

Soaring to New Heights in Language 6 (Second Edition)

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Dear Teacher,

Greetings from Abiva Publishing House, Inc.!

Thank you for adopting our textbook/s. Your chosen series titles come with functional teachers guides (TG) that provide you with a detailed curriculum map (CM) for each 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 weecare@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 worktext: Soaring to New Heights in Language 6 (Second Edition)
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, New Vision for Education (2015)
Teaching Strategies/Differentiated Instruction	A variety of author-suggested instructional strategies to help the teacher deliver the lessons at varying levels of difficulty based on the students' learning styles.
Assessment	Assessment tools and strategies categorized as either Formative or Summative
Values Integration	A list of values that are inherent in the subject and developed through lesson discussions and skills exercises. The teacher, however, is encouraged to emphasize values that are aligned with the school's own core values.
Resources	A rundown of suggested instructional materials that may take the form of traditional resources, teacher-made resources, educational software, and other digital learning resources.





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Key Stage Standard

Students should be able to construct meanings and communicate them using creative, appropriate, and grammatically correct oral and written language.

Grade Level Standards

The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life's purposes.

1st Quarter

	Unit 1: Golden Moments		Time Frame: 50 days
Content Standards	 Listening Comprehension The learner demonstrates understanding of various linguistic 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. Grammar The learner demonstrates command of the conventions of standard English grammar and usage when writing or speaking. Oral Language The learner demonstrates understanding of various verbal elements in communicating information orally; various nonverbal elements in communicating 	Performance Standards	 Listening Comprehension The learner should be able to analyze text types to effectively understand information/ message(s); use linguistic cues to effectively construct meaning from a variety of texts for a variety of purposes; and use literal information from texts heard to construct an appropriate feedback. Grammar The learner should be able to use the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written); and speak and write using good command of the conventions of standard English. Oral Language The learner should be able to
	 speaking. Oral Language The learner demonstrates understanding of various verbal elements in communicating information orally; 		 adverbs in general and their functions in various discourse (or written); and speak and write using good command of the conventions of st English. Oral Language



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 the oral standards of English in order to participate in various oral communication demands (situation, purposes, and audience.)

Fluency

The learner demonstrates understanding that . . .

- English language is stress timed to support comprehension; and
- a change in stress entails a change of meaning to evaluate the speaker's/ author's purpose and meaning.

Writing and Composition

The learner. . .

- demonstrates understanding of different formats to write for a variety of audiences and purposes; and
- express ideas effectively in formal and informal compositions to fulfill their own purposes for writing.

Viewing

The learner demonstrates understanding of . . .

- the forms and conventions of print, non-print, and digital materials to understand various viewing texts;
- various forms and conventions of print, non-print, and digital materials;
- the various forms and conventions materials to critically analyze the meaning constructed in print, nonprint, and digital materials; and
- construction, deconstructions, and reconstruction of print, nonprint, and digital materials.

Attitude

The learner demonstrates understanding of . . .

nonverbal communication to communicate with others; and

different audiences using a variety of literary activities;

- orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes; and
- prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Fluency

The learner should be able to. . .

- read with sufficient accuracy and fluency to support comprehension; and
- use knowledge of stress and intonation of speech to appropriately evaluate the speaker's intention, purpose, and meaning.

Writing and Composition

The learner should be able to . . .

- draft texts using different 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
- publishe texts using appropriate text types for a variety of audiences and purposes.

Viewing

The learner should be able to . . .

- apply knowledge of the various forms and conventions of print, nonprint, and digital materials to appropriately comprehend print, nonprint film, and moving texts;
- evaluate effectively the message constructed and conveyed in various viewing texts;
- apply different views of the real world to effectively interpret (deconstruct) constructed meaning in print, nonprint, and digital materials; and



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	 verbal and nonverbal elements of communication to respond back. 	apply understanding of forms and conventions of viewing texts to appropriately create and recreate meaning/messages.
		 Attitude The learner should be able to apply knowledge of nonverbal skills to respectfully give the speaker undivided attention and acknowledge the message; use paralanguage and nonverbal cues to respond appropriately; and use a variety of strategies to provide appropriate feedback.

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 In the Beginning (Sentences; Subjects and Predicates)	EN6LC-Id-2.11.1 EN6LC-Id-2.11.2 EN6LC-Id-2.11.3 Infer the speaker's tone, mood, and purpose EN6SS-IIIa-1.8.1 EN6SS-IIIa-1.8.2 EN6SS-IIIa-1.8.3 EN6SS-IIIa-1.8.4 EN6SS-IIIa-1.8.10 EN6SS-IIIa-1.8.11 Use a particular kind of sentence for a specific purpose and audience -asking permission	How can you make story telling more fun and interesting?	Story telling can be made more fun and interesting by using complete and varied sentences.	Communication Understanding the parts of a sentence and its various types Communication, Collaboration, Creativity, Cultural Literacy, and Social and Cultural Awareness Creating myths/legends in both oral and written forms Critical Thinking Understanding the effects of lighting in film	Motivation Group game on origin of words Guided Listening Activity Deductive and Inductive Methods in Teaching Grammar Direct Instruction on the Concepts of Myths and Legends and Their Creation Oral and written forms Cooperative Learning on the Development of a	Diagnostic Spelling pretest and drills (sentence completion; rearranging letters) Formative • Post-listening exercises (listen to evaluate the speaker's intention) • Grammar drills and exercises (types of sentences, subjects and predicates, normal and inverted word order, punctuation marks)	Having respect for and learning the acceptance of others' ideas and culture	strips of pink and blue colored paper or cartolina picture of a clear and clean river with lilies or the likes (if possible, a picture of clean Pasig River) strips of manila paper on which sentences are written flash cards or chart of spelling words DVDs of films (e.g., Harry)



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-responding to questions -making requests	scenes	Myth and a Legend Guided Writing	Group tasks (story chains: create a myth in create a myth in	Potter series, Twilight, or Breaking Dawn) that
-following and giving directions -expressing		Activity Prewriting, writing, reviewing, revising,	spoken format; create a legend in written format; shoot stills from	make use of good lighting techniques
opinions/emotions -asserting		sharing Horn Method of	a favorite movie) Summative	
Identify sentence parts Identify and use		Teaching Spelling Pretest, Identifying common spelling patterns, Drill,	Spelling mastery testLesson-ender test	
subjects and verbs in sentences		Seatwork Deductive Method in Teaching	Corresponding section in Unit/Summative	
Identify simple and complete subjects and predicates		Lighting in Film	Test (unit ender)	
Identify hard-to-find subjects				
Distinguish different kinds of sentences according to structure				
Create a myth orally using complete and varied sentences				
Write a legend listened to using different word orders and				



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	dialogues							!
	Spell commonly misspelled words with double consonants							
	EN6VC-la-5.1.1 Describe different forms and conventions of film and moving pictures (lights)							
LESSON 2	Summarize	How can a person	By learning about	Communication	Motivation	Diagnostic	Having courage	 copies of the
Your Hero, My	information from a	touch lives and	great men and	and	Name favorite local	Spelling pretest	to make a	biography of
Hero	biography listened to	inspire people to	women and their	Collaboration	and/or foreign	and drills	change not just	heroes and a
		inspire others?	contribution to	Summarizing the	heroes/heroines		for oneself but	heroine
(Fragments and	EN6F-IIb-1.6		humanity, a person	biography of a	and their	Formative	for others and	 pictures of
Run-on	EN6F-IIb-1.3		can touch lives and	hero/heroine	contributions	 Post-listening 	the rest of the	different
Sentences;	EN6F-IIb-1.7		inspire others as	using correct and		exercises (pair	world	heroes/
Direct and	EN6F-IIc-1.6		well.	complete	Read Aloud	work; read a		heroines
Reported	EN6F-IIc-1.3			sentences, and		biography; listen		 flash cards or
Speech)	EN6F-IIc-1.7			direct and	Guided Listening	to summarize		chart of
	EN6F-IId-1.6			reported speech	Activity	biographies of		spelling words
	EN6F-IId-1.3			Cultural Litaracu	Daduativa Mathad	heroes/heroines)		
	EN6F-IId-1.7			Cultural Literacy and Social and	Deductive Method	 Grammar drills 		
	EN6F-Ilg-1.6 EN6F-Ilg-1.3			Cultural	in Teaching Grammar	and exercises		
	EN6F-IIg-1.7			Awareness	Grammar	(sentence		
	EN6F-IIh-1.6			Being aware of	Direct Instruction	fragments, run-		
	EN6F-IIh-1.3			heroes &	on the Concept of	on sentences,		
	EN6F-IIh-1.7			heroines and	Biography and	direct and		
	EN6F-III-1.6			their contribution	Listening	reported speech)		
	EN6F-IIi-1.3			to their countries	Strategies to	Pair task (read and summerize		
	EN6F-IIi-1.7			and the world	Collect	and summarize		
	EN6F-IIIb-1.6				Information	biographies of heroes)		
	EN6F-IIIb-1.3			Creativity and		Individual writing		
	EN6F-IIIb-1.7			Collaboration	Cooperative	task (three-		
	EN6F-IIIc-1.6			Preparing a script	Learning	task (tillee-		



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EN6F-IIIc-1.3		and practicing	Summarizing	paragraph piece	
EN6F-IIIc-1.7		directing skills for	biographies	on a chosen	
Read grade level		a shooting of a		hero/heroine)	
text with accuracy,		scene	Guided Writing	 Group task 	
appropriate rate, and			Activity	(prepare a script	
proper expression			Prewriting, writing,	and direct a	
			revising, sharing,	shooting of a	
Correct sentence			reviewing, rewriting	scene following	
fragments and run-				direction and	
on sentences			Horn Method of	blocking	
			Teaching Spelling	conventions in	
Identify direct and				film)	
reported speech			Deductive Method		
			in Teaching	Summative	
Change direct			Direction and	 Spelling mastery 	
speech to reported			Blocking in Film	test	
speech				 Lesson-ender 	
				test	
Write about a hero				 Corresponding 	
or heroine that had				section in	
inspired you to				Unit/Summative	
become a better				Test (unit ender)	
person				,	
Spell words ending					
in -cy and -sy					
Spell words related					
to Greek and Roman					
mythologies					
EN6VC-Ic-5.1.3					
Describe different					
forms and					
conventions of film					
and moving pictures					
(direction)					
(Girobilott)					
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LESSON 3	EN6LC-IId-2.2	How do the natural	Struggles with	Communication	Motivation	Diagnostic	Being persistent	cutouts of
Vivid	Note down	and human-made	forces around you	Delivering a	Picture prompts	Spelling pretest	and tenacious in	pictures from
Occurrences	relevant	forces around you	can help you set up	speech related to		and drills	the face of	newspapers
	information	affect your growth	your goals and	a given occasion	Guided Listening		struggles	and
(Sentence	from text heard	as a person and	prepare you to meet	and drafting a	Activity	Formative		magazines
Patterns)		build your	your destiny.	news report		 Post-listening 		showing
	Distinguish different	character?		while utilizing	Inductive and	exercises (listen		people in their
	sentence patterns			different	Deductive	and note details;		winning
				sentence	Methods in	answer		moments
	Identify the			patterns	Teaching	questions with		 strips of paper
	components of basic				Grammar	complete		on which
	sentence patterns			Creativity		sentences)		sentences are
				 Drafting a 	Direct Instruction	 Grammar drills 		written
	Use basic sentence			news report	Public speaking	and exercises		 flash cards or
	patterns correctly			 Demonstra- 	and news writing	(sentence parts		chart of
				ting a		and patterns)		spelling words
	EN6OL-la-1.17			character	Cooperative	 Group task 		
	Relate an			sketch	Learning	(narrate an		
	experience				Relaying	experience		
	appropriate to the				experiences related	related to a given		
	occasion				to a given occasion	occasion;		
	ENCE UP 4.6				Cuided Writing	observe the		
	EN6F-IIb-1.6 EN6F-IIb-1.3				Guided Writing Activity	given speech		
	EN6F-IIb-1.7				Prewriting, writing,	pattern)		
	EN6F-IIC-1.6				sharing, revising	Individual writing		
	EN6F-IIc-1.3				Sharing, revising	task (news		
	EN6F-IIc-1.7				Horn Method of	report)		
	EN6F-IId-1.6				Teaching Spelling	Performance		
	EN6F-IId-1.3				rodoning oponing	activity		
	EN6F-IId-1.7				Read Aloud	(demonstrate a characterization		
	EN6F-IIg-1.6					as described by		
	EN6F-IIg-1.3				Deductive Method	an author)		
	EN6F-IIg-1.7				in Teaching	Film analysis		
	EN6F-IIh-1.6				Characterization	(focus on a film		
	EN6F-IIh-1.3					character)		
	EN6F-IIh-1.7					Giaiaotoi)		
	EN6F-IIi-1.6					Summative		
	EN6F-IIi-1.3					Spelling mastery		



