives? 	<ul style="list-style-type: none"> There are two different ways of looking at life. One is to do one's best and get to the top. The other is to take things easy and enjoy life as it comes. 	<p>Critical Thinking Taking note of how people with different personalities look at life</p> <p>Literacy</p> <ul style="list-style-type: none"> Learning how to use adjectives to 	<ul style="list-style-type: none"> Discussion (quotation) Motivation (group game on adjectives; "This Object is Mine") TQLR (Tune In, Question, Listen, Review/Recite) Guided listening (story) 	<p>Diagnostic Spelling pretest and drills (modify the given word by adding the appropriate suffix; fill in the missing letters to come up with the spelling words)</p>	<ul style="list-style-type: none"> Appreciating and accepting differences in personality among friends, relatives, and other acquaintances 	<ul style="list-style-type: none"> 1/8 sheets of rolled paper on which are written names of objects and placed in a box or bowl (as shown in <i>Motivation</i>) flash cards of root words

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Soaring to New Heights in Language 5 (Second Edition)

	<p>EN5G-IIe-5.3 MELC Compose clear and coherent sentences using appropriate grammatical structures: kinds of adjectives</p> <p>EN5G-IIa-3.9 Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement; kinds of adjectives; subordinate and coordinate conjunctions; and adverbs of intensity and frequency</p> <p><i>State contrasts and similarities</i></p> <p>EN5WC-IIIe-2.2.7 EN5WC-IIIg-2.2.7 EN5WC-IIIi-2.2.7 Write a 3-paragraph feature article</p> <p>MELC Write a feature article</p> <p><i>Spell words ending in -eous and -ious</i></p> <p><i>Spell words related to Social Studies</i></p>	<ul style="list-style-type: none"> • What should we remember when using adjectives? • What is the meaning of contrast? • What is the meaning of comparison? • How can one write a descriptive paragraph? • What are the common words ending in -eous, and -ious? • How are common Social Studies words spelled? • Why is it important to spell words correctly? 	<ul style="list-style-type: none"> • It depends on the personality of each person. • However, the best way is to go in-between. Give one's best all the time while stopping to smell the flowers. • Adjectives make our communication more precise and interesting. However, we should be careful in the use of our adjectives – honest without flattery and also tactful at the same time without being offensive • Contrast is the way by which two or more things are different. • Comparison is giving the ways by which they are alike • One uses vivid and creative language which makes objects being described come alive and easy to imagine. 	<p>describe personalities</p> <ul style="list-style-type: none"> • Being introduced to spelling patterns that will help in oral and written work. <p>Adaptability Appreciating other people's different personalities</p> <p>Communication</p> <ul style="list-style-type: none"> • Learning to use the precise adjective to go with the rest of the sentence • Using vivid adjectives to describe a person, a place, or an event. <p>Collaboration Learning to work with a group to win a team game</p> <p>Critical Thinking Giving similarities and differences between two things.</p>	<ul style="list-style-type: none"> • Inductive method in teaching grammar • Cooperative learning on adding suffixes to form proper adjectives through and stating similarities and differences through group activities • Direct instruction on stating contrasts and similarities and using the Venn diagram and writing a descriptive paragraph • Guided writing (prewriting, writing, checking, revising, sharing) • Horn method in teaching spelling 	<p>Formative Recitation</p> <ul style="list-style-type: none"> • Post-listening exercise (listen to be able to support one's understanding with evidence) • Grammar drills and exercises on adjectives • Group work (game on forming adjectives by adding the appropriate suffix; fill out a Venn diagram by comparing and contrasting persons, places, things, and ideas) • 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) 	<ul style="list-style-type: none"> • Admiring people who strive hard to make their dreams come true 	<ul style="list-style-type: none"> • six (6) pieces of ¼ manila paper • flash cards or chart of spelling words in alphabetical order
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CURRICULUM MAP

Soaring to New Heights in Language 5 (Second Edition)

			<ul style="list-style-type: none"> • There are words ending in -eous, and -ious • These are words that we often mispronounce. • The study of Social Studies involves words that are difficult to learn. We should learn how to spell them properly. • Words should be spelled correctly so that we will be understood completely. 	<p>Curiosity Being interested in what others think and paying attention of them</p> <p>Creativity Using colorful and interesting words in writing a descriptive paragraph</p>				
<p>LESSON 4 <i>Beyond Medicine</i></p> <p>(Degrees of Comparison of Adjectives)</p>	<p><i>Give the main idea of the paragraphs listened to</i></p> <p>EN5G-IIg-5.2 MELC Compose clear and coherent sentences using appropriate grammatical structures: degrees of adjectives</p> <p>EN5OL-IIe-3.4.1 Respond to ideas and opinions after reflection</p> <p>EN5OL-Ia-2.6.1 Use appropriate facial expressions</p>	<ul style="list-style-type: none"> • What is the main idea of a paragraph or selection? • What words signal the main idea? • Why is it important to know the main idea of a paragraph or selection? • What are the degrees of comparison? • How are the degree of comparison formed? 	<ul style="list-style-type: none"> • The main idea is the general statement that a paragraph or selection conveys. • Words like also, besides, in conclusion, etc. signal the main idea. • The main idea tells us what a paragraph or selection is all about. • The degrees of comparison are positive (no comparison), comparative (two 	<p>Critical Thinking Picking out the most important parts of a paragraph and putting them all together in one statement</p> <p>Scientific Literacy Understanding the wonder of God’s creation by studying His created objects</p> <p>Literacy</p> <ul style="list-style-type: none"> • Learning to determine which degree 	<ul style="list-style-type: none"> • Discussion (passage) • Motivation (group game, jigsaw puzzle) • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (passage) • Inductive method in teaching grammar • Direct instruction on finding the main idea of a text listened to, expressing strong feelings with appropriate facial 	<p>Diagnostic Spelling pretest and drills (correct the misspelled words; provide the missing letters to come up with the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Recitation • Post-listening exercises (listen to be able to give the main idea) • Grammar drills and exercises on degrees of comparison of adjective • Individual writing 	<ul style="list-style-type: none"> • Appreciating how God created wonderful things for us • Realizing that one should be humble in one’s climb to success • Being able to show gratitude • Knowing that wealth is not always measured by what one has, but by what one 	<ul style="list-style-type: none"> • three jigsaw puzzles of a picture of a carob tree • pictures of a hippopotamus, an elephant, and a sperm whale • rolled up pieces of paper containing famous lines • choral recitation piece written on Manila paper • edited copy of <i>Self-Made</i>

