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Curriculum guide 2016 english







what's included?

ccss. 8.EE.5, 8.EE.6, 8.F.4

student resources

• scaffolded guided notes

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• comprehensive unit review
teacher resources

• sample pacing guide

unit planning materials

• quiz and editable test

• answer keys

PERSUASIVE WRITING THROUGH COLLEGE RECRUITMENT

PRESENTATION GRADING RUBRIC

Date:

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varne.	Lidite.		
	5 POINTS	4-3 POINTS	2-0 POINTS
MULTIMEDIA MATERIALS			
Visually appealing slides or frames	All slides or frames are nicely formatted and easy to understand and/or read.	Some slides or frames are nicely formatted and easy to understand and/or read.	Few/no slides are nicely formatted and easy to read.
Language usage	The presentation makes use of proper grammar, spelling, capitalization, punctuation, and language conventions throughout.	There are some grammatical, spelling, capitalization, punctuation or language use errors.	There are many grammatical spelling, capitalization, punctuation or language use errors.
Relevant information from all six content areas	The presentation incorporates relevant and compelling information from all six content sections of the cfwv.com "Explore Schools" profiles.	The presentation incorporates relevant and compelling information from many of the ctwv.com "Explore Schools" profiles.	The presentation incorporates little or no relevant or compelling information from the cfwv. com "Explore Schools" profiles.
Persuasive information	The information provided is persuasive and could be used to recruit potential college students.	Some of the information provided is persuasive and could be used to recruit potential college students.	Little or no information is provided that could be used to recruit potential college students.
PRESENTATION		_	
Eye contact	The presenter made plenty of eye contact with the audience.	The presenter made some eye contact with the audience.	The presenter made little or no eye contact with the audience.
Volume, voice, tone	The presenter spoke in a loud, clear voice with an enthusiastic tone.	At times, the presenter spoke in a loud, clear voice with an appropriate tone.	The presenter did not speak in a loud, clear voice with an appropriate tone.
Practice is evident	The presenter did not simply read the slides/frames. Practice, preparation and a deep knowledge of the content being presented was evident.	The presenter read some slides/frames. Some practice, preparation, and knowledge of the content being presented was evident.	The presenter read many or all slides and little or no practice, preparation or knowledge of the content being presented was evident
Comments:			
Grade: /35 p	points		CfwV.co

Example of curriculum guide in english. 2017 english standards of learning curriculum framework. Curriculum guide example. English 10 curriculum guide 2016. Curriculum guide grade 7 english 2016. English curriculum example.