CURRICULUM MAP Soaring to New Heights in Language 6 (Second Edition)

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		T		
EN6F-IIi-1.7			test	
EN6F-IIIb-1.6			 Lesson-ender 	
EN6F-IIIb-1.3			test	
EN6F-IIIb-1.7			 Corresponding 	
EN6F-IIIc-1.6			section in	
EN6F-IIIc-1.3			Unit/Summative	
EN6F-IIIc-1.7				
Read grade level			Test (unit ender)	
text with accuracy,				
appropriate rate, and				
proper expression				
Write a news report				
of a significant event				
using different				
sentence patterns				
, ,				
Spell commonly				
misspelled words				
with double				
consonants				
Consonants				
Snall words related				
Spell words related				
to Geometry				
5N9/911544				
EN6VC-Id-5.1.4				
Describe different				
forms and				
conventions of film				
and moving pictures				
(characterization)				
'				
EN6F-IIId-3.5				
EN6F-IIId-3.2				
EN6F-IIId-3.6				
EN6F-IIIe-3.5				
EN6F-IIIe-3.2				
EN6F-IIIe-3.2 EN6F-IIIe-3.6				
EN6F-IIIf-3.5				



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	EN6F-IIIf-3.2							
	EN6F-IIIf-3.6							
	EN6F-IIIg-3.5							
	EN6F-IIIg-3.2							
	EN6F-IIIg-3.6							
	EN6F-IIIh-3.5							
	EN6F-IIIh-3.2							
	EN6F-IIIh-3.6							
	EN6F-IIIi-3.5							
	EN6F-IIIi-3.2							
	EN6F-IIIi-3.6							
	EN6F-IIIj-3.5							
	EN6F-IIIj-3.2							
	EN6F-IIIj-3.6							
	Observe accuracy,							
	appropriate rate, and							
	proper expressions							
	in dialogs							
LESSON 4	Listen to a selection	Why do we have	By studying how	Communication	Motivation	Diagnostic	Having	 letter seeking/
Distant Images	to identify nouns	to know how	people in the past	and	Name game;	Spelling pretest	respect for the	giving advice
		people in the past	lived their lives we	Collaboration	classify the names	and drills	elderly and	taken from a
(Nouns)	EN6F-IIb-1.6	lived their lives?	may discover that	 Using nouns 			the past	magazine or a
	EN6F-IIb-1.3		then as now, people	and noun	Guided Listening	Formative	 Developing a 	newspaper
	EN6F-IIb-1.7		have always had	phrases	Activity	 Post-listening 	strong sense	column,
	EN6F-IIc-1.6		the same struggles	Giving		exercises (listen	of	written on
	EN6F-IIc-1.3		and aspirations	directions to	Read Aloud	to note nouns	determination	manila paper
	EN6F-IIc-1.7		which is to make life	a specific		and fill in blanks)	to achieve	or cartolina
	EN6F-IId-1.6		better.	location	Inductive and	 Grammar drills 	success	 flash cards or
	EN6F-IId-1.3				Deductive	and exercises		chart of
	EN6F-IId-1.7			Cultural Literacy	Methods in	(nouns and noun		spelling words
	EN6F-IIg-1.6			and Social and	Teaching	phrases)		 clips of famous
	EN6F-IIg-1.3			Cultural	Grammar	Pair work (give		lines that have
	EN6F-IIg-1.7			Awareness		directions in		gone viral or
	EN6F-IIh-1.6			Learning about	Direct Instruction	locating one's		have become
	EN6F-IIh-1.3			the way of living	How to give	place; take		commonplace
	EN6F-IIh-1.7			of people in the	directions and write	turns reading a		in Filipino
	EN6F-IIi-1.6			past as well as	letters of advice	given text)		homes
	EN6F-IIi-1.3			their		Performance		
	EN6F-IIi-1.7			accomplishments		activity (act out a		



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EN6F-IIIb-1.6	dialog from a	
EN6F-IIIb-1.3	Creativity and Cooperative favorite movie or	
EN6F-IIIb-1.7	Collaboration Learning TV series;	
EN6F-IIIc-1.6	Acting out a Giving directions in analysis of a	
EN6F-IIIc-1.3	dialog locating one's place short dialog)	
EN6F-IIIc-1.7		
Read grade level	Critical Guided Writing Summative	
text with accuracy,	Thinking/ Activity • Spelling	
appropriate rate, and	Problem Solving Prewriting, writing, mastery test	
proper expression	Understanding revising, rewriting, • Lesson-ender	
	the function of sharing test	
Identify and use	dialog in films • Corresponding	
nouns and their	Horn Method of section in	
kinds	Teaching Spelling Unit/Summative	
	Test (unit	
Identify and use	Guided Viewing ender)	
possessive	Sindon)	
pronouns	Deductive Method	
	in Teaching	
Identify and use	Dialogue	
gender of nouns		
EN6G-Ia-2.3.1 MELC		
Compose clear and		
coherent sentences		
using appropriate		
grammatical structures:		
-pluralization of		
regular nouns		
EN6G-Ib-2.3.2 MELC		
Compose clear		
and coherent		
sentences		
using		
appropriate		
grammatical		



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structures:				
-pluralization of				
irregular nouns				
Identify and use				
noun phrases in				
sentences				
Give directions on				
how to find a place				
new to mia a place				
5 ,				
Pronounce words				
with correct sound				
patterns				
<i>p</i>				
Write a letter of				
advice				
Spell words in their				
plural form				
piurai ioriri				
Spell words related				
to Social Studies				
EN6VC-If-5.1.6				
Describe different				
forms and				
conventions of film				
and moving pictures				
(dialog)				
(dialog)				
EN6F-IIId-3.5				
EN6F-IIId-3.2				
EN6F-IIId-3.6				
EN6F-IIIe-3.5				
EN6F-IIIe-3.2				
EN6F-IIIe-3.6				
EN6F-IIIf-3.5				
EN6F-IIIf-3.2				
ENUF-IIII-3.2				



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LESSON 5 Come Fly with Me (Nouns of Direct Address; Appositives)	EN6F-IIIf-3.6 EN6F-IIIg-3.5 EN6F-IIIg-3.2 EN6F-IIIIh-3.5 EN6F-IIIIh-3.6 EN6F-IIIIh-3.5 EN6F-IIIIh-3.5 EN6F-IIIIh-3.6 EN6F-IIIIi-3.5 EN6F-IIIIj-3.5 EN6F-IIIj-3.5 EN6F-IIIj-3.6 Observe accuracy, appropriate rate, and proper expressions in dialogs EN6LC-Ia-2.3.1 EN6LC-Ia-2.3.2 EN6LC-Ia-2.3.3 EN6LC-Ia-2.3.8 EN6LC-Ia-2.3.8 EN6LC-Ia-2.3.7 Analyze sound devices (onomatopoeia, alliteration, assonance, personification, irony, and hyperbole) in a text heard Evaluate a variety of literary text EN6F-IIb-1.6	What do we realize from our knowledge of people and places?	Knowing about people and places makes us realize that we are not alone in pursuing our dream of building and maintaining a beautiful world.	Communication Communication Communicating using nouns of direct address and appositives Asking and offering help Cultural Literacy and Social and Cultural Awareness Learning about and appreciating how people lived in the past Critical Thinking	Motivation Tableau game; ask about past experiences in writing a poem Read Aloud Deductive Method in Teaching Grammar Direct Instruction Figures of sounds and polite way of asking for and offering help Cooperative Learning	Diagnostic Spelling pretest and drills Formative • Post-listening exercise (figures of sounds in poetry) • Grammar drills and exercises (nouns of direct address, appositives) • Group tasks (role-play a situation showing how they would help others; spelling drills)	Having respect for the people of the past and their contributions Being polite to people	strips of paper on which names of historical places/sites are written picture of a person who needs help box strips of paper on which cross-curriculum words are written flash cards or chart of spelling words candies or
	EN6F-IIb-1.6 EN6F-IIb-1.3 EN6F-IIb-1.7			Critical Thinking Listening to analyzed figures				