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	<p>EN5WC-IIg-2.2.6 MELC EN5WC-IIg-2.2.6 Write paragraphs showing comparison and contrast</p> <p>EN5WC-IIb-2.2.5 MELC Write paragraphs showing: cause and effect, comparison and contrast, and problem-solution relationships</p> <p><i>Spell words with double final consonants</i></p> <p><i>Spell words related to Science</i></p>	<ul style="list-style-type: none"> What is the value of comparing two or more things, persons, or events? How do you express your strong feelings? Why is it important that we are able to express our feelings? What things should you consider when re-writing a paragraph? Why are these needed? What are the spelling words with double final consonants? How are common Science words spelled? Why should we strive to spell our words correctly? 	<p>things/ persons are compared), and superlative (more than two things/persons are compared).</p> <ul style="list-style-type: none"> The positive degree stays as is. To form the comparative degree, we add -er, more, or less. To form the superlative degree, we add -est, most or least. In some cases, the entire word is changed. When we compare things, persons, or events, we see how things can be improved so that they can become the best of what they can be. We express our feelings through the tone and volume of our voice, our facial expression, and our total body movements. We should express our 	<p>of comparison to use in a statement.</p> <ul style="list-style-type: none"> Being introduced to words that are commonly misspelled, for aid in Science subject <p>Social Awareness</p> <ul style="list-style-type: none"> Being aware that there should be no comparison between people and things and they should be taken as they are; the most ideal comparison being that between what one or a situation was in the past with what one or a situation can be in the future Realizing that wealth is relative. It depends on how one uses it. 	<p>expressions, and revising a written material for clarity</p> <ul style="list-style-type: none"> Read aloud (poem) Cooperative learning on using appropriate facial expressions when expressing emotions and moods through group activities Guided writing (prewriting, writing, checking, revising, sharing) Horn method in teaching spelling 	<p>task (revising a written material for proper punctuation and grammar)</p> <ul style="list-style-type: none"> Group work (choral reading of a given poem) Pair work (peer review of revised text) <p>Summative</p> <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative Test (unit ender) 	<p>has done for other people</p>	<p><i>Men on manila paper</i></p> <ul style="list-style-type: none"> list of spelling words printed on a manila paper
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CURRICULUM MAP

Soaring to New Heights in Language 5 (Second Edition)

			<p>feelings so that people will understand us better, thus maintaining harmony wherever we are.</p> <ul style="list-style-type: none"> Any piece of writing without the above is not perfect. A perfect paragraph will be better understood. There are common words with double final consonants. They should be studied and memorized. Common simple machines are Science words that pupils should know. Words should be correctly spelled so that the communication will be very clear. 	<p>Creativity Interpreting a literary piece by using vocal and bodily expression</p> <p>Collaboration Working with a group to interpret a literary piece</p> <p>Leadership Taking the lead in directing a choral presentation</p> <p>Persistence Learning to organize their thoughts and write perfect paragraphs</p>				
<p>LESSON 5 <i>Words with Actions</i> (Adjectives in a Series)</p>	<p>EN5LC-Ia-2.1 Note significant details</p>	<ul style="list-style-type: none"> What are the different feelings and emotions expressed in the speech read? 	<ul style="list-style-type: none"> The different feelings that we can express are: surprise, joy, anger, sarcasm, excitement, worry, sadness, pride, irritation, 	<p>Critical Thinking</p> <ul style="list-style-type: none"> Examining the feelings of the one speaking and react accordingly Studying the causes of 	<ul style="list-style-type: none"> Discussion (quotation) Motivation (interview or research activity in relation to the quotation shared for oral practice) 	<p>Diagnostic Spelling pretest and drills (examining homophones; match the correctly spelled words with their definitions)</p>	<ul style="list-style-type: none"> Taking care of the environment. Realizing how we destroy the environment and 	<ul style="list-style-type: none"> adjectives written on rolled paper spelling words written on a manila paper/wall chart