PP 9. This design allows students to progress from the basic level to higher levels of language use. Pp 48. Note important details en1lc- VAT-J-2.8 1. Public schools of Carolina. *Unionbank Learning System (teacher edition). It should actually be used to support the holistic development of our pupils. Follow the directions of pace from one to two en1lc -iv-h-3.6 1. Understanding of cultures. By comparing the language system with the systems of other language system with the systems of other language is different, but has identifiable patterns within their system. pp 149-154, 164-165. They learn to control and understand the conventions of the target language that are appreciated and rewarded by society and to critically reflect and analyze their use of the language and language of others. English (student material). From K to 12 English curriculum from K to 12 English (student material). the ability of people to communicate effectively with each other. The curriculum has five (5) components. They are described as the areas of knowledge and essential skills for effective use of the language demonstrated through linguistic macro -ability. The acquisition of sets of skills and metalinguistic knowledge implicit in a language (Common Undering competed or Cup) provides the basis for the development of both the first language (L1) and the second language is the main tool in communication (oral and written) and study strategies. Grade 2 (1 Å ° quarter at 2 Å ° quarter at 2 Å ° quarter-oracy) of the level of quarterly and weekly articulation, the student critically information in significant units of thought; I respond correctly to environmental prints I like signs, posters, commands and requests; And he writes ever simple phrases and messages in a cursive form. Lesson 6, 13, 19, 20, 21. K to 12 basic education curriculum from K to 12 English curriculum guide May 2016 page 16 of 244 learning materials are loaded on . Ph/. pp 11. 228-229. People use language to make sense and bring order to their world. Offer for help en1ol-IIIE -.1.5.5 1.) en2pwr- iiid-f-9 Read some words of the view en2pwr- iiid-f-7.1 combine the picture with its word and view en2pwr- iiid-f-short laws, phrases and stories aloud consist of short words with speed, accuracy and adequate expression en2s- iiid -J-3 spells with short sound and in the CVC en2s-iid-j-4 spells model with E and a sound in the CVC en2s-iid-j-4 spells model with E and a spell with E and education curriculum from K at 12 English curriculum guide May 2016 page 44 of 244 learning materials are loaded on . The holistic evaluation informs our teachers of their teaching practices and guides them in the design and delivery of students' learning. Develops the language and oral student language and literacy through adequately challenging learning; 6. Even if we don't know much about Gen Z still ... we know a lot about the environment in which they are growing. Predict the possible of a story read 7. develops thought and language through interactive learning; 2. Evaluation approaches should be used for communication and e He explains the way in which the learning of languages and therefore acts as guiding principles for teaching languages. From K to 12 basic education curriculum from K to 12 English curriculum from K to 12 English curriculum guide May 2016 page 13 of 244 learning materials are loaded on . Predict the possible end of a story read g. Even the four skilling, speaking, reading and writing are seen as parts of a structurally integrated set. MODULE ENG1 TRAVEL 1 - EXPRESSIONS. It nourishes the students of their common ground in the use of language/s for communication as global or future global citizens to prepare them to participate in school and civil life and; 10. Note Important details En1lc-Va-J-2.1 1. is based on literature in order to develop the understanding of the students of their literary heredity; 4. Lesson 10, 13. This characteristic of the evaluation makes it particularly precious for second -language students who come from culturally different contexts and who can have atypical educational experiences. Unit 2. pp 131. Note important details relating to a. The multiple reference evaluation involves obtaining information on the student from numerous sources and through various means. 2009. 1991. Key Stage Standard Grade 12 - Students should be able to integrate communication and language skills for the creation of meaning using oral and written texts, various genres and discursive contexts for personal and professional purposes. These shared understandings determine not only that is communicated and when and how it is communicated and when and how it is communicated and written texts, various genres and discursive contexts for personal and professional purposes. These shared understandings determine not only that is communicated and when and how it is communicated and written texts, various genres and discursive contexts for personal and professional purposes. high use of language. *English for you and me 3 (reading). Learning skills of the Week of LC oral language understanding PA listening Bpk Book and Print Knowledge Ak Alphabet Knowledge G Grammar V Vocabolary Development ATTITUITE SS STUDY STUDY STUDTY STUCUTures Structures (3 Â ° quarter at 4 Â â ° quarter-electricity and initial writing) standards of weekly and weekly paragraphic articulation; use appropriate expressions in various situations; Reads texts for pleasure and critically information in significant units of thought; I respond correctly to environmental prints I like signs, posters, commands and requests; And he writes ever simple phrases and messages in a cursive form. Start