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ENF-IIc-1.3 ENF-IIc-1.3 ENF-IIc-1.7 ENF-IId-1.6 ENF-IId-1.7 ENF-IId-1.7 ENF-IId-1.7 ENF-IId-1.7 ENF-IId-1.7 ENF-IId-1.7 ENF-IId-1.7 ENF-IIId-1.7 ENF-IIId-1.7 ENF-III-1.6 ENF-III-1.3 ENF-III-1.6 ENF-III-1.7 ENF-III-1.6 ENF-III-1.7 ENF-						· · .g ·
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EM6F-IId-1.6 EM6F-IId-1.7 EM6F-IId-1.7 EM6F-IId-1.7 EM6F-IId-1.7 EM6F-IId-1.7 EM6F-IId-1.7 EM6F-IId-1.7 EM6F-IId-1.7 EM6F-IId-1.6 EM6F-IId-1.7 EM6F-IId-1.7 EM6F-IId-1.7 EM6F-IId-1.7 EM6F-IId-1.6 EM6F-IId-1.7 EM6F-IId-1.7 EM6F-IId-1.6 EM6F-IId-1.7 EM6F-IId-1.6 EM6F-IId-1.7 EM6F-IId-1.6 EM6F-IId-1.6 EM6F-IId-1.7 EM6F-IId-1.6 EM6F-IId-1.6 EM6F-IId-1.7 EM6F-IId-1.6 EM6F-IId-1.7 EM6F-IId-1.6 EM6F-IId-1.6 EM6F-IId-1.7 EM6F-IId-1.6 EM6F-IId-1.6 EM6F-IId-1.6 EM6F-IId-1.7 EM6F-IId-1.6 EM6F-IId-1.6 EM6F-IId-3.5 EM6F-IId-3.5 EM6F-IId-3.5 EM6F-IId-3.5 EM6F-IId-3.6 EM6F-IId-3.2 EM6F-IId-3.6 EM6F-IId-3.2 EM6F-IId-3.6 EM6F-					(charades)	
EN6F-IId-1.3 EN6F-IId-1.7 EN6F-IIg-1.7 EN6F-III-1.6 EN6F-IIG-1.7 EN6F-III-1.6 EN6F-III-1.7 EN6F-III-1.3 EN6F-III-1.3 EN6F-III-1.6 EN6F-III-1.7 EN6F-III-1.6 EN6F-III-1.7 EN6F-III-1.6 EN6F-III-1.7 EN6F-III-1.8 EN6F-III-1.7 EN6F-III-1.8 EN6F-III-1.7 EN6F-III-1.6 EN6F-III-1.7 EN6F-						
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ENFF-IIg-1.6 ENFF-IIg-1.7 ENFF-IIh-1.7 ENFF-IIh-1.7 ENFF-IIh-1.7 ENFF-IIh-1.8 ENFF-IIh-1.7 ENFF-IIh-1.6 ENFF-IIh-1.7 ENFF-IIh-1.6 ENFF-IIh-1.7 ENFF-IIh-1.6 ENFF-IIh-1.7 ENFF-IIh-1.6 ENFF-IIh-1.7 ENFF-IIh-1.6 ENFF-IIh-1.7 ENFF-IIh-1.6 ENFF-IIIh-1.6 ENFF-IIIh-1.7 ENFF-IIIh-1.7 ENFF-IIIh-1.7 ENFF-IIIh-1.7 ENFF-IIIh-1.7 ENFF-IIIh-1.7 ENFF-IIIh-1.7 ENFF-IIIh-1.7 ENFF-IIIh-1.7 ENFF-IIIh-1.8 ENFF-IIIh-1.7 ENFF-IIIh-1.8 ENFF-IIIh-1.3 ENFF-IIIh-1.3 ENFF-IIIh-1.3 ENFF-IIIh-1.3 ENFF-IIIh-1.3 ENFF-IIIh-1.3 ENFF-IIIh-1.5 ENFF-IIIh-1.5 ENFF-IIIh-1.5 ENFF-IIIh-1.5 ENFF-IIIh-1.5 ENFF-IIIh-3.5 ENFF-IIIh-3.5 ENFF-IIIh-3.5 ENFF-IIIh-3.5 ENFF-IIIh-3.5 ENFF-IIIh-3.5 ENFF-IIIh-3.5 ENFF-IIIh-3.5 ENFF-IIIh-3.6 ENFF-IIIIh-3.6 ENFF-IIIIh-3.6 ENFF-IIIIh-3.6 ENFF-IIIIh-3.6 ENFF-IIIIIh-3.6 ENFF-IIIIh-3.6 ENFF-IIIIIh-3.6 ENFF-IIIIIh-3.6 ENFF-IIIIIh-3.6 ENFF-IIIIIh-3.6 ENFF-IIIIIh-3.6 ENFF-IIIIIh-3.6 ENFF-IIIIIIh-3.6 ENFF-IIIIIIh-3.6 ENFF-IIIIIIIIIIH-3.6 ENFF-IIIIIIIIIH-3.6 ENFF-IIIIIIIIH-3.6 ENFF-IIIIIIIIH-3.6 ENFF-IIIIIIIIH-3.6 ENFF-IIIIIIIIH-3.6 ENFF-IIIIIIIIH-3.6 ENFF-IIIIIIIIH-3.6 ENFF-IIIIIIIIH-3.6 ENFF-IIIIIIIH-3.6 ENFF-IIIIIIIH-3.6 ENFF-IIIIIIIIH-3.6 ENFF-IIIIIIIIH-3.6 ENFF-IIIIIIIH-3.6 ENFF-IIIIIIIIH-3.6 ENFF-IIIIIIIH-3.6 ENFF-IIIIIIIIH-3.6 ENFF-IIIIIIIIH-3.6 ENFF-IIIIIIIH-3.6 ENFF-IIIIIIIIH-3.6 ENFF-IIIIIIIIIH-3.6 ENFF-IIIIIIIIH-3.6 ENFF-IIIIIIIIIIH-3.6 ENFF-IIIIIIIIIH-3.6 ENFF-III				revising, publishing	 Spelling mastery 	
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EN6F-III-1.6 EN6F-III-1.7 EN6F-IIIb-1.6 EN6F-IIIb-1.7 EN6F-IIIb-1.7 EN6F-IIIb-1.7 EN6F-IIIb-1.7 EN6F-IIIc-1.3 EN6F-IIIc-1.3 EN6F-IIIc-1.7 Read grade level text with accuracy, appropriate rate, and proper expression EN6F-IIId-3.5 EN6F-IIId-3.6 EN6F-IIId-3.6 EN6F-IIId-3.6 EN6F-IIIB-3.5 EN6F-IIIB-3.5 EN6F-IIIB-3.6 EN6F-IIIB-3.6 EN6F-IIIB-3.6 EN6F-IIIB-3.5 EN6F-IIIB-3.6						
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EN6F-IIIg-3.5 EN6F-IIIg-3.2 EN6F-IIIg-3.6						
EN6F-IIIg-3.2 EN6F-IIIg-3.6						
EN6F-IIIg-3.6						
	EN6F-IIIh-3.5					



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EN6F-IIIh-3.2				
EN6F-IIIh-3.6				
EN6F-IIIi-3.5				
EN6F-IIIi-3.2				
EN6F-IIIi-3.6				
EN6F-IIIj-3.5				
EN6F-IIIj-3.2				
EN6F-IIIj-3.6				
Observe accur	roov			
opprentiate ret	acy,			
appropriate rat				
proper express	SIONS			
in dialogs				
Identify and us	se			
nouns of direct	t			
address				
Identify and us	se			
appositives				
Ask for and off	fer			
help				
EN6WC-la-2.2	2.2			
EN6WC-lb-2.2	2.2			
Write a 3-line 4	4-			
stanza poem				
Spell common	ılv			
misspelled wor	rds			
i i i i i i i i i i i i i i i i i i i				
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EN6VC-le-5.1.	5			
Describe differ				
forms and	ent			
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conventions of	TIIM			



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	and moving pictures (acting)							
LESSON 6 How Do You Do It? (Gerunds, Infinitive)	Listen to a process to follow directions EN6F-IIb-1.6 EN6F-IIb-1.3 EN6F-IIb-1.7 EN6F-IIc-1.6 EN6F-IIc-1.3 EN6F-IIc-1.7 EN6F-IId-1.6 EN6F-IId-1.7 EN6F-IId-1.7 EN6F-IIg-1.6 EN6F-IIg-1.3 EN6F-IIh-1.6 EN6F-IIh-1.3 EN6F-IIh-1.7 EN6F-III-1.7 EN6F-III-1.8 EN	How are people around the globe different from or similar to each other?	People around the globe follow different customs and manners but their feelings, sentiments, and aspirations are the same.	Communication Using gerunds and infinitives; sending good wishes to a friend who is migrating to another country; writing a research report Critical Thinking/ Problem Solving Understanding the effect of setting in film Collaboration Role-playing a scenario of sending good wishes to a friend who is migrating to another country Cultural Literacy and Social and Cultural Awareness Respecting people of different cultural background	Motivation "Find Someone Who" game, mill around activity Read Aloud Guided Listening Activity Inductive and Deductive Methods in Teaching Grammar Direct Instruction Listening to follow directions, using correct tone and expression according to one's message, and writing a report Cooperative Learning Using correct tone and expression according to one's message Guided Writing Activity Prewriting, writing, revising, sharing	Diagnostic Spelling pretest and drills Formative Post-listening exercise (paper folding) Grammar drills and exercises (gerunds and gerund phrases, infinitives and infinitive phrases) Pair work (roleplaying; send good wishes to a friend who is moving away; per review of report) Individual writing task (research report) Individual writing task (research report) Film analysis in terms of setting Summative Spelling mastery test Lesson-ender test Corresponding	Having respect for other people despite cultural differences	pair of scissors flash cards or chart of spelling words



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Identify and use infinitives and infinitive phrases in sentences Send good wishes to a best friend with correct tone and expression		Horn Method in Teaching Spelling Guided Viewing Deductive Method in Teaching Setting	Unit/Summative Test (unit ender)	
Write a report based on people and places Spell words ending in -sion and -tion				
Spell words related to Physical Education				
EN6VC-Ig-5.1.7 Describe different forms and conventions of film and moving pictures (setting)				

^{*}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.



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2nd Quarter

Un	it 2: Facing the Winds of Change		Time Frame: 50 days
Content Standards	 Listening Comprehension The learner demonstrates understanding of various linguistic 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. Grammar The learner demonstrates command of the conventions of standard English grammar and usage when writing or speaking. Oral Language The learner demonstrates understanding of various verbal elements in communicating information orally; various nonverbal elements in communicating information orally; and the oral standards of English in order to participate in various oral communication demands (situation, purposes, and audience). Fluency Fluency The learner demonstrates understanding that English language is stress timed to support comprehension; and a change in stress entails a change of meaning to evaluate the speaker's/ author's purpose and 	Performance Standards	 Listening Comprehension analyze text types to effectively understand information/message(s); use linguistic cues to effectively construct meaning from a variety of texts for a variety of purposes; and use literal information from texts heard to construct an appropriate feedback. Grammar The learner should be able to use the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written); and speak and write using good command of the conventions of standard English. Oral Language The learner should be able to orally communicates information, opinions, and ideas effectively to different audiences using a variety of literary activities; orally communicates information, opinions, and ideas effectively to different audiences for a variety of purposes; and prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Fluency read with sufficient accuracy and fluency to support comprehension;



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meaning.

Writing and Composition

The learner . . .

- demonstrates understanding of different formats to write for a variety of audiences and purposes; and
- expresses ideas effectively in formal and informal compositions to fulfill their own purposes for writing.

Viewing

The learner demonstrates understanding of . . .

- the forms and conventions of print, nonprint, and digital materials to understand various viewing texts;
- various forms and conventions of print, nonprint, and digital materials;
- the various forms and conventions materials to critically analyze the meaning constructed in print, nonprint, and digital materials; and
- construction, deconstruction, and reconstruction of print, nonprint, and digital materials.

Attitude

The learner demonstrates understanding of . . .

- nonverbal communication to communicate with others; and
- verbal and nonverbal elements of communication to respond back.

and

 use knowledge of stress and intonation of speech to appropriately evaluate the speaker's intention, purpose, and meaning.

Writing and Composition

The learner should be able to . . .

- draft texts using different 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
- publish texts using appropriate text types for a variety of audiences and purposes.

Viewing

The learner should be able to . . .

- apply knowledge of the various forms and conventions of print, nonprint, and digital materials to appropriately comprehend print, nonprint film, and moving texts;
- evaluate effectively the message constructed and conveyed in various viewing texts;
- apply different views of the real world to effectively interpret (deconstruct) constructed meaning in print, non-print, and digital materials; and
- apply understanding of forms and conventions of viewing texts to appropriately create and recreate meaning/messages.

Attitude

The learner should be able to. . .

- apply knowledge of nonverbal skills to respectfully give the speaker undivided attention and acknowledge the message;
- use paralanguage and nonverbal cues to respond appropriately; and
- use 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 The Child in the Mirror (Personal Pronouns)	EN6LC-Id-2.11.1 EN6LC-Id-2.11.2 EN6LC-Id-2.11.3 Infer the speaker's tone, mood, and purpose Identify and use personal and possessive pronouns Distinguish antecedents and make them agree in person, number, and gender Correct sentences with vague, missing antecedents and/or pronoun shifts EN6G-If-4.4.1 EN6G-If-4.4.2 Compose clear and coherent sentences using appropriate grammatical structures:	How do bodily changes affect you and your relationship with others?	Bodily changes affect us in different ways and should therefore be accepted as a part of growing up.	Communication Using personal and possessive pronouns and observing correct pronoun- antecedent agreement; observing proper intonation; composing a short opinion piece Critical Thinking Understanding the effect of costume in film Collaboration Practicing proper intonation Adaptability Being able to adapt to an environment and the people around it	Motivation Pair work; share one's baby pictures to a seatmate and note the differences in their physical appearance Guided Listening Activity Inductive and Deductive Methods in Teaching Grammar Direct Instruction Proper intonation Cooperative Learning Using proper intonation Guided Writing Activity Prewriting, writing, revising, rewriting, sharing Horn Method in Teaching Spelling	Diagnostic Spelling pretest and drills Formative Post-listening exercises (listen to recognize mood) Grammar drills and exercises (personal and possessive pronouns, pronoun- antecedent agreement) Pair work (read- aloud a dialog) Individual writing task (short opinion piece) Film viewing and analysis in terms of costume Summative Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative	Being open to criticism Being tactful in communicating with others	 copy of the poem "Change" by Sara Teasdale baby pictures flash cards or chart of spelling words clips of scenes from the following movies (focus on costume): Beauty and the Beast Enchanted Tangled Prince Caspian Twilight



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				7
- pronoun-reference		Guided Viewing	Test (unit ender)	
agreement			, , , ,	
(number, case,		Deductive Method		
gender)		in Teaching		
		Costume in films		
EN6OL-IIa-3.7				
EN6OL-IIb-3.7				
EN6OL-IIc-3.7				
Employ an				
appropriate style of				
speaking, adjusting				
language, gestures,				
rate, and volume				
according to				
audience and				
purpose				
EN6F-IIId-3.5				
EN6F-IIId-3.2				
EN6F-IIId-3.6				
EN6F-IIIe-3.5				
EN6F-IIIe-3.2				
EN6F-IIIe-3.6				
EN6F-IIIf-3.5				
EN6F-IIIf-3.2				
EN6F-IIIf-3.6				
EN6F-IIIg-3.5				
EN6F-IIIg-3.2				
EN6F-IIIg-3.6				
EN6F-IIIh-3.5				
EN6F-IIIh-3.2				
EN6F-IIIh-3.6				
EN6F-IIIi-3.5				
EN6F-IIIi-3.2				
EN6F-IIIi-3.6				
EN6F-IIIj-3.5				
EN6F-IIIj-3.2				
EN6F-IIIj-3.6				
Observe accuracy,				