<p>EN5LC-III d-2.8.1/2.8.2/2.8.3 EN5LC-III e-2.8.1/2.8.2/2.8.3 EN5LC-III f-2.8.1/2.8.2/2.8.3 Infer the speaker's tone, mood, and purpose</p> <p>EN5G-II f-5.5 MELC Compose clear and coherent sentences using appropriate grammatical structures: order of adjectives</p> <p>EN5OL-III c-2.8 EN5OL-III d-2.8 Link comments to the remark of others</p> <p>EN5WC-III e-2.2.7 EN5WC-III g-2.2.7 EN5WC-III i-2.2.7 Write a three-paragraph feature article</p> <p>Write a feature article</p> <p><i>Spell homophones</i></p> <p><i>Spell words related to Science</i></p>	<ul style="list-style-type: none"> • What is the importance of knowing the feelings of the person speaking? • What is the order of adjectives when we use them in sentences? • Why do we follow a specific order of adjectives when we use them in sentences? • How do you ask for permission? • How do you verbalize your promises? • How important are courtesy and sincerity when we seek permission and make promises? • What causes global warming? • Why must Mother Earth be protected? • How can we prevent global warming? 	<p>and disappointment</p> <ul style="list-style-type: none"> • We have to know the feelings of the speaker so that we can react accordingly. • We use courtesy when we ask for permission. • We should be sincere when making promises. • Courtesy and sincerity are very important traits when asking for permission and making promises. • Global warming is caused by deforestation, pollution, and improper waste disposal. • Mother Earth must be protected because it is where we all live and we must keep it alive. • We can prevent global warming by reforestation and proper waste disposal. • Homophones are words that sound the same but 	<p>global warming and measures that we can take to prevent it.</p> <p>Social and Cultural Awareness Being aware of negative factors in one's life</p> <p>Civic Literacy</p> <ul style="list-style-type: none"> • Being aware of the effect of harmful practices on the environment • Studying what we can do to prevent global warming <p>Literacy Learning to form sentences while strictly following grammar rules Pupils are introduced to homophones to expand their vocabulary.</p> <p>Persistence Learning to be consistent while</p>	<p>activity; group game on adjectives, Charades)</p> <ul style="list-style-type: none"> • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (speech) • Inductive method in teaching grammar • Direct instruction on linking one's comments to what others have said during a discussion and writing a feature article • Cooperative learning on seeking and granting permission through paired activity • Read aloud (dialogue) • Guided writing (prewriting, writing, checking, revising, sharing) • Horn method in teaching spelling 	<p>Formative</p> <ul style="list-style-type: none"> • Recitation • Post-listening exercise (listen to note details and infer the speaker's tone, mood, and purpose) • Grammar drills and exercises on adjectives in a series • Pair work (dialogues; seek and grant permission; respond accordingly to what others have said) • Group writing task (feature article; flyer) <p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 	<p>resolving to help preserve it</p> <ul style="list-style-type: none"> • Being courteous and sincere when dealing with others 	
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CURRICULUM MAP

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		<ul style="list-style-type: none"> • What are homophones? • Why is it important to spell words correctly? 	<p>have different meanings and spelling.</p> <ul style="list-style-type: none"> • Words should be spelled correctly to avoid confusion. 	<p>following grammar rules</p> <p>Communication Sharing one's thoughts and feelings with a partner</p> <p>Social Skills Working with a partner to come up with creative dialogs.</p>				
<p>LESSON 6 <i>In the Danger Zone</i></p> <p>(Adverbs: Kinds of Adverbs and Degrees of Comparison)</p>	<p>EN5LC-IVf-3.13 EN5LC-IVg-3.13 EN5LC-IVh-3.13 EN5LC-IVi-3.13 EN5LC-IVj-3.13 Summarize information from various text types</p> <p>MELC Summarize various text types based on elements</p> <p>EN5G-IIa-3.9 MELC Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement; kinds of adjectives; subordinate and coordinate conjunctions; and</p>	<ul style="list-style-type: none"> • What has become of the environment? Why? • What can man do to avoid the destruction of Mother Earth? • What is an adverb? • What are the different kinds of adverbs? • What are the degrees of comparison of adverbs? • How are they formed? • What should be attitude toward comparison? • How do you make a TV broadcast? 	<ul style="list-style-type: none"> • Living things have disappeared. Climate has changed, forests have been denuded, and pollution is everywhere. • Everybody should do his share to preserve Mother Earth. • An adverb modifies a verb, an adjective, or another adverb. • The adverb of manner tells how an action is done; place tells us where; time tells us when; degree tells us the extent; and frequency tells us how often. 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Discussing the state of the environment, both positive and negative • Examining the similarities and differences between two events or issues and write about their opinion. <p>Social Awareness Discussing one's feelings and attitude toward the degradation of Mother Earth</p>	<ul style="list-style-type: none"> • Discussion (quotation) • Motivation (performance of action to be described through adverbs) • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (story) • Inductive method in teaching grammar • Direct instruction on understanding and using verbal and nonverbal cues in a TV broadcast and writing a paragraph that shows 	<p>Diagnostic Spelling pretest and drills (provide the appropriate set of letters to come up with the spelling words; guess the spelling words based on the given definitions)</p> <p>Formative</p> <ul style="list-style-type: none"> • Recitation • Post-listening exercise (listen to summarize information) • Grammar drills and exercises on kinds of adverbs and degrees of comparison for adverb • Individual writing task (paragraph) 	<ul style="list-style-type: none"> • Realizing that saving the environment is urgent for the present and future generations • Knowing that success is not measured by wealth but by how well one has made oneself to become the best of what one can be • Knowing that success is also measured by what one 	<p>spelling words written on a manila paper or wall chart</p>

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	<p>adverbs of intensity and frequency</p> <p>EN5OL-IVf-4 Use verbal and nonverbal cues in a TV broadcast</p> <p>EN5WC-IIg-2.2.6 Write paragraphs showing comparison and contrast</p> <p>EN5WC-IIb-2.2.5 MELC Write paragraphs showing: cause and effect, comparison and contrast and problem-solution relationships</p> <p><i>Spell words ending in -ise and -ize</i></p> <p><i>Spell words related to Music</i></p>	<ul style="list-style-type: none"> Who are the people involved in a TV broadcast? What are the characteristics of a good TV broadcast? What is the value of being aware of non-verbal cues? What do you do when you compare two things? What do you do when you contrast two things? What are the parts of a paragraph? What is the importance of well-written paragraphs? What are some words ending in -ise and -ize? How are common Music words spelled? Why is it important to spell words correctly? 	<ul style="list-style-type: none"> The positive degree stays as is; the comparative degree uses more or less; the superlative degree uses most or least. In some cases, the entire word is changed in form. Comparison is good if it will make one become a better person than he was before. There should be an event to be covered. The reporter should have a nose for news. The people involved are a reporter, director, camera man, and people to be interviewed. A good TV broadcast is factual and all the facts are complete. Non-verbal cues are not spoken outright but carry a lot of meaning. One should 	<p>Communication</p> <ul style="list-style-type: none"> Learning to form sentences correctly using the different kinds of adverbs Using precise and vivid language to describe a certain event. <p>Social and Cultural Awareness Realizing that success can be measured in different ways, not only by the material gains achieved</p> <p>Creativity Presenting a specific event realistically</p> <p>Literacy Being introduced to terms that will expand own vocabulary, for aid in Music subject</p>	<p>comparison and ocontrast</p> <ul style="list-style-type: none"> Cooperative learning on understanding and using verbal and nonverbal cues in a TV broadcast through a group activity Guided writing (prewriting, writing, checking, revising, sharing) Horn method in teaching spelling 	<p>comparing and contrasting two things; with graphic organizer as guide)</p> <p>Summative</p> <ul style="list-style-type: none"> Group work (conduct a mock broadcast based on a given topic; utilize appropriate verbal and nonverbal cues) Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative Test (unit nder) 	<p>has done for others</p>	
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TEL. (632) 87120245 to 49 / 87406603
 Locals 226 / 228
 EMAIL: wecare@abiva.com.ph
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			<p>therefore be aware of them.</p> <ul style="list-style-type: none"> • You look at the similarities when you compare two things and look at their differences when you contrast them. • A well-written paragraph has a distinct beginning, middle sentences giving the similarities and then the differences, and a relevant ending that summarizes the paragraph. • Well-written paragraphs give clear messages. • There are common words that end in -ise and -ize. • We have to listen very carefully to how words are pronounced. • Correctly-spelled words ensure that we get the right message. 					
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*All text without source codes or set in boldface under *DepEd K to 12 Learning Competencies* column are taken or derived from MELC. Italicized text are add-on competencies.

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

4th Quarter

Unit 4: Dare the Pain to Gain		Time Frame: 50 days	
Content Standards	<p><i>Listening Comprehension</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • various linguistics nodes to comprehend various texts; • text types to listen for different purposes from a variety of texts; and • text types in order to construct feedback. <p><i>Grammar</i> The learner demonstrates command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Oral Language</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • various verbal elements in orally communicating information; • various nonverbal elements in orally communicating information; and • the oral standards of English in order to participate in various oral communication demands (situation, purpose and audience). <p><i>Writing and Composition</i> The learner demonstrates understanding of different formats to write for a variety of audiences and purposes.</p>	Performance Standards	<p><i>Listening Comprehension</i> The learner . . .</p> <ul style="list-style-type: none"> • analyzes text types to effectively understand information/ message(s); • uses linguistic cues to effectively construct meaning from a variety of texts for a variety of purposes; and • uses literary and informational texts heard to construct an appropriate feedback. <p><i>Grammar</i> The learner forms adverbs from adjectives; use prepositions, prepositional phrases, and conjunctions correctly; constructs correct compound, complex, and compound-complex sentences; and uses basic sentence patterns.</p> <p><i>Oral Language</i> The learner uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written).</p> <p><i>Writing and Composition</i> The learner . . .</p> <ul style="list-style-type: none"> • drafts texts using appropriate text types for a variety of audiences and purposes; • edits texts using appropriate text types for a variety of audiences and purposes; • rewrites/ revises texts using appropriate text types for a variety of audiences and purposes; and

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	<p><i>Attitude</i> The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • nonverbal communication to communicate with others; and • verbal and nonverbal elements of communication to respond back. 		<ul style="list-style-type: none"> • publishes texts using appropriate text types for a variety of audiences and purposes. <p><i>Attitude</i> The learner . . .</p> <ul style="list-style-type: none"> • applies knowledge of nonverbal skills to respectfully give the speaker undivided attention and acknowledge the message; • uses paralanguage and non-verbal cues to respond appropriately; and • uses a variety of strategies to provide appropriate feedback.
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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 <i>Nature's Cries</i></p> <p>(Forming Adverbs from Adjectives; Negative Adverbs)</p>	<p>EN5LC-IIIg-3.17 MELC Identify point-of-view</p> <p>MELC Compose clear and coherent sentences using adverbs formed from adjectives</p> <p><i>Use negative adverbs correctly and appropriately</i></p> <p>EN5OL-IIc-1.3.1 Ask questions to check understanding of information presented</p>	<ul style="list-style-type: none"> • What is point of view? • How do the different points of view differ from each other? • In your opinion, which point of view is most effective? • How do you form adverbs from adjectives? • What are negative adverbs? • What should be our attitude toward 	<ul style="list-style-type: none"> • Point of view is the mode of narration that the writer uses. • The first-person point of view is from the viewpoint of the narrator and uses I and we. • The second person addresses the reader and uses you. • The third person has the writer as the observer and uses the third person. 	<p>Literacy</p> <ul style="list-style-type: none"> • Understanding the meaning of words to get the message of the writer • Understanding and applying the rules on forming adverbs <p>Creativity</p> <ul style="list-style-type: none"> • Using one's imagination to describe something most vividly • Using vivid language, specific 	<ul style="list-style-type: none"> • Discussion and read aloud (passage) • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (passage) • Direct instruction on understanding point of view, asking questions to check understanding of information, and rewriting a narrative to a dialogue • Discussion (differences among three 	<p>Diagnostic Spelling pretest and drills (understand unfamiliar words through context clues; complete the spelling words by adding the appropriate set of letters; fill in the boxes with the missing letters to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Recitation • Post-listening exercise (identify the point of view used of 	<ul style="list-style-type: none"> • Realizing the effects of a natural calamity • Keeping the faith in times of calamities • Realizing the value of helping others in times of tragedy and in keeping faith in the Lord 	<p>spelling list printed on manila paper in alphabetical order</p>