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	appropriate rate, and proper expressions							
	in dialogs							
	Write opinions about							
	a particular person							
	Spell words with ei							
	Or ic							
	Spell words related to Health Education							
	Describe different							
	forms and conventions of film							
	and moving pictures							
	(costuming)							
LESSON 2	Listen to analyze,	How does one	Change is a reality	Literacy	Motivation	Diagnostic	Being	 pictures of
Living with	understand, and	deal with	that one must	Appreciating	Picture prompts	Spelling pretest	responsible	galaxy/
Constant Change	appreciate literary	environmental	accept and deal	literature		and drills	for one's	galaxies or
(Intensive and	devices	change?	with.	Communication	Guided Listening Activity	Formative	actions	that of the
reflexive	Identify and use			Knowing how	Activity	Post-listening	 Being open to changes that 	universe • strip of
Pronouns)	intensive and			to pronounce	Inductive Method	exercise (listen	could occur	cartolina on
, ronouno,	reflexive pronouns			words or put	in Teaching	to identify the	with the	which a
	,			the stress on	Grammar	literary device	passing of	sentence is
	Stress the right			the right		used)	time	written
	syllables in oral			syllable	Direct Instruction	 Grammar drills 		 flash cards or
	speech			Using	Literary devices	and exercises		chart of
	EN6F-IIb-1.6			intensive and	and stress	(intensive and		spelling words
	EN6F-IID-1.0			reflexive	Read Aloud	reflexive		• box with
	EN6F-IIb-1.7			pronounsDrafting a	Neau Alouu	pronouns) • Read-aloud		pieces of
	EN6F-IIc-1.6			short	Guided Writing	words and		paper on which cross-
	EN6F-IIc-1.3			composition	Activity	sentences		curriculum
	EN6F-IIc-1.7			Composition	Prewriting, writing,	observing proper		words are
	EN6F-IId-1.6			Adaptability	reviewing, sharing,	stress		written
	EN6F-IId-1.3			Knowing how to	rewriting	 Individual writing 		 permanent



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EN6F-IId-1.7		adapt oneself to		task (paragraph	marker
EN6F-Ilg-1.6		a new	Horn Method in	about adapting to	 bond paper
EN6F-Ilg-1.3		environment	Teaching Spelling	change)	• crayons
EN6F-Ilg-1.7				 Film viewing and 	 movie clips
EN6F-IIh-1.6		Critical Thinking	Guided Viewing	identification of	depicting
EN6F-IIh-1.3		Understanding		types of camera	different terms
EN6F-IIh-1.7		the effect of	Deductive Method	shots used	used in
EN6F-IIi-1.6		camera work in	in Teaching		camera work
EN6F-IIi-1.3		films	Camera	Summative	
EN6F-IIi-1.7			work/direction	 Spelling mastery 	
EN6F-IIIb-1.6				test	
EN6F-IIIb-1.3				 Lesson-ender 	
EN6F-IIIb-1.7				test	
EN6F-IIIc-1.6				 Corresponding 	
EN6F-IIIc-1.3				section in	
EN6F-IIIc-1.7				Unit/Summative	
Read grade level				Test (unit ender)	
text with accuracy,					
appropriate rate, and					
proper expression					
Write a paragraph					
about adapting to					
change					
Spell words with /ā/					
sound spelled as ei					
dodna aponea ao ci					
Spell words related					
to Science					
EN6VC-Ic-5.1.3					
Describe different					
forms and					
conventions of film					
and moving pictures					
(direction)					
(direction)					
	1		1	1	1



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LESSON 3	EN6LC-IIIa-2.2	What changes	As he/she grows	Communication	Motivation	Diagnostic	Being loyal to	• video of "April
Heart Changes	Note significant	does a child	up, a child realizes	 Using relative 	Picture prompts	Spelling pretest	family and	Come She
	details	undergo as he/she	that he/she does	pronouns		and drills	friends	Will" by Simon
(Relative		grows up?	not only go through	 Expressing 	Guided Listening			and Garfunkel
Pronouns)	EN6F-IIb-1.6		physical change but	agreement or		Formative		from YouTube
	EN6F-IIb-1.3		also emotional	disagreement	Inductive and	 Post-listening 		 copy of the
	EN6F-IIb-1.7		change.	using the	Deductive	exercises (listen		incomplete
	EN6F-IIc-1.6			right words	Methods in	to a song to note		lyrics of the
	EN6F-IIc-1.3			 Writing a 	Teaching	details)		song "April
	EN6F-IIc-1.7			diary entry	Grammar	 Grammar drills 		Come She
	EN6F-IId-1.6				.	and exercises		Will" written
	EN6F-IId-1.3			Collaboration	Direct Instruction	(reflexive		on manila
	EN6F-IId-1.7			Expressing	Using polite	pronouns)		paper
	EN6F-IIg-1.6			agreement or	expressions and	Group work		copy of an
	EN6F-IIg-1.3			disagreement	writing a diary entry	(agree/disagree		excerpt from
	EN6F-IIg-1.7			using the right	Coomerative	on a situation		the book The
	EN6F-IIh-1.6			words	Cooperative	using polite		Diary of Anne
	EN6F-IIh-1.3				Learning	expressions)		Frank
	EN6F-IIh-1.7 EN6F-IIi-1.6			Adaptability	Using polite	Individual writing		 flash cards or
	EN6F-III-1.3			 Adjusting to 	expressions when agreeing or	task (diary entry)		chart of
	EN6F-III-1.7			new things		Film viewing and		spelling words
	EN6F-IIIb-1.6			around	disagreeing	analysis in terms		 movie clips
	EN6F-IIIb-1.3			him/her;	Guided Writing	of sounds effects		with good
	EN6F-IIIb-1.7			being able to	Activity	and editing		sound effects
	EN6F-IIIc-1.6			satisfy his/her	Prewriting, writing,			and editing
	EN6F-IIIc-1.3			growing	reviewing, sharing	Summative		
	EN6F-IIIc-1.7			curiosity	Toviowing, criaining	Spelling mastery		
	Read grade level			 Building one's ideas 	Horn Method in	test		
	text with accuracy,				Teaching Spelling	Lesson-ender		
	appropriate rate, and			of career	routining optiming	test		
	proper expression			path	Inductive Method	 Corresponding 		
	proper expression			Critical Thinking	in Teaching	section in		
	Identify and use			Understanding	Sound editing and	Unit/Summative		
	relative pronoun			the function of	mixing	Test (unit ender)		
					9			
	React on the content			sound editing in film				
	of the material			111111				
	presented							



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		T	T.					1
	EN6OL-IIIa-1.27 Provide evidence to support opinions Express agreement or disagreement using the right word, phrase, or expression							
	EN6OL-IVa-3.6 Summarize information conveyed through discussion							
	Write a diary entry							
	Spell words ending in -eous and -ious							
	Spell words related to Science							
	Describe different forms and conventions of film and moving pictures (sound editing)							
LESSON 4 Show Me a Sign	Listen to situations to identify road signs	How do signs and symbols contribute to world peace and	Following signs and symbols wherever you go helps	Critical Thinking and Communication	Motivation Picture prompts, road signs	Diagnostic Spelling pretest and drills	Having self- discipline	 posters of signs and symbols
(Subjunctive Mood)	EN6F-IIb-1.6 EN6F-IIb-1.3 EN6F-IIb-1.7	order?	maintain peace and order in the world.	Reading road signs	Guided Listening Activity	Formative • Post-listening		copy of the song "If I Were a Rich
	EN6F-IIc-1.6 EN6F-IIc-1.3 EN6F-IIc-1.7			Communication Using the subjunctive	Read Aloud	exercises (identify signs; listen and match		Man" from the musical Fiddler on the



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ENF-IId-1.6 ENF-IId-1.7 ENF-IIg-1.6 ENF-IIg-1.7 ENF-IIg-1.7 ENF-III-1.6 ENF-III-1.7 ENF-II						All rights reserved.
	EN6F-IId-1. EN6F-IIg-1. EN6F-IIg-1. EN6F-IIg-1. EN6F-IIg-1. EN6F-IIh-1. EN6F-IIh-1. EN6F-IIh-1. EN6F-III-1. EN6F-III-1. EN6F-III-1. EN6F-III-1. EN6F-III-1. EN6F-III-1 EN6F-III	3 7 6 6 3 7 6 6 3 7 6 6 3 7 6 6 3 7 level curacy, rate, and ession use n the mood for give using tive s or d explain ng with /ē/	and giving suggestions Initiative Initiating a move to maintain peace and order to foster good and healthy relationships Collaboration Asking for and giving suggestions in a brainstorming session Critical Thinking Analyzing characters in print, nonprint, and digital	in Teaching Grammar Direct Instruction Meaning of road signs and the concept of brainstorming Cooperative Learning Brainstorming and using the subjunctive mood Guided Writing Prewriting, writing, reviewing, sharing, publishing Recalling Concepts Learned in the Previous Lessons on	situations) Grammar drills and exercises (subjunctive mood) Group work (brainstorm and give suggestions using the subjunctive mood; share character analysis) Character analysis (written and visual format) Summative Spelling mastery test Lesson-ender test Corresponding section in Unit/Summative	Roof music player flash cards or chart of



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	Spell words related to Social Studies EN6VC-Ii-3.3.1 EN6VC-Ii-3.3.2 EN6VC-Ii-3.3.3 Analyze the characters used in print, nonprint, and digital materials (age and gender, race and nationality, attitude and behavior)							
LESSON 5	EN6LC-IIa-3.2	How does technology help	Continuous search for and discovery of	Scientific Literacy, ICT	Motivation	Diagnostic Spelling pretest	Learning the	realia or rictures of
Boxed Ideas	Distinguish various types of	build a better	new things plus	Literacy, IC1 Literacy, and	Picture prompts	and drills	concept of sustainability;	pictures of modern
(0.1: .)()	informational/factual	world?	careful and correct	Financial	Guided Listening	and anno	acting and	gadgets such
(Subject-Verb	text		handling of such	Literacy	Activity	Formative	responding in	as SIM cards,
Agreement)			discoveries help	Learning about		 Post-listening 	the present with	computer
	EN6F-IIb-1.6		raise the standard	the changes	Inductive and	exercise (listen	an eye for the	microchips,
	EN6F-IIb-1.3		of living and build a	brought about by	Deductive	to identify	future	smart
	EN6F-IIb-1.7		better world.	technological	Methods in	different types of		television,
	EN6F-IIc-1.6			innovations	Teaching	informational		digital camera,
	EN6F-IIc-1.3 EN6F-IIc-1.7			Literacy	Grammar	text) • Grammar drills		etc. • box or basket
	EN6F-IId-1.6			Distinguishing	Direct Instruction	and exercises		additional
	EN6F-IId-1.3			various types of	Types of	(subject-verb		grammar
	EN6F-IId-1.7			informational text	informational text	agreement)		exercise written
	EN6F-IIg-1.6					Group work		on manila
	EN6F-IIg-1.3			Communication	Cooperative	(describe an item		paper
	EN6F-IIg-1.7			 Using correct 	Learning	and answer		 picture of
	EN6F-IIh-1.6			subject-verb	Stating factual	questions that		students'
	EN6F-IIh-1.3 EN6F-IIh-1.7			agreement	information and responding to	begin with		favorite
	EN6F-III-1.6			 Writing a personal 	question words	common		technology
	EN6F-IIi-1.3			narrative	question words	question words)Individual writing		• five balls
	EN6F-IIi-1.7			Harrative		task (personal		CD or cassette
	EN6F-IIIb-1.6					narrative)		playercopy of any
				1		arradivo,		Upy or arry



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EN6F-IIIb-1.3		Collaboration	Guided Writing	Film viewing and	lively song
EN6F-IIIb-1.7		Responding to	Activity	analysis in terms	 flash cards or
EN6F-IIIc-1.6		question words	Prewriting, writing,	of setting (period	chart of spelling
EN6F-IIIc-1.3			reviewing, revising,	film)	words
EN6F-IIIc-1.7		Critical Thinking	sharing, publishing		copy of a
Read grade level		Analyzing setting		Summative	period film
text with accuracy,		in print, nonprint,	Horn Method in	 Spelling mastery 	
appropriate rate, ar	d	and digital	Teaching Spelling	test	
proper expression		materials		 Lesson-ender 	
			Inductive and	test	
EN6G-Ih-3.9 MEL	a		Deductive	 Corresponding 	
Company class	•		Methods in	section in	
Compose clear			Teaching Setting	Unit/Summative	
and coherent			in Film	Test (unit ender)	
sentences using				Tost (drift crider)	
appropriate					
grammatical					
structures:					
subject-verb					
agreement					
Ctata factual					
State factual					
information about					
technology based of	n				
question words					
Maite e manage					
Write a personal					
narrative by using					
dialogues and					
description of					
actions, and by					
describing feelings	_				
to show response t	⁹				
situations					
On all accords and the					
Spell words ending					
in -ible and -able					
Chall wards related					
Spell words related					
to Technology					



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								•
LESSON 6 Talking Prints	EN6VC-II-3.3.4 Analyze the setting used in print, nonprint, and digital materials (urban or rural; affluent or poor) Listen to a selection to note causes and	How important is it to continue with	Communications technology is	Communication • Using verbs	Motivation Object prompts;	Diagnostic Spelling pretest	Having respect for discoveries	an ordinary letter
(Verb Tenses,	effects	the advancements in communications	changing by the minute and keeping	correctly	picture prompts	and drills	of the age and the men behind	envelope and
Aspects of Verbs,	MELC	technology and	up with such	 Stating one's stand with 	Guided Listening	Formative	them	an airmail letter
Question Tags,	EN6G-Ic-3.2 MELC EN6G-Id-3.3	why do we have to	changes will	supporting	Activity	Post-listening		envelope
Modal	EN6G-le-3.6	ride along with	manifest in our way	details		exercise (identify		 gift cards on
Auxiliaries)	Compose clear	every change?	of living.	Writing a film	Inductive and Deductive	cause and effect)Grammar drills		which two verbs in the
	and coherent			review	Methods in	Grammar drills and exercises		base form are
	sentences using			Scientific	Teaching	(tenses and		written
	appropriate			Literacy and ICT	Grammar	aspects of verbs;		strips of
	grammatical			Literacy	Direct Instruction	tag questions;		cartolina on
	structures:			Learning about the	Stating a stand and	modal auxiliary verbs)		which verbs in the base form
	-tenses of verbs -aspects of verbs			advancements	writing a film review	Group work		are written
	-modals			brought by		(make a stand		 box with strips
				communications	Cooperative Learning	for or against a		of paper on
	Recognize and			technology	Making a stand	selected topic)Individual writing		which the words <i>first</i>
	correct inappropriate shifts in verb tense			Leadership and	with supporting	task (film review)		line, second
	and aspect			Collaboration	information	with peer review		line, and third
	,			Making a stand	Guided Writing	Film viewing;		line are written
	Use the right tag			based on informed opinion	Prewriting, writing,	analysis of target audience		 flash cards of verbs in the
	question to complete a sentence			mionilog opinion	rewriting, sharing,	audience		base form
	a semence			Critical Thinking	publishing	Summative		• copies of a
	EN6OL-IIIb-1.28			Inferring the	Horn Method in	Spelling mastery		film review cut
	Make a stand based			target audience of films	Teaching Spelling	test		or copied from
	on informed opinion			Of IIIIII	3 3 4 4 4 4	Lesson-ender test		newspapers • flash cards or



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EN6OL-IIIa-1.27 Provide evidence to support opinions	Inductive and Deductive Methods in Teaching About Audiences	Corresponding section in Unit/Summative Test (unit ender)	chart of spelling words
Write a film review			
Spell words in -cede, -ceed, or -sede			
Spell words related to Communications Technology			
EN6VC-IIc-3.7 Infer the target audience			

^{*}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.

3rd Quarter

U	nit 3: In the Heart of a Rainbow	Time Frame: 50 days		
Content Standards	 Listening Comprehension The learner demonstrates understanding of various linguistic nodes to comprehend various texts; text types to listen for different purposes from a variety of texts; and 		 Listening Comprehension The learner should be able to analyze text types to effectively construct meaning from a variety of text for a variety of purposes; use linguistic cues to effectively construct meaning from a variety of texts for a variety of purposes; and 	

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



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text types in order to construct feedback.

Grammar

The learner demonstrates command of the conventions of standard English grammar and usage when writing or speaking.

Oral Language

The learner demonstrates understanding of . . .

- various verbal elements in communicating information orally:
- various nonverbal elements in communicating information orally; and
- the oral standards of English in order to participate in various oral communication demands (situation, purposes, and audience).

Fluency

The learner demonstrates understanding that . . .

- English language is stress timed to support comprehension; and
- a change in stress entails a change of meaning to evaluate the speaker's/ author's purpose and meaning.

Writing and Composition

The learner . . .

- demonstrates understanding of different formats to write for a variety of audiences and purposes; and
- expresses ideas effectively in formal and informal compositions to fulfill their own purposes for writing.

Viewing

The learner demonstrates understanding of . . .

• the forms and conventions of print, non-print, and

 use literal information from texts heard to construct an appropriate feedback.

Grammar

The learner should be able to . . .

- use the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written); and
- speak and write using good command of the conventions of standard English.

Oral Language

The learner should be able to. . .

- orally communicate information, opinions, and ideas effectively to different audiences using a variety of literary activities;
- orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes; and
- prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Fluency

The learner should be able to

- read with sufficient accuracy and fluency to support comprehension; and
- use knowledge of stress and intonation of speech to appropriately evaluate the speaker's intention, purpose, and meaning.

Writing and Composition

The learner should be able to . . .

- draft texts using different 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



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digital materials to understand various viewing texts; various forms and conventions of print, non-print, and digital materials; the various forms and conventions materials to critically analyze the meaning constructed in print, nonprint, and digital materials; and construction, deconstruction, and reconstruction of print, nonprint, and digital materials. Attitude The learner demonstrates understanding of nonverbal communication to communicate with others; and verbal and nonverbal elements of communication to respond back.	 audiences and purposes; and publish texts using appropriate text types for a variety of audiences and purposes. Viewing The learner should be able to apply knowledge of the various forms and conventions of print, non-print, and digital materials to appropriately comprehend print, non-print film and moving texts; evaluate effectively the message constructed and conveyed in various viewing texts; apply different views of the real world to effectively interpret (deconstruct) constructed meaning in print, non-print, and digital materials; and apply understanding of forms and conventions of viewing texts to appropriately create and recreate meaning/messages.
	Attitude The learner should be able to apply knowledge of non-verbal skills to respectfully give the speaker undivided attention and acknowledge the message; use paralanguage and non-verbal cues to respond appropriately; and use a variety of strategies to provide appropriate feedback.

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	EN6LC-IIId-3.1.13			Communication	Motivation	Diagnostic	 Having 	 news article
Reaching Out	Make a stand			Using adjectives	Picture prompts;	Spelling pretest	compassion	about a
				correctly;	elicit emotions	and drills	for others in	tragedy or
(Adjectives)	EN6G-IIa-5.5 MELC			comparing an			times of need	disaster, local
	EN6G-IIa-5.2			incident with a	Guided Listening	Formative	 Being resilient 	or foreign
`	EN6G-IIb-5.5.1			similar one in the	Activity	 Post-listening 	Ŭ	 feature article
	EN6G-IIb-5.2.1			past writing a		exercise (listen		written on a
	LINOG-11D-3.2.1			feature article		to identify one's		chart



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Compose clear		Inductive and	stand)	flash cards of
and coherent	Collaboration	Deductive	 Read-aloud 	chart of
sentences	Comparing an	Methods in	activities	spelling wor
using	incident with a	Teaching	Grammar drills	• pictures of
appropriate	similar one in the	Grammar	and exercises	various visu
grammatical	past		(adjectives;	media piece
structures:	·	Direct Instruction	degrees of	as identified
-order and degrees of	Initiative and	Comparing an	comparison of	the TG
regular adjectives	Adaptability	incident with a	adjectives; too +	
-order and degrees of	Rising from the	similar one in the	adjective +	
irregular adjectives	effects of	past and writing a	nominal;	
	calamities and	feature article	adjective +	
Use expressions too+	willingness to		enough)	
adjective + nominal as	extend help to	Read Aloud	Group work (use	
well as phrases	others		adjectival	
consisting of adjective		Cooperative	expressions in	
+ enough	Critical Thinking	Learning	sharing about a	
	Inferring purposes	Comparing orally	past volunteer	
EN6F-IIb-1.6	of visual media	an incident with	activity; talk	
EN6F-IIb-1.3		another similar one	about a past	
EN6F-IIb-1.7		in the past	disaster	
EN6F-IIc-1.6		·	experience)	
EN6F-IIc-1.3		Guided Writing	Individual writing	
EN6F-IIc-1.7		Prewriting, writing,	task (feature	
EN6F-IId-1.6		revising,	article)	
EN6F-IId-1.3		proofreading,	Viewing and	
EN6F-IId-1.7		publishing	analysis of	
EN6F-Ilg-1.6			purposes of	
EN6F-IIg-1.3		Horn Method in	various visual	
EN6F-IIg-1.7		Teaching Spelling	media pieces	
EN6F-IIh-1.6			Pair task (create	
EN6F-IIh-1.3		Inductive Method	a dialogue to	
EN6F-IIh-1.7		in Teaching the	summarize the	
EN6F-IIi-1.6		Purposes of	lesson)	
EN6F-IIi-1.3		Visual Media	1699011)	
EN6F-IIi-1.7			Summative	
EN6F-IIIb-1.6				
EN6F-IIIb-1.3			Spelling mastery	
EN6F-IIIb-1.7			test	
			 Lesson-ender 	



CURRICULUM MAPSoaring to New Heights in Language 6 (Second Edition)

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EN6F-IIIc-1.6 test EN6F-IIIc-1.3 Corresponding EN6F-IIIc-1.7 section in Read grade level text Unit/Summative with accuracy, Test (unit ender) appropriate rate, and proper expression Compare orally an incident with another similar incident in the past Write a feature article that describes a misfortune Spell words with prefixes mis-, dis-, and Spell words related to Science EN6VC-IId-3.8 Infer purpose of visual media LESSON 2 Listen to a story to Communication Motivation Diagnostic Having empathy • picture or a Owning One's note sequence of Spelling pretest or feeling for Using compound Picture prompts; painting Pain elicit related and drills events adjectives and others strips of adjectives in a personal manila paper (Adjectives in a EN6G-lla-5.5 MELC series correctly; knowledge **Formative** or cartolina Series: Post-listening giving oral · flash cards or EN6G-IIa-5.2 **Guided Listening** Compound descriptions; exercise (listen chart of EN6G-IIb-5.5.1 Adjectives) writing descriptive **Activity** to note sequence spelling words EN6G-IIb-5.2.1 paragraphs of events) Compose clear and Inductive and Grammar drills coherent sentences Collaboration **Deductive** and exercises using appropriate Being able to orally Methods in (adjectives in a grammatical