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	<p><i>Change a narrative into a dialogue</i></p> <p><i>Spell words ending in -ion and -tion</i></p> <p><i>Spell words related to Mathematics</i></p>	<p>negative adverbs?</p> <ul style="list-style-type: none"> • What words do we use to ask questions about a selection? • What is the importance of asking questions? • How do you make a narrative more interesting? • How do you spell words ending in -ion or -tion? • How do you spell words related to Mathematics? • What is the importance of memory work in our life? 	<ul style="list-style-type: none"> • The first person is more vivid because it is from personal experience but is limited unlike the third person which encompasses a wider range. • Most adverbs of manner are formed from adjectives by adding -ly. • Sometimes, adjustments are made depending on the ending of the word. • Negative adverbs have negative meanings. These refer to things that cannot or will not be done. • Negative adverbs should be avoided since they just hamper our growth and that of others. • To ask questions, we use who, what, 	<p>actions, and exciting dialogue</p> <p>Communication Learning to socialize and interact properly through a class game</p> <p>Collaboration</p> <ul style="list-style-type: none"> • Learning to work harmoniously with a partner or in a group • Working with a group to achieve the group's goal <p>Initiative, and Persistence Asking questions about a certain selection</p> <p>Initiative Preparing a video presentation on one's narration of an event, using dialogue – including other characters</p>	<p>types of point of view)</p> <ul style="list-style-type: none"> • Inductive method in teaching grammar • Cooperative learning • Guided writing (prewriting, writing, checking, revising, sharing) • Read aloud • Horn method in teaching spelling 	<p>statements taken from the selection listened to)</p> <ul style="list-style-type: none"> • Grammar drills and exercises on adverbs formed from adjectives and negative adverbs • Individual writing task (narrative paragraph utilizing dialogues) • Pair work (peer review of written output) • Group work (take turns reading each other's work) <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>when, where, why, and how.</p> <ul style="list-style-type: none"> • We ask questions to check if we had the right understanding of a selection and other things. • To make a narrative more interesting, one should use vivid language, specific actions, and exciting dialogue. • Words with the same final sound may be spelled differently. One just has to memorize the ending of some words. • Many Mathematics words don't follow a pattern. They just have to be memorized, too. • Some things just have to be memorized in 	<p>Scientific Literacy Pupils are introduced to terms which will expand their vocabulary and help them in their Mathematics subject</p>				
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			order to make things easier for us, as long as we understand the principles behind what we are memorizing.					
<p>LESSON 2 <i>The Challenge of the Future</i></p> <p>(Prepositions)</p> <p>Listening: Inferring the meaning and message of a song listened to</p>	<p><i>Infer the meaning and message of a song listened to</i></p> <p>EN5G-IIIa-7.3.1 MELC Compose clear and coherent sentences using appropriate grammatical structures: prepositions</p> <p><i>Justify an action or a decision orally</i></p> <p><i>Write a skit</i></p> <p><i>Spell compound words</i></p> <p><i>Spelling words related to Science</i></p>	<ul style="list-style-type: none"> • What is the singer's dream? • What are the obstacles that one has to overcome? • What are your dreams? • What is a preposition? • What do prepositions indicate? • What are compound prepositions? What is the importance of prepositions in language? • What do you mean by justification? • What is a skit? How is it different from a story? • How do you spell 	<ul style="list-style-type: none"> • The singer's dream is to become a hero. • To achieve this, one has to wait for a long time and has to do so many things. • One's dreams depend on the person's personal preferences. • A preposition shows the relationship between the noun or pronoun and the other words in the sentence. • Prepositions indicate place, time, or direction. • Compound prepositions are made up of 	<p>Literacy Understanding the meaning of words and phrases to interpret a song's message</p> <p>Persistence Determination to pursue one's dreams in spite of obstacles</p> <p>Work Ethics Giving a justification for a shortcoming or an unpleasant incident</p> <p>Communication Learning to write a skit to be acted out</p> <p>Creativity Using one's imagination to write a skit</p>	<ul style="list-style-type: none"> • Discussion (passage) • Motivation (act out a given instruction to understand prepositions) • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (song) • Inductive method in teaching grammar • Direct instruction on justifying an action and writing a skit • Cooperative learning on writing a skit through a group activity • Guided writing (prewriting, writing, checking, revising, sharing) • Horn method in teaching spelling 	<p>Diagnostic Spelling pretest and drills (form the correct compound words; provide the missing letters to form the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Recitation • Post-listening exercise (listen to infer the meaning and message of a song; discussion) • Grammar drills and exercises on prepositions, objects of prepositions, and compound prepositions • Individual speaking task (deliver a two-minute speech justifying one's 	<ul style="list-style-type: none"> • Having the determination and persistence to achieve one's dreams • Realizing that one can survive calamities through the help of others and God 	<p>spelling list written on manila paper in alphabetical order</p>