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structures	:	describe people	Teaching	series,		
-order and	degrees of	and objects	Grammar	compound		
regular ad	jectives			adjectives)		
-order and	degrees of	Persistence and	Direct Instruction	 Pair work (talk 		
irregular a	djectives	Adaptability	Giving oral	about a given		
		Pushing oneself	descriptions and	picture using		
Identify co	ompound	ahead to achieve	writing descriptive	multiple		
adjectives		goals	paragraphs	adjectives; read-		
			, ,	aloud activity;		
Write sent	tences using		Read Aloud	create a dialogue		
	d adjectives			that makes use		
'	,		Cooperative	of a series of		
Give oral	descriptions		Learning	adjectives)		
	and objects		Giving oral			
	,		descriptions on	Summative		
EN6F-IIb-	1.6		people and objects	Spelling mastery		
EN6F-IIb-				test		
EN6F-IIb-			Guided Writing	Lesson-ender		
EN6F-IIc-			Activity	test		
EN6F-IIc-			Prewriting, writing,	Corresponding		
EN6F-IIc-			revising, sharing	section in		
EN6F-IId-	1.6		J , , ,	Unit/Summative		
EN6F-IId-	1.3		Horn Method in	Test (unit ender)		
EN6F-IId-	1.7		Teaching Spelling	rest (unit ender)		
EN6F-Ilg-	1.6					
EN6F-IIg-						
EN6F-IIg-						
EN6F-IIh-						
EN6F-IIh-	1.3					
EN6F-IIh-	1.7					
EN6F-IIi-1	.6					
EN6F-IIi-1	.3					
EN6F-IIi-1	.7					
EN6F-IIIb-	-1.6					
EN6F-IIIb-	-1.3					
EN6F-IIIb-	-1.7					
EN6F-IIIc-						
EN6F-IIIc-	1.3					
EN6F-IIIc-	1.7					
	I I	I	1	1	1	



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	T	Т	T	T	1	T		Ţ
	Read grade level text							
	with accuracy,							
	appropriate rate, and							
	proper expression							
	Write descriptive							
	paragraphs on people,							
	animals, or objects							
	Spell compound							
	adjectives correctly							
	Spell words related to							
	Mathematics							
LESSON 3	EN6LC-IIc-3.2			Communication	Motivation	Diagnostic	Caring for	• crayons
Greening My	Distinguish various			Using participles	Picture prompts;	Spelling pretest	nature	flash cards or
World	types of			and participial	comparison and	and drills		chart of
110.10	informational/actual			phrases correctly;	contrast			spelling words
(Participles and	text			making proper	Contract	Formative		spennig words
Participial	toxt			introductions	Guided Listening	Post-listening		
phrases)	EN6F-IIb-1.6			in the dad determine	Activity	exercise (listen		
priracco	EN6F-IIb-1.3			Collaboration	Activity	to distinguish		
	EN6F-IIb-1.7			Making proper	Inductive and	narrative from		
	EN6F-IIc-1.6			introductions	Deductive	informational		
	EN6F-IIc-1.3			Introductions	Methods in	text)		
	EN6F-IIc-1.7			Critical Thinking	Teaching	Grammar drills		
	EN6F-IId-1.6			Using social media	Grammar	and exercises		
	EN6F-IId-1.3			properly	Grammar	(participles and		
	EN6F-IId-1.7			property	Direct Instruction			
	EN6F-IIg-1.6			Literacy	Concepts of	participial		
	EN6F-IIg-1.3			Filling out forms	narrative and	phrases;		
	EN6F-IIg-1.7			I ming out forms	informational texts,	dangling		
	EN6F-IIh-1.6				making proper	participles)		
	EN6F-III-1.3				introductions and	Group work		
	EN6F-III-1.7				filling out forms	(introduce one		
	EN6F-III-1.7				ming out forms	person to		
	EN6F-III-1.3				Read Aloud	another)		
	EN6F-III-1.3				Reau Alouu	 Individual writing 		
	_				Cooperative	task (sign up for		
	EN6F-IIIb-1.6				Cooperative	a social media		



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	EN6F-IIIb-1.3			Learning	account)		
	EN6F-IIIb-1.7			Making			
	EN6F-IIIc-1.6			introductions	Summative		
	EN6F-IIIc-1.3				 Spelling mastery 		
	EN6F-IIIc-1.7			Guided Writing	test		
	Read grade level text			Filling out forms	 Lesson-ender 		
	with accuracy,				test		
	appropriate rate, and			Horn Method in	 Corresponding 		
	proper expression			Teaching Spelling	section in		
					Unit/Summative		
	Identify and use				Test (unit ender)		
	participles and				,		
	participial phrases						
	Identify and correct						
	dangling participles						
	l						
	Make proper						
	introduction						
	510140 H 0.7						
	EN6WC-IIa-3.7						
	Fill-out forms						
	accurately and						
	efficiently (biodata,						
	application forms, etc.)						
	Cool words anding in						
	Spell words ending in -						
	ise <i>and</i> -ze						
	Spell words related to						
	Music						
LESSON 4	EN6LC-IId-2.2		Communication	Motivation	Diagnostic	Being	an enlarged
I, Too, Can!	Note down relevant		Using adverbs and	Picture prompts	Spelling pretest	passionate and	picture of
1, 100, Can:	information from text		intensifiers	i icture prompts	and drills	idealistic in all	Benjamin
(Adverbs;	heard		correctly;	Read Aloud	and dillio	pursuits.	Franklin cut
Intensifiers)	Tiodia		interviewing a	Nodu Alouu	Formative	parsuits.	out into a
The isine is	EN6F-IIb-1.6		personality;	Guided Listening	Post-listening		jigsaw puzzle
	EN6F-IIb-1.3		sending a	Activity	exercise (listen		with sentences
	EN6F-IIb-1.7		message through	Addivity	to note down		written at the
	L1401 -110-1.7		message unough		to note down		willen at the



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EN6F-IIc-1.6			an advertisement	Inductive and	relevant		back
EN6F-IIc-1.3				Deductive	information)		• cutout
EN6F-IIc-1.7			Creativity	Methods in	Grammar drills		advertise-
EN6F-IId-1.6			Writing a slogan	Teaching	and exercises		ments from
EN6F-IId-1.3			for an	Grammar	(adverbs and		magazines
EN6F-IId-1.7			advertisement		intensifiers;		and
EN6F-Ilg-1.6				Direct Instruction	double		newspapers
EN6F-IIg-1.3			Critical Thinking	Conducting	negatives)		flash cards or
EN6F-IIg-1.7			Observing	interviews,	Individual tasks		chart of
EN6F-IIh-1.6			responsibilities	preparing slogans	(conduct an		spelling words
EN6F-IIh-1.3			when engaging	for an	interview; make		
EN6F-IIh-1.7			through social	advertisement, and	a slogan; upload		
EN6F-IIi-1.6			media	uploading photos	a picture on		
EN6F-IIi-1.3				on social media	social media)		
EN6F-IIi-1.7			Persistence		,		
EN6F-IIIb-1.6			Learning to work	Guided Writing	Summative		
EN6F-IIIb-1.3			hard toward a	Activity	 Spelling mastery 		
EN6F-IIIb-1.7			definite goal	Prewriting, writing,	test		
EN6F-IIIc-1.6			-	revising, sharing	Lesson-ender		
EN6F-IIIc-1.3					test		
EN6F-IIIc-1.7				Horn Method in	Corresponding		
Read grade le	vel text			Teaching Spelling	section in		
with accuracy,					Unit/Summative		
appropriate rat	e, and				Test (unit ender)		
proper express	sion				l oot (anii ondor)		
EN6G-IIf-6.5	MELC						
EN6G-IIc-6.6							
EN6G-IId-6.7							
EN6G-IIe-6.8							
Compose clea	r						
and coherent	'						
sentences							
using							
appropriate							
grammatical							
structures:							
-adverbs of pla	ace and						
time							
unic		J				l	



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	-adverbs of intensity						
	-adverbs of frequency -adverbs of manner Identify and correct errors on double negatives in sentences Conduct an interview asking the correct questions Write a slogan for an advertisement Follow the correct procedure of uploading a picture on Facebook Spell homophones or words that sound alike						
	Spell words related to Home Economics and Livelihood Education						
	(HELE)						
LESSON 5 Nature's Gifts (Infinitive Phrases as Adverbs)	Listen to an article to repeat given information verbatim or word for word EN6F-IIb-1.6		Communication Using infinitive phrases as adverbs; employing appropriate style of speaking and	Motivation Picture prompts; elicit and process responses Read Aloud	Diagnostic Spelling pretest and drills Formative • Post-listening	 Giving appreciation for the beauty of nature Learning the appreciation 	 picture of a rich forest— green and lush vegetation, with birds
Auveius)	EN6F-IID-1.3 EN6F-IID-1.7 EN6F-IIC-1.6 EN6F-IIC-1.3 EN6F-IIC-1.7 EN6F-IID-1.6		adjusting language, gestures, rate, and volume according to purpose; writing an editorial piece	Guided Listening Inductive Method in Teaching Grammar	exercises (listen to repeat information verbatim) Grammar drills and exercises	concept of integrity	flying and a nearby river flowing abundantly • picture of a denuded



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	EN6F-IId-1.3		Communication,		(infinitive		forest—empty
	EN6F-IId-1.7		Collaboration,	Direct Instruction	phrases as		sky and dried
	EN6F-Ilg-1.6		and Critical	Use of gestures,	adverbs)		up river
	EN6F-IIg-1.3		Thinking	rates, and volumes	Group tasks		 pictures of
	EN6F-IIg-1.7		Conducting a	when speaking and	(research and		animals/plants
	EN6F-IIh-1.6		research and	on writing an	present an oral		gone extinct
	EN6F-IIh-1.3		presenting an oral	editorial	report on a		 advanced
	EN6F-IIh-1.7		report on a chosen		chosen topic;		assignment:
	EN6F-IIi-1.6		topic	Cooperative	brainstorm ideas		printouts of the
	EN6F-IIi-1.3		·	Learning	for an editorial		students'
	EN6F-IIi-1.7		Scientific Literacy	Conducting a	piece; discuss		chosen topic
	EN6F-IIIb-1.6		Learning about the	research and	and deconstruct		for the
	EN6F-IIIb-1.3		mysteries of our	presenting an oral	a chosen TV or		speaking
	EN6F-IIIb-1.7		planet	report on a chosen	online		activity
	EN6F-IIIc-1.6			topic	advertisement)		flash cards or
	EN6F-IIIc-1.3		Critical Thinking		Individual task		chart of
	EN6F-IIIc-1.7		Evaluating forms of	Guided Writing	(write an		spelling words
	Read grade level text		media and	Activity	èditorial)		• clips from TV
	with accuracy,		deconstructing	Prewriting, writing,	 Analysis of clips 		programs or
	appropriate rate, and		media messages	reviewing, sharing	from TV		YouTube
	proper expression				programs or		videos that
				Horn Method in	YouTube videos		make use of
	Identify and use			Teaching Spelling	that utilize		persuasion
	infinitive phrases as				various		F
	adverbs			Activating Prior	persuasion		
				Knowledge (media	techniques		
	EN6OL-IIIg-1.19 MELC			messages)	·		
	Present a	1			Summative		
	coherent,			Inductive and	Spelling mastery		
	comprehensive			Deductive	test		
	report on			Methods in	Lesson-ender		
	differing			Teaching About	test		
	viewpoints on			Media Literacy	 Corresponding 		
	an issue			Focus on	section in		
	an issue			evaluation of media	Unit/Summative		
	Employ appropriate			forms and	Test (unit ender)		
	style of speaking,			deconstruction of			
	adjusting language,			media messages			
	aestures. rate. and						
1	i gootaroo, rato, arra	1	1	1	1	i .	i



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				g
volume according to audience and purpose				
EN6WC-IIIe-2.2.10 Write a 3- paragraph editorial article				
Spell words ending in - uous and -ous				
Spell words related to Physical Education (PE)				
EN6VC-IIIa-6.1 EN6VC-IIIa-6.2 EN6VC-IIIb-6.1 EN6VC-IIIb-6.2 Identify real or makebelieve, fact, or nonfact images				
EN6VC-IIIc-7.1 EN6VC-IIId-7.1 Identify the values suggested in the visual media				
EN6VC-IVa-7.1 MELC EN6VC-IVa-7.2 EN6VC-IVa-7.3 EN6VC-IVb-7.1 EN6VC-IVb-7.2 EN6VC-IVb-7.3				
Determine images/ideas that are				



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LESSON 6 Places of Interests (Degrees of Comparison of Adverbs; Adjectives vs Adverbs)	explicitly used to influence viewers (stereotypes, point of view, propagandas) EN6VC-IVd-1.4 MELC EN6VC-IVe-1.4 EN6VC-IVf-1.4 EN6VC-IVf-1.4 EN6VC-IVf-1.4 EN6VC-IVf-1.4 Make connections between information viewed and personal experiences Listen to identify the point of view of a story MELC Form and use degrees of comparison of adverbs MELC Distinguish adjectives from adverbs Use bad, badly, good and well correctly in sentences EN6F-IId-1.6 EN6F-IId-1.7 EN6F-IIg-1.6		Communication Using adjectives and adverbs correctly; sharing one's analysis Critical Thinking Analyzing visual design; conducting a research Initiative, Persistence, Curiosity, and Critical Thinking Conducting a research and preparing a report Scientific Literacy and Cultural	Motivation Picture prompts Read Aloud Guided Listening Activate Prior Knowledge Inductive and Deductive Methods in Teaching Grammar Direct Instruction Point of view, visual design, and research process	Diagnostic Spelling pretest and drills Formative Post-listening exercise (listen to identify the point of view) Grammar drills and exercises (degrees of comparison of adverbs; distinguish adjectives from adverbs) Group work (analyze a picture based on the elements of	Having respect and appreciation for Mother Nature Having appreciation for the preservation of nature	pictures of scenic spots a painting a beautiful photo or poster strips of paper on which guidelines on writing a letter on fundraising are written flash cards or chart of spelling words
	EN6F-IIg-1.6 EN6F-IIg-1.3 EN6F-IIg-1.7		and Cultural Literacy	, , , , , , , , , , , , , , , , , , ,	the elements of visual design and		
	LNOT-IIG-1.1		Understanding		composition)		



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	T			T	I	1
EN6F-IIh-1.6		nature's gifts for	Cooperative	 Individual task 		
EN6F-IIh-1.3		humankind	Learning	(interpret the		
EN6F-IIh-1.7			Giving an analysis	slides of a		
EN6F-IIi-1.6			of visual designs	PowerPoint		
EN6F-IIi-1.3				presentation)		
EN6F-IIi-1.7			Deductive Method			
EN6F-IIIb-1.6			in Teaching	Summative		
EN6F-IIIb-1.3			About the	Spelling mastery		
EN6F-IIIb-1.7			Elements of	test		
EN6F-IIIc-1.6			Visual Design and	Lesson-ender		
EN6F-IIIc-1.3			Composition and	test		
EN6F-IIIc-1.7			the Research	Corresponding		
Read grade level text			Process	section in		
with accuracy,				Unit/Summative		
appropriate rate, and			Guided Writing	Test (unit ender)		
proper expression			Activity	rest (unit ender)		
			Prewriting, writing			
Give an analysis or]			
interpretation of visual			Horn Method in			
designs			Teaching Spelling			
			g op and			
Interpret visual design						
in nonprint and digital						
materials						
materiale						
Follow the correct						
order of the research						
process						
p100033						
Spell homophones						
opon nomophones						
Spell words related to						
Music						
IVIUSIC	1			ĺ	ĺ	

^{*}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.

^{**}There is no content provided by the Author/s for these columns.



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4th Quarter

Un	it 4: Treading the Path of Dreams		Time Frame: 50 days
Content Standards	Listening Comprehension The learner demonstrates understanding of various linguistic 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. Grammar The learner demonstrates command of the conventions of standard English grammar and usage when writing or speaking. Oral Language The learner demonstrates understanding of various verbal elements in communicating information orally; various nonverbal elements in communicating information orally; and the oral standards of English in order to participate in various oral communication demands (situation, purposes, and audience). Fluency The learner demonstrates understanding that English language is stress timed to support comprehension; and a change in stress entails a change of meaning to evaluate the speaker's/ author's purpose and	Performance Standards	 Listening Comprehension The learner should be able to analyze text types to effectively construct meaning from a variety of text for a variety of purposes; use linguistic cues to effectively construct meaning from a variety of texts for a variety of purposes; and use literal information from texts heard to construct an appropriate feedback. Grammar The learner should be able to use the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written); and speak and write using good command of the conventions of standard English. Oral Language The learner should be able orally communicate information, opinions, and ideas effectively to different audiences using a variety of literary activities; orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes; and prepare for and participates effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.



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meaning.

Writing and Composition

The learner . . .

- demonstrates understanding of different formats to write for a variety of audiences and purposes; and
- expresses ideas effectively in formal and informal compositions to fulfill their own purposes for writing.

Viewing

The learner demonstrates understanding of . . .

- the forms and conventions of print, nonprint, and digital materials to understand various viewing texts;
- various forms and conventions of print, non-print, and digital materials;
- the various forms and conventions materials to critically analyze the meaning constructed in print, nonprint, and digital materials; and
- construction, deconstruction, and reconstruction of print, nonprint, and digital materials.

Attitude

The learner demonstrates understanding of ...

- nonverbal communication to communicate with others; and
- verbal and nonverbal elements of communication to respond back.

Fluency

The learner should be able to . . .

- read with sufficient accuracy and fluency to support comprehension;
 and
- use knowledge of stress and intonation of speech to appropriately evaluate the speaker's intention, purpose, and meaning.

Writing and Composition

The learner should be able to . . .

- draft texts using different 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
- publish texts using appropriate text types for a variety of audiences and purposes.

Viewing

The learner should be able to. . .

- apply knowledge of the various forms and conventions of print, nonprint, and digital materials to appropriately comprehend print, nonprint film, and moving texts;
- evaluate effectively the message constructed and conveyed in various viewing texts;
- apply different views of the real world to effectively interpret (deconstruct) constructed meaning in print, non-print, and digital materials; and
- apply understanding of forms and conventions of viewing texts to appropriately create and recreate meaning/messages.

Attitude

The learner should be able to. . .

• apply knowledge of nonverbal skills to respectfully give the speaker undivided attention and acknowledge the message;



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use paralanguage and nonverbal cues to respond appropriately; and
 use a variety of strategies to provide appropriate feedback.

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 Old Stars, New Stars (Prepositions and Prepositional Phrases)	Determine the characteristics of a parable and an anecdote listened to EN6F-IIb-1.6 EN6F-IIb-1.7 EN6F-IIc-1.6 EN6F-IIc-1.3 EN6F-IIc-1.7 EN6F-IId-1.3 EN6F-IId-1.7 EN6F-IId-1.7 EN6F-IId-1.7 EN6F-IId-1.3 EN6F-IId-1.3 EN6F-IId-1.3 EN6F-III-1.6 EN6F-IIh-1.6 EN6F-IIh-1.6 EN6F-III-1.7 EN6F-III-1.6 EN6F-III-1.7			Communication Using prepositions and prepositions and prepositional phrases properly; participating in group discussion observing proper protocols; taking down notes from different sources Collaboration Observing appropriate behavior and using appropriate strategies (verbal and nonverbal) in a group discussion Curiosity, Persistence, Initiative, Work Ethics, and Scientific Literacy Learning more about the sun, stars, and	Motivation Game of pabitin; picture prompts Guided Listening Activity Inductive and Deductive Methods in Teaching Grammar Activating Prior Knowledge Direct Instruction Concepts of parable and anecdote, protocols in conducting group discussions, and strategies in taking down notes from different sources Cooperative Learning Observing proper	Diagnostic Spelling pretest and drills Formative Post-listening exercises (identify whether the prepositional phrase is used as an adjective or adverb; distinguish anecdote from a parable) Grammar drills and exercises (prepositional phrases; prepositions in idiomatic expressions) Group work (conduct a group discussion on a chosen topic) Pair work (say the given expressions through nonverbal cues)	Having the determination to succeed no matter how impossible a task may be	 pabitin with at least fifteen stars (on which names of constellations are written) and goodies and wishes of good cheer tied to each music player and a recording of a lively song advanced assignment about galaxy, stars, and heavenly bodies pieces of Oslo paper colored markers (red, blue, or black) chips (yellow, red, blue, green, violet) word cards of



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appropriate rate, and	planets	protocols in group	Individual work	curriculum
proper expression	· ·	discussions	(prepare direct	words
			quotation notes	flaglets of
EN6G-IIg-7.3.1 MELC		Horn Method in	and summary	different colors
ENOG-IIG-7.3.1		Teaching	notes)	(red, blue,
EN6G-Ilg-7.3.2		Spelling	,	yellow, green,
Compose clear			Summative	and violet)
and coherent			 Spelling mastery 	 flash cards or
sentences			test	chart of
using			Lesson-ender	spelling words
appropriate			test	opolining Words
grammatical			Corresponding	
structures:			section in	
-prepositions and			Unit/Summative	
prepositional phrases				
			Test (unit ender)	
Use prepositional				
phrases as adjectives				
and as adverbs				
Identify prepositional				
phrases in idiomatic				
expressions				
EN6OL-IId-5				
Share brief				
impromptu				
remarks about				
topics of				
interest				
EN6SS-IId-1.7				
Gather relevant				
information				
from various				
sources				
-online				
references				
Spell words with /ə/				



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	sound spelled as er, or and ar						
	Spell correctly names of satellites						
LESSON 2	EN6LC-IVa-3.1.14		Communication	Motivation	Diagnostic	Being persistent	flash cards or
Traversing the	EN6LC-IVb-3.1.14		Using different	Pair work; draw an	Spelling pretest	in pursuing	chart of
Galaxy	EN6LC-IVc-3.1.14		conjunctions	alien; combine	and drills	scientific	spelling words
	Restate portions		properly; making	sentences using		discoveries	
(Conjunctions)	of a text heard		travel	conjunction; picture	Formative		
	to clarify		arrangements	prompts	 Post-listening 		
	meaning		using correct		exercise (listen		
			words and	Read Aloud	to supply missing		
	EN6G-IIh-8.3 MELC		phrases; writing a		words)		
	EN6G-III-6.3		letter of	Guided Listening	Grammar drills		
	EN6G-III-6.4 EN6G-IIi-8.3		application	Activity	and exercises		
	EN6G-III-8.4				(conjunctions)		
	EN6G-IIj-8.3		Collaboration	Inductive and	Pair work (role-		
	EN6G-IIj-8.4		Using proper	Deductive	playing: client		
	Compose clear		expressions when	Methods in	and travel agent;		
	and coherent		making travel	Teaching	use correct		
	sentences		arrangements	Grammar	words and		
	using				phrases in		
	appropriate		Curiosity,	Direct Instruction	making travel		
	grammatical		Initiative,	Proper expressions	arrangements)		
	structures:		Persistence,	to use when	,		
	-subordinate		Collaboration,	making travel	Summative		
	and coordinate		and Scientific	arrangements and	 Spelling mastery 		
	conjunctions		Literacy	strategies when	test		
	Conjunctions		Understanding	writing a letter of	Lesson-ender		
	Make travel		that sacrifices are	application	test		
	arrangements using the		part of the greater		Corresponding		
	correct words or phrases		effort to achieve	Activating Prior	section in		
	Correct Words or prinases		scientific	Knowledge	Unit/Summative		
	EN6F-IIId-3.5		discoveries		Test (unit ender)		
	EN6F-IIId-3.2			Cooperative	1 550 (41110 511451)		
	EN6F-IIId-3.6			Learning			
	EN6F-IIIe-3.5			Making travel			
				arrangements			
	EN6F-IIIe-3.2			3			



CURRICULUM MAP Soaring to New Heights in Language 6 (Second Edition)

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	EN6F-IIIe-3.6		using the correct			
	EN6F-IIIf-3.5		words and phrases			
	EN6F-IIIf-3.2					
	EN6F-IIIf-3.6		Guided Writing			
	EN6F-IIIg-3.5		Activity			
	EN6F-IIIg-3.2		Prewriting, writing,			
	EN6F-IIIg-3.6		reviewing,			
	EN6F-IIIh-3.5		checking, sharing			
	EN6F-IIIh-3.2					
	EN6F-IIIh-3.6		Horn Method in			
	EN6F-IIIi-3.5		Teaching Spelling			
	EN6F-IIIi-3.2					
	EN6F-IIIi-3.6					
	EN6F-IIIj-3.5					
	EN6F-IIIj-3.2					
	EN6F-IIIj-3.6					
	Observe accuracy,					
	appropriate rate, and					
	proper expressions in					
	dialogs					
	EN6WC-IIa-3.7					
	Fill out forms					
	accurately and					
	efficiently					
	(biodata,					
	application					
	forms, etc.)					
	Spell four-syllable words					
	Spell Tour-syllable Words					
	Spell words related to					
	Science					
LESSON 3	EN6LC-ld-2.11.1	Communication	Motivation	Diagnostic	Having respect	• pictures
Trekking the Path	EN6LC-ld-2.11.2	 Using noun 	Picture prompts;	Spelling pretest	for and learning	showing
to Peace	EN6LC-Id-2.11.3	clauses	discuss mood and	and drills	the acceptance	different
	EN6LC-le-2.11.1	properly;	its relevance; share		of each other	emotions like:
(Noun Clauses)	EN6LC-le-2.11.2	extending and	about one's	Formative	despite	soldiers at war,
	EN6LC-le-2.11.3	expressing	experience in	 Post-listening 	differences in	adults arguing,