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		<p>compound words?</p> <ul style="list-style-type: none"> • What is the value of compound words in a language? 	<p>two or more words.</p> <ul style="list-style-type: none"> • A preposition puts the subject or the verb in its proper place to give us a total picture of what the sentence is all about. • Justification means the act of giving an acceptable reason for doing something. • A skit is a short performance of a story. • Unlike a story, a skit is acted out. Thus, there is action and dialogue. • We have to memorize the spelling of compound words -- where we add a hyphen and where we don't. • Compound words minimize the use of several words 	<p>Scientific Literacy Being introduced to terms that will expand own vocabulary, for aid in Science subject</p>		<p>action based on a given situation)</p> <ul style="list-style-type: none"> • Group writing task (skit) <p>Summative</p> <ul style="list-style-type: none"> • Performance (present a written skit and upload it online) • Spelling mastery Test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 		
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<p>LESSON 3 <i>Daily Checks!</i></p> <p>(Prepositional Phrases)</p> <p>Listening: Inferring character traits in a story listened to</p>	<p><i>Infer character traits in a story listened to</i></p> <p>EN5G-IIIa-7.3.2 MELC Compose clear and coherent sentences using appropriate grammatical structures: prepositional phrases</p> <p><i>Express one's expectations with conviction</i></p> <p><i>Write and send an email</i></p> <p><i>Spell commonly misspelled words</i></p> <p><i>Spell words related to Science</i></p>	<ul style="list-style-type: none"> • What are the different traits of people around you? • Which of these are positive/ are negative? • How do you react to the different character traits of people? • How are prepositional phrases used? • What is an adverbial phrase? • What is an adjectival phrase? • What is the role of adverbial and adjectival phrases in language? • What is an expectation? • How do we express our expectations? • What words are usually used to express expectations? 	<p>instead of just two.</p> <ul style="list-style-type: none"> • A character trait is a distinguishing feature of a person. • A trait can be positive like patient, kind, helpful. • It can also be negative like greedy, unkind, selfish. • One should always be positive toward others but stand up for oneself against what is wrong. • Prepositional phrases function either as an adverbial phrase or an adjectival phrase. • An adverbial phrase modifies a verb, an adjective or an adverb. • An adjectival phrase a noun. • Adverbial and adjectival 	<p>Problem solving Facing up to what is wrong and correcting it</p> <p>Adaptability Understanding the uniqueness of each person and dealing with him objectively</p> <p>Literacy Using adverbial and adjectival phrases to make the sentences clearer and more interesting</p> <p>Communication</p> <ul style="list-style-type: none"> • Learning to socialize and interact properly through a class game • Learning to use the precise words to make one's message clear • Learning to organize one's thoughts and write a well-thought-out 	<ul style="list-style-type: none"> • Discussion (quotation) • Motivation (whole class discussion about bullying experiences; activate prior knowledge on prepositions) • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (story) • Inductive method in teaching grammar • Direct instruction on expressing expectations with conviction and writing an email • Cooperative learning • Guided writing (prewriting, writing, checking, revising, sharing) • Horn method in teaching spelling 	<p>Diagnostic Spelling pretest and drills (correct the spelling of commonly misspelled words; provide the missing letters to come up with the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Recitation • Post-listening exercise (listen to infer character traits) • Grammar drills and exercises on prepositional phrases used as adjectival or adverbial phrases • Individual speaking task (express one's expectations about what everyone could do to stop bullying) • Individual writing task (email) 	<ul style="list-style-type: none"> • Keeping a positive attitude at all times • Maintaining one's self-respect. • Being careful in the way we use our words • Practicing tact but firmness when expressing one's expectations 	<ul style="list-style-type: none"> • strips of manila paper containing prepositional phrases used as adverbs or as adjectives • spelling words printed on a manila paper in alphabetical order
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		<ul style="list-style-type: none"> • What do you mean by e-mail? • What is an e-mail address? • What can we do with it? • What is the difference between e-mail and ordinary mail? • What is the value of e-mail in our lives? • How do you spell commonly misspelled words? • How do animals differ in taste of food? 	<p>phrases make the language more vivid and interesting.</p> <ul style="list-style-type: none"> • An expectation is a strong belief that something will happen. • When stating an expectation, the main point should be clear. • The words hope, await, anticipate, and others are usually used to express expectations. • E-mail means electronic mail which is sent through the internet, electronically. • An e-mail address is the means by which we send and receive mail through the internet. • One can send letters, pictures, and documents by e-mail. 	<p>email letter.</p> <p>Social Awareness Being considerate of others when expressing one's thoughts and expectations</p> <p>ICT Literacy Learning to compose a complete and proper email letters and send it via internet</p> <p>Scientific Literacy Being introduced to terms that will expand own vocabulary, for aid in Science subject</p>	<p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 		
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			<ul style="list-style-type: none"> • E-mail is sent electronically while ordinary mail is sent through the post office. • E-mail is a big boost in everybody's life because it is a lot faster and less expensive. • We have to examine carefully how words are spelled. • Animals have different tastes in food. 					
<p>LESSON 4 <i>What Lies Ahead?</i></p> <p>(Conjunctions, Compound Sentences)</p> <p>Listening: Predicting outcomes of passages listened to</p>	<p><i>Predict outcomes of passages listened to</i></p> <p>EN5G-IIh-8.3 MELC Compose clear and coherent sentences using - subordinate and coordinate conjunctions - <i>correlative conjunctions</i></p> <p>EN5G-IIa-3.9 MELC Compose clear and coherent sentences using appropriate grammatical</p>	<ul style="list-style-type: none"> • What is the importance of being able to predict outcomes? • What is the difference between a coordinating and correlative conjunction? • What is the importance of conjunctions in our lives? • What do compound sentences express? 	<ul style="list-style-type: none"> • Predicting outcomes is an important skill that should be developed. It means making intelligent guesses from given clues and inferring results based on the available facts. This skill is a big help in solving real-life problems. • The coordinating conjunction is 	<p>Literacy</p> <ul style="list-style-type: none"> • Understanding available facts to guess the results • Expressing a series of things and events using precise language <p>Critical Thinking Discerning between important and unimportant facts before making a decision</p>	<ul style="list-style-type: none"> • Recitation and discussion (quotation) • Motivation (whole class brainstorming) • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (story) • Inductive method in teaching grammar • Direct instruction on asking and answering interview 	<p>Diagnostic Spelling pretest and drills (provide the correct spelling of the given compound adjectives; rearrange the jumbled letters to come up with the correct spelling of the words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Recitation • Post-listening exercise (listen to predict outcomes) 	<ul style="list-style-type: none"> • Having foresight to be able to plan for the future • Valuing order in the world – in procedures and in the way things happen 	<ul style="list-style-type: none"> • flash cards of conjunctions, words, phrases, and sentences • spelling list written on manila paper