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EN6LC-If-2.11.1 sympa	
EN6LC-If-2.11.2 EN6LC-If-2.11.3 Infer the speaker's tone, mood, and purpose EN6F-IIb-1.6 EN6F-IIb-1.7 EN6F-IIc-1.6 EN6F-IIc-1.3 EN6F-IIc-1.3 EN6F-IIc-1.7 EN6F-IId-1.6 EN6F-IId-1.6 EN6F-IId-1.6 EN6F-IId-1.7 EN6F-IId-1.3 EN6F-IId-1.3 EN6F-IId-1.7 EN6F-IId-1.6 EN6F-IId-1.3 EN6F-IId-1.7 EN6F-IId-1.3 EN6F-IId-1.7 EN6F-IIl-1.6 EN6F-IIl-1.3 EN6F-III-1.7 EN6F-III-1.6 EN6F-III-1.7 EN6F-III-1.7 EN6F-III-1.8 EN6F-III-1.7 EN6F-III-1.8 EN6F-III-1.7 EN6F-III-1.8 EN6F-III-1.9 EXTENDED	Guided Listening Activity Inductive Method in Teaching By Grammar Direct Instruction Communication methods when expressing sympathy and empathy and steps in writing a persuasive essay Inking/ Solving and Cooperative Learning Expressing sympathy Ing Expressing sympathy Individual writing task (persuasive essay) Individual writing task (persuasive essay) Individual writing task (persuasive essay) Individual writing task (persuasive essay) with peer review Individual writ



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	sympathy directly and simply EN6WC-IVi-2.2.11 Compose a three-					
	paragraph persuasive essay on self-selected topic Spell words ending in -					
	ence and -ense					
1.700011.4	Spell words related to Art					
LESSON 4	EN6LC-IId-2.2	Communication	Motivation	Diagnostic	Having faith in	• string (1
A Well-Traveled Path	Note down relevant	Using adjective	"End of the String"	Spelling pretest	the thought that	meter long)
Patri	information	clauses properly; introducing a	game; picture	and drills	it is still possible to attain a	music player
(Adjective	from text heard	personality;	prompts	Formative	perfect world	recording of a
Clauses)	Hom text fleatu	writing a report	Guided Listening	Post-listening	periect world	lively song
Oladoooj	EN6F-IIb-1.6	outline	Activity	exercises (listen		a list of facts
	EN6F-IIb-1.3	Oddinio	/ tourity	to distinguish fact		and opinions written on
	EN6F-IIb-1.7	Collaboration	Activating Prior	from opinion)		strips of
	EN6F-IIc-1.6	Introducing a	Knowledge	Grammar drills		paper
	EN6F-IIc-1.3	speaker to the		and exercises		• list of
	EN6F-IIc-1.7	audience using	Inductive Method	(adjective		consequen-
	EN6F-IId-1.6	proper	in Teaching	clauses)		ces.
	EN6F-IId-1.3	expressions	Grammar	Group work		questions, or
	EN6F-IId-1.7			(research on a		actions that
	EN6F-IIg-1.6	Initiative,	Direct Instruction	famous		the "It" will
	EN6F-IIg-1.3	Persistence, and	Guidelines to	personality and		accomplish
	EN6F-Ilg-1.7	Adaptability	observe when	introduce him/her		flash cards or
	EN6F-IIh-1.6	Understanding	introducing a	to the class)		chart of
	EN6F-IIh-1.3	that dreaming is	personality to an	 Individual writing 		spelling
	EN6F-IIh-1.7	the first step in	audience and	task (outlining)		words
	EN6F-IIi-1.6	working towards	strategies in			
	EN6F-IIi-1.3 EN6F-IIi-1.7	the goal of a	preparing a report outline	Summative		
	EN6F-IIIb-1.6	perfect world	Outille	 Spelling mastery 		
	EN6F-IIIb-1.3			test		
	ENOT-IIID-1.3					



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E	N6F-IIIb-1.7 N6F-IIIc-1.6 N6F-IIIc-1.3		Cooperative Learning Introducing a	Lesson-ender testCorresponding	
	N6F-IIIc-1.7		speaker to an	section in	
	Read grade level text vith accuracy,		audience using proper expressions	Unit/Summative	
	ppropriate rate, and		proper expressions	Test (unit ender)	
	roper expression		Guided Writing Activity		
	dentify and use		Outlining		
a	djective clauses		Harn Mathad of		
	:N6OL-IIa-3.7 :N6OL-IIb-3.7		Horn Method of Teaching Spelling		
	N6OL-IIc-3.7				
	mploy an				
	ppropriate tyle of				
	peaking,				
a	djusting				
	anguage,				
	estures, rate, nd volume				
	ccording to				
a	udience and				
pı	urpose				
F	N6WC-IIb-1.1.6.1				
	Plan a composition using				
aı	n outline or other				
gı	raphic organizer				
2.5	Spell common words				
d	lerived from non-English				
la	anguage				
S	Spell words related to				
S	Social Studies				



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LESSON 5	EN6LC-If.2.11.1	Communication	Motivation	Diagnostic	Having concern	bond paper
Painting a New	EN6LC-If-2.11.2	Using adverb	Sketch their idea of	Spelling pretest	for the	• coloring
World	EN6LC-If-2.11.3	clauses properly;	a perfect world;	and drills	environment	materials
	Infer the	observing proper	picture prompts			flashcards or a
(Adverb Clause)	speaker's tone,	manners during a		Formative		chart of
	mood, and	telephone	Guided Listening	 Post-listening 		spelling words
	purpose	conversation;	Activity	exercises (listen		3 - 1 - 3
		writing a problem-		to observe		
	EN6F-IIb-1.6	solution research	Activate Prior	telephone		
	EN6F-IIb-1.3	report; preparing	Knowledge	etiquette)		
	EN6F-IIb-1.7	a slide		 Grammar drills 		
	EN6F-IIc-1.6	presentation for a	Deductive Method	and exercises		
	EN6F-IIc-1.3	report	in Teaching	(adverb clauses)		
	EN6F-IIc-1.7		Grammar	Pair work (act		
	EN6F-IId-1.6	Collaboration		out a telephone		
	EN6F-IId-1.3	Observing proper	Cooperative	conversation		
	EN6F-IId-1.7	manners in a	Learning	based on a given		
	EN6F-Ilg-1.6	telephone	Using proper	situation)		
	EN6F-Ilg-1.3	conversation	expressions during	 Individual task 		
	EN6F-Ilg-1.7		a telephone	(write a problem-		
	EN6F-IIh-1.6	Critical Thinking/	conversation	solution research		
	EN6F-IIh-1.3	Problem Solving		report; create a		
	EN6F-IIh-1.7	Writing a problem-	Direct Instruction	slide		
	EN6F-IIi-1.6	solution research	Proper telephone	presentation		
	EN6F-IIi-1.3	report	manners and steps	based on the		
	EN6F-IIi-1.7		in writing a	written research		
	EN6F-IIIb-1.6	Initiative	problem-solution	report)		
	EN6F-IIIb-1.3	Understanding	research report and	,		
	EN6F-IIIb-1.7	various	preparing a slide	Summative		
	EN6F-IIIc-1.6	environmental	presentation	 Spelling mastery 		
	EN6F-IIIc-1.3	problems and the		test		
	EN6F-IIIc-1.7	urgent need to	Read Aloud	Lesson-ender		
	Read grade level text	address them		test		
	with accuracy,		Guided Writing	Corresponding		
	appropriate rate, and		Prewriting, writing,	section in		
	proper expression		rewriting, sharing	Unit/Summative		
				Test (unit ender)		
	Identify and use adverb		Horn Method in	1 oot (arm onder)		
	clauses		Teaching Spelling			



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Observe correct telephone manners in making a call				
Act out a telephone conversation				
EN6F-IIId-3.5 EN6F-IIId-3.2 EN6F-IIId-3.6 EN6F-IIIe-3.5				
EN6F-IIIe-3.2 EN6F-IIIe-3.6 EN6F-IIIf-3.5 EN6F-IIIf-3.2 EN6F-IIIf-3.6				
ENGF-IIII-3.6 ENGF-IIIIg-3.2 ENGF-IIIIg-3.6 ENGF-IIIIh-3.5				
EN6F-IIIh-3.2 EN6F-IIIh-3.6 EN6F-IIIi-3.5 EN6F-IIIi-3.2				
EN6F-IIIi-3.6 EN6F-IIIj-3.5 EN6F-IIIj-3.2 EN6F-IIIj-3.6				
Observe accuracy, appropriate rate, and proper expressions in dialogs				
EN6WC-IIh-2.2.9 Write a 4- paragraph composition showing				



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	-problem and solution					
	·					
	Create and show a slide					
	presentation of your					
	completed research					
	report using Microsoft					
	PowerPoint					
	Spell common French					
	words					
	Spell words related to					
	Science					
LESSON 6	Listen to a selection to	Communication	Motivation	Diagnostic	Having the	• pencil
Science in our	infer what punctuation	Using interjections	Group work,	Spelling pretest	passion to turn	white cartolina
Minds	marks to use in the	probably including	illustration of the	and drills	scientific ideas	 crayons or
	sentence	related	world 500 years		into reality	colored pens
(Interjections;		punctuation	from now	Formative		flash cards or
Punctuation	EN6F-IIc-1.6	marks; presenting		 Post-listening 		chart of
Marks)	EN6F-IIc-1.3	a cohesive oral	Guided Listening	exercises (listen		spelling words
	EN6F-IIc-1.7	version of a	Activity	to infer correct		99
	EN6F-IId-1.6	research report to		punctuation		
	EN6F-IId-1.3	a panel; writing a	Read Aloud	marks)		
	EN6F-IId-1.7	book report		 Grammar drills 		
	EN6F-Ilg-1.6		Inductive Method	and exercises		
	EN6F-Ilg-1.3	Collaboration	in Teaching	(interjections;		
	EN6F-Ilg-1.7	Presenting an	Grammar	punctuation		
	EN6F-IIh-1.6	audio-visual		marks)		
	EN6F-IIh-1.3	report of a		Group work		
	EN6F-IIh-1.7	research work to	Direct Instruction	(present a		
	EN6F-IIi-1.6	a panel	Guidelines to	research work		
	EN6F-IIi-1.3		observe in	through a slide		
	EN6F-IIi-1.7	Curiosity and	presenting a	presentation)		
	EN6F-IIIb-1.6	Scientific	research report and	 Individual writing 		
	EN6F-IIIb-1.3	Literacy	writing a book	task (book		
	EN6F-IIIb-1.7	Understanding	report	report)		
	EN6F-IIIc-1.6	how curious ideas		1 - 7		
	EN6F-IIIc-1.3	led to real		Summative		
	EN6F-IIIc-1.7	inventions and		 Spelling mastery 		



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Read grade level text with accuracy, appropriate rate, and proper expression Use appropriate interjections to express emotions Use different punctuation marks	discoveries	Cooperative Learning Presenting an oral report of a research work Guided Writing Activity Prewriting, writing, revising, rewriting, sharing	test Lesson-ender test Corresponding section in Unit/Summative Test (unit ender)		
EN6OL-IIIg-1.19 EN6OL-IIII-1.19 EN6OL-IIII-1.19 EN6OL-IIII-1.19 Present a coherent, comprehensive report on differing viewpoints on an issue		Horn Method in Teaching Spelling			
Write a book report based on a science fiction read					
Spell hyphenated words					
Spell some literary terms				1	İ

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