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	<p>structures: subject-verb agreement; kinds of adjectives; subordinate and coordinate conjunctions; and adverbs of intensity and frequency</p> <p>MELC Compose clear and coherent compound sentences using adverbs formed from adjectives</p> <p><i>Use negative adverbs correctly and appropriately</i></p> <p><i>Ask and answer interview questions</i></p> <p>EN5OL-IIIc-2.8 EN5OL-IIId-2.8 Link comments to the remarks of others</p> <p><i>Write a slogan, a rhyme, and a jingle</i></p> <p><i>Spell compound adjectives</i></p> <p><i>Spell words related to HELE</i></p>	<ul style="list-style-type: none"> • Why do we have to know how to ask and answer interview questions? • What is the use of writing slogans, rhymes, and jingles? • How do we spell compound adjectives? • What is the value of gardening in our lives? 	<p>one word while a correlative conjunction is a pair of words. Both of them connect words which are of equal importance or rank.</p> <ul style="list-style-type: none"> • Compound sentences enumerate ideas, show sequence of events, alternatives, and comparison and contrast. They are used to express a series of ideas and events instead of expressing them individually in different sentences. • Interviews are part of every person's life – from childhood at home, as a student in school, and as an adult in the workplace. A 	<p>Adaptability Adjusting to the present situation even if it isn't to one's desire</p> <p>Initiative Volunteering oneself to give answers for the group</p> <p>Career Pupils are exposed to being interviewed to prepare them for the future.</p> <p>Work Ethics Pupils experience preparing for an interview, including courtesy and protocol to be observed, in addition to the questions to be asked.</p> <p>Creativity Digging into own trove of creative ideas to come up with slogans, rhymes, and jingles.</p>	<p>questions and writing various short compositions such as slogan, rhyme, or jingle</p> <ul style="list-style-type: none"> • Cooperative learning on asking and answering interview questions and writing different short compositions through paired and group activity • Guided writing (prewriting, writing, checking, revising, sharing) • Horn method in teaching spelling 	<ul style="list-style-type: none"> • Grammar drills and exercises on coordinating and correlative conjunctions and compound sentences • Group (create a slogan, a rhyme, and a jingle for a chosen product) <p>Summative</p> <ul style="list-style-type: none"> • Pair work (role-play an interview) • Group work (perform the slogan, the rhyme, and the jingle that you made for a product that you would sell) • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 		
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			<p>person gets to be asked and asks questions in order to get on with life. He has to learn this. He also has to learn how to answer questions.</p> <ul style="list-style-type: none"> • Slogans, rhymes, and jingles are artistic and “business” ways of expressing ourselves. We use these to make things more attractive to people, particularly in advertising. This kind of writing can be developed in school. • Compound adjectives are made up of two words which, when put together, give one meaning. • Gardening makes life more beautiful and pleasant 	<p>Financial Literacy Coming up with attractive and convincing materials to get consumers to patronize their advertised products</p> <p>Scientific Literacy Being introduced to terms that will expand own vocabulary for aid in HELE subject</p>				
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			for us – as the gardener, or just one who appreciates beauty.					
<p>LESSON 5 <i>You Make Your Dreams Come True</i></p> <p>(Subordinating Conjunctions, Complex, and Compound-Complex Sentences)</p> <p>Listening: Summarizing information from various text types</p>	<p>EN5LC-IVf-3.13 MELC EN5LC-IVg-3.13 EN5LC-IVh-3.13 EN5LC-IVi-3.13 EN5LC-IVj-3.13 Summarize information from various text types</p> <p><i>Summarize various text types based on elements</i></p> <p>EN5G-IIh-8.3 MELC Compose clear and coherent sentences using appropriate grammatical structures: subordinate and coordinate conjunctions</p> <p>EN5G-IIa-3.9 MELC Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement; kinds of adjectives; subordinate and coordinate</p>	<ul style="list-style-type: none"> • What is a summary and why is there a need to summarize things? • What do complex and compound-complex sentences express? Why do we need to study them? • When and how do we use words that express certainty, possibility, and ability and the opposite of each? • Why do we have to learn how to write simple verses or poems? • What are the spelling of some words that we have to “unlearn”? 	<ul style="list-style-type: none"> • A summary is a summation of a series of facts, ideas, or events. If not summarized, one sometimes does not get the meaning of all these. • Complex and compound-complex sentences are often used in our daily communication Pupils have to be able to break them down in order to understand them. • We are sure that nothing is certain. To express this, we use certain words that express this. • Every great poet starts as a simple struggling 	<p>Literacy</p> <ul style="list-style-type: none"> • Understanding the meaning of words and phrases to guess what is being asked • Forming complex sentences as instructed <p>Curiosity Desiring to know the answer of a puzzle</p> <p>Financial Literacy Realization that money is not the be all and end all of everything and is attained through hard work and not kept for one’s sake, but shared with others.</p> <p>Collaboration Learning from each other by working</p>	<ul style="list-style-type: none"> • Discussion (quotation) • Motivation (puzzle game for the whole class, “Mystery Celebrity”) • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (report) • Inductive method in teaching grammar • Direct instruction on making statements that express certainty, uncertainty, possibility, impossibility, ability, and inability and writing simple verses or short poems • Cooperative learning on using subordinating conjunctions, 	<p>Diagnostic Spelling pretest and drills (correct the misspelled words; provide the missing letters of the spelling words)</p> <p>Formative</p> <ul style="list-style-type: none"> • Recitation • Post-listening exercise (listen to summarize information) • Grammar drills and exercises on subordinating conjunctions and complex and compound-complex sentences • Group work (grammar drills and exercises on subordinating conjunctions and complex and compound-complex sentences) • Pair work (dialogue) • Individual writing 	<ul style="list-style-type: none"> • Understanding that education is one of the most important keys to achieving one’s dreams • Valuing money, not for itself, but for the good it can do for others • Realizing that there are always consequences for everything that happens, may it be positive or negative • Respecting the opinion of others • Having the courage and conviction to 	<ul style="list-style-type: none"> • a big picture of Henry Sy covered with about ten star-shaped paper cutouts numbered 1 to 10 • ten questions whose answers are related to Henry Sy, e.g., What big country is north of the Philippines? (China) • strips of cartolina with the clauses and subordinating conjunctions • spelling list written on manila paper in alphabetical order



CURRICULUM MAP

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TEL. (632) 87120245 to 49 / 87406603
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 EMAIL: wecare@abiva.com.ph
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	<p>conjunctions; and adverbs of intensity and frequency</p> <p><i>Compose clear and coherent complex and compound-complex sentences</i></p> <p><i>Make statements that express certainty, uncertainty, possibility, impossibility, ability, and inability</i></p> <p><i>Compose simple verses or short poems</i></p> <p><i>Spell commonly misspelled words</i></p> <p><i>Spell words related to HELE</i></p>		<p>writer. Some start as a child, though some discover their talent in old age.</p> <ul style="list-style-type: none"> We have to “unlearn” some words that we had learned how to spell the wrong way. We have to memorize their spelling. 	<p>harmoniously with groups of three, and with bigger groups</p> <p>Critical Thinking Considering the positive and negative aspects of a situation and make a judgment about it</p> <p>Work Ethics Considering the condition of the other person when conducting a dialog with him.</p> <p>Creativity Writing one’s own haiku and limerick</p> <p>Cultural Literacy Learning to appreciate haikus and limericks and other literary pieces</p> <p>Scientific Literacy Being introduced to terms that will expand own vocabulary, for</p>	<p>drafting complex and compound-complex sentences, and expressing certainty, uncertainty, possibility, impossibility, ability, and inability through pair and group activities</p> <ul style="list-style-type: none"> Guided writing (prewriting, writing, checking, revising, sharing) Read aloud Horn method in teaching spelling 	<p>task (simple verses or short poems such as haiku and limerick)</p> <p>Summative</p> <ul style="list-style-type: none"> Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative Test (unit ender) 	<p>express one’s opinion</p>	
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<p>LESSON 6 <i>For Real and For Keeps</i></p> <p>(Basic Sentence Patterns)</p>	<p><i>Note the sequence of events in a selection listened to</i></p> <p>MELC Compose clear and coherent sentences using three basic sentence patterns</p> <p>EN5OL-IVc-2.6.2 Use appropriate body movements/ gestures</p> <p><i>Write a book report</i></p> <p><i>Spell words related to cooking</i></p> <p><i>Spell words related to HELE</i></p>	<ul style="list-style-type: none"> • What is the value of knowing the sequence of events? • What is the importance of knowing and using the three basic sentence patterns? • What is the importance of describing people and places accurately? • What are the values of a good book report? • How do you spell words related to cooking? 	<ul style="list-style-type: none"> • Many things happen in life. They come in a series of events. Sometimes we are not able to take note of the sequence in which they happened and it brings confusion. It is therefore important to remember when they happened, take note of circumstances around them to avoid confusion and improve communication lines everywhere. • In order to communicate effectively, it is important that we use complete sentences. Learning the basic sentence patterns enables the 	<p>aid in HELE subject</p> <p>Literacy</p> <ul style="list-style-type: none"> • Understanding the meaning of words and phrases to guess what is being asked • Being able to analyze a sentence setup and label each part accurately <p>Curiosity Desiring to know the answer of a puzzle</p> <p>Creativity Using one's imagination to see beyond the obvious</p> <p>Communication</p> <ul style="list-style-type: none"> • Understanding the basic sentence patterns and being able to communicate effectively in English • Using the 	<ul style="list-style-type: none"> • Read aloud (quotation) • Motivation (group game, "Father, May I") • TQLR (Tune In, Question, Listen, Review/Recite) • Guided listening (story) • Inductive method in teaching grammar • Direct instruction on describing using appropriate body gestures and writing a book report • Cooperative learning on describing using appropriate body gestures through pair and group activities • Guided writing (prewriting, writing, checking, revising, sharing) • Horn method in teaching spelling 	<p>Diagnostic Spelling pretest and drills (provide the missing letters to come up with the spelling words; guess the spelling words based on the given description or definition)</p> <p>Formative</p> <ul style="list-style-type: none"> • Recitation • Post-listening exercise (listen to note the sequence of events) • Grammar drills and exercises on different basic sentence patterns • Pair work (take turns describing and guessing people and places) • Group work (guessing game through body gestures) • Individual writing task (book report) 	<ul style="list-style-type: none"> • Respecting and loving one's parents • Being discerning even at an early age 	<ul style="list-style-type: none"> • five envelopes containing five names of persons or places • spelling list written on manila paper
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			<p>non-English speaker to communicate with competence and coherence in the English language.</p> <ul style="list-style-type: none"> • Giving accurate descriptions is very important. It may be for trivial reasons but it may also mean a matter of life and death. • The five senses should be fully utilized. • A good report benefits both the reporter and the reader. The reporter is able to crystallize in his mind what has been read. The reader is able to “read” a book without reading the entire book itself. • Many words related to cooking have 	<p>outline as a guide, preparing a report on the book that one has read</p> <p>Creativity, Initiative, and Persistence Learning to go out of their way to describe a person or a place using all the five senses.</p> <p>Cultural Literacy Learning to appreciate stories that have been written and published</p> <p>Scientific Literacy Being able to introduce to terms that will expand own culinary vocabulary</p>		<p>Summative</p> <ul style="list-style-type: none"> • Spelling mastery test • Lesson-ender test • Corresponding section in Unit/Summative Test (unit ender) 		
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			foreign origin because the food that we eat are influenced by different cultures from all over the world. We just have to memorize their spelling.					
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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.