with it that students know; Use it to introduce new concepts. They use strategies such as brainstorming and discussion as a way to develop ideas. Gen Z Kids grows with a highly sophisticated media and computer environment and more expert in the Internet and expert compared to their Precursors of Gen Y. 9. Types of text in English 1. Our thoughts, values and understandings are developed and expressed through the tongue. pp 16-29. From K to 12 basic education curriculum from K to 12 basi student demonstrates mastery of the basic qualities in the arts of the English language; It communicates appropriately, fluently and thoroughly orally and writes for a variety of purposes in different social and global national and global citizen functionpp 164-165. Beam Eng2 module 3A - Give and following indications. Beam Eng2 QRT1 MOD1 ã ¢ âvelop â € œHome I see myself? Component 4: Holistic Evaluation 14. ENG2 Module of Fascio 1b - Critical language sounds. (4 Å ° ORECY quarter) of learning the standard and weekly articulation of the student mastery of the basic qualities in the arts in English; It communicates appropriately, fluently and thoroughly orally and thor game devices, MP3 readers and omnipresent internet. Sequence events when appropriate en1lc- iv-j -1.3.1 stories Listen to when and where it has been held â â € îthe characters and is heforte \hat{a} some important details of the history en1ol-vat-1.2.9 participate in some sharing activities \tilde{a} \hat{a} $\hat{\epsilon}$ \hat{a} $\hat{\epsilon}$ \hat{a} $\hat{\epsilon}$ \hat{a} $\hat{\epsilon}$ $\hat{\epsilon}$ spoken en1g-vat- e-3 verbs en1g-iv-e-3.4 recognize to dethrovefully of Descrigg Io of words for En1v-IVF-J-12.1 estimates to the EN1V-IV-E-3 system and rank family words in basic categories (colors, shapes, foods, etc.) 6-10 en1ol-Ivf- 1.17.2 as simple questions en1lg-iv-h-3.6 En1g-IVF-J-5 adjectives recognize to dethrovefully of Descrigg Io of words for En1v-IVF-J-12.1 Give the meaning of words using clues (TPR, images, body 21. CES positive learning experience in languages allows students to leave school with the desire to continue to extend their knowledge, skill and interests. Students choose from a repertoire of processes and strategies by reflecting on their understanding of the way in which language works for a variety of purposes in a wide range of Listen to the text or the narrative and information poem and 1. UNESCO 6 2011. Principles of driving for the arts of the English language and the literacy programs in Massachusetts 5. Identify the cause and/or/or of events and. Through multi-alfacing qualities, students will be able to appreciate and be sensitive to socio-cultural diversity and understand that the meaning of any form of communication depends on the context, the purpose and the public. Component 2: Use of effective language 10. Students apply their knowledge of the language system to help them give meaning and create meaning. Grado 1. From K to 12 Basic Education Curriculum from K to 12 Curriculum Guide in English May 2016 Page 34 of 244 Learning materials are loaded on . Pp 20-23, 38-40, 59-62, 127-128, 315-318, 364-367, 408-410. Features of the evaluation 1. learning skills of the Week Ol oral language lc listen to understanding RC reading Sion Sion toilet WC WHE/ component PA PHONO LOGIC accession Bibies Bpk and Knowledge of Print AK Knowledge Alphabet Phonica PWR and recognition of the words F FluCY S spelling G grammar V vocalization Vocabularia Ment an Activity € SS Studio Strategia Forecast EN2LC-IIID-E-2.4 Use personal experiences to make predictions on the text displayed and listen to EN2LC-IIF-G-3.15 Recognize the difference between "made" and "Real" â â ¬ in) The texts listened to phrases consisting of short words of the vision. pp 51-52. Identify the problem and the EN2LC-AI-J-1.1 1. Setting C. It is based on information texts and multimedia in order to build academic vocabulary and a strong knowledge of the contents; 5. We start reading in English 2.2013.PP 127-128, 160, 285-286, 371 Oral Oral 3q USA/USE appropriately respond to the educated expressions En1ol-IIIa-E-1.5 1. Talk about Stories Stories listened to when and where it took place â € â • the characters and è 22 š some important details of the history en1ol-iia-J-1.3: //lrmds.deped.gov.ph of learning materials of the code materials are in textbooks that have been delivered to schools. Pp 323-329. Identify the speaker thistory or poetry f. Listen and answer through discussions, illustrations, songs, dramatization and art follow the directions of one step from one to two en1ol-sei-j-1.17.1 give one direction to a stone's throw, objects, things and places (color, shape, dimensions, height, weight, length, distance, etc.) materials are in textbooks that are in textbooks that are in textbooks that are in textbooks have been delivered to schools..). pp 193-197. Manual on MTB-MLE (community based on the community). Founding and recognition of words is ë † åč ã ¢ ë † å 6. they can send an e -mail, send messages and use computers without problems. Filling in empty spaces in an EN2WC- IIIC-12 AD letter. These activities are based on actual performance in authentic situations that the student probably meet in his daily life. Give a reaction to an event or problems En1lc-Va-J-3.12 1. These dimensions include not only processes such as the acquisition and integration of knowledge, the extension and refining of knowledge and use significantly, But also problems such as students variable attitudes towards learning. Pp 51-52,63-64. Retell a story listened to by en1ol -iiia-e-e-1.5 USA/reply appropriately to the educated expressions $\tilde{a} \in \hat{a} \cdot \text{en1ol-IIIIA-1.5.1}$ Greetings ue $\tilde{a} \in \hat{a} \cdot \text{en1ol-IIIII-15.4}$ ask for permission $\tilde{a} \in \hat{a} \cdot \text{en1ol-IIII-15.4}$ ask for permission $\tilde{a} \in \hat{a} \cdot \text{en1ol-III-15.4}$ ask for âvelop iiib-c 1.3.3 speaks of the personal experiences of one of the people relating to the family, pets and personal experiences en1ol-IIC-1.17.1 put the activities/responsibility of a house En1ol-IVD -1.3.4 Talk about topics of interest (like and appetizers) en1pa -iiia-e-2.2 Recognize the rhymes in rhymes, poems, songs listened to en1pa -iiia-b-3.1 give the number of syllables of certain words. Speak of the name of one and another other EN2OL-IF-G-1.3.1 1. Apply this knowledge and understanding to create spoken, written and visual texts. IMPORTABLE INFORTIES IMPORT DETAILS EN1LC- VAT-2.7 4. Retell a story listened to En1lc-Va-j-1.1 1. Draw and write a few words on a greeting card EN2WC-IIIC-1.13 E. En2V-IIIJ-6 Delivery meaning from the repetitive language En2A-IIF-J-7.4 Perform dialogues, drama, simulated interview, television talk show etc. Swain. pp 20-23, 38-40, 56-64, 122-124, 127-128, 137-143, 171, 193, 197-200, 257-258, 262-264, 275-276, 302-304, 315-319, 331-332, 340-341, 350-353, 366-368, 408-412, 422-124, 127-128, 137-143, 171, 193, 197-200, 257-258, 262-264, 275-276, 302-304, 315-319, 331-332, 340-341, 350-353, 366-368, 408-412, 422-124, 127-128, 137-143, 171, 193, 197-200, 257-258, 262-264, 275-276, 302-304, 315-319, 331-332, 340-341, 350-353, 366-368, 408-412, 422-124, 127-128, 137-143, 171, 193, 197-200, 257-258, 262-264, 275-276, 302-304, 315-319, 331-332, 340-341, 350-353, 366-368, 408-412, 422-124, 127-128, 137-143, 171, 193, 197-200, 257-258, 262-264, 275-276, 302-304, 315-319, 331-332, 340-341, 350-353, 366-368, 408-412, 422-124, 127-128, 137-143, 171, 193, 197-200, 257-258, 262-264, 275-276, 302-304, 315-319, 331-332, 340-341, 350-353, 366-368, 408-412, 408 424, 430-432. Thinking, learning and language are related. 44. 1 1998. PP 182-185, 188-191. The learning points will be strengthened through explicit education and a relative follow-up practice. 13. Recognize and ask for phrases En1G-IIIC-1.3; En1g-iiid-1.3; En1g-iid-1.3; En1g-iidcurriculum May 2016 Page 43 of 244 learning materials are loaded on . Measures linguistic competence in the context of specific topics. Students develop sociolinguistic and socio -cultural understandings and even eat simultaneously. Expressing gratitude and excuses en1ol-IIIC-1.5.3 1. The world is now in the era of "knowledge" in which the challenge of education is to prepare students to face the challenges of the world is now in the era of "knowledge" in which the challenge of education is to prepare students to face the challenge of education is to prepare students to face the challenge of education is to prepare students. Philippine and the English follow a unified framework that allows easy transition from 'acquisition and learning of one language to another. Beam Eng1 Module 3A - It looks like science. Grammatical/linguistic competence The acquisition of phonological rules, morphological words, syntactic rules, semantic rules and lexical objects. lexicals. 6 - The student should be able to build meanings and communicate them using an oral and creative writing, appropriate and grammatically correct. K and Pritchard, R., however, this has also led to a reduced attention interval that leads to Cié that psychologists call the acquired attention deficit disorder. *These materials are in the textbooks that have been delivered to schools. Greetings en 1 ol-IIIA-1.5.1 1. Sociocultural understanding refers to the knowledge of language communities. Week Learning Competitions Ol Oral Language Log Listening Comprehensive PA Phonological Awareness Bpk Book and Print Knowledge of language Log Listening Comprehensive PA Phonological Awareness Bpk Book and Print Knowledge of language Log Listening Comprehensive PA Phonological Awareness Bpk Book and Print Knowledge of language Log Listening Comprehensive PA Phonological Awareness Bpk Book and Print Knowledge Ak Alphabet Knowledge Of Language Log Listening Comprehensive PA Phonological Awareness Bpk Book and Print Knowledge Of Language Log Listening Comprehensive PA Phonological Awareness Bpk Book and Print Knowledge Of Language Log Listening Comprehensive PA Phonological Awareness Bpk Book and Print Knowledge Of Language Log Listening Comprehensive PA Phonological Awareness Bpk Book and Print Knowledge Of Language Log Listening Comprehensive PA Phonological Awareness Bpk Book and Print Knowledge Of Language Log Listening Comprehensive PA Phonological Awareness Bpk Book and Print Knowledge Of Language Log Listening Comprehensive PA Phonological Awareness Bpk Book and Print Knowledge Of Language Log Listening Comprehensive PA Phonological Awareness Bpk Book and Print Phonological Awareness Bpk Book and Print Phonological Awareness Bpk Book and Phono Study EN2LC-Iic-2.1 Ask and Answer Simple Questions (WHE, WHER, WH DRIVERS OF PASS from one to two en2ol-III-J- 1.6 Recites the Storage Sumpers, the short poems and the rhymes En2LC-IIIF-G-2.2 identifies and discusses the elements of a story (theme, setting, setting, setting, setting, setting, setting, setting, setting characters and events) to En2LC-IIIJ-2.5 Validate ideas made after listening to an En2pa -IIF. Provide the rhymes in response to the words pronounced en2bpk -i -3 recognize the Environmental Print En2BPK-III-J-5 recognize the movement skills of the eyes (transfer skill) is $\hat{a} \notin \hat{f}$ from the left to the right is \hat{e} \hat{f} \hat{A} \hat{A} · from above \hat{a} $\hat{a} \notin \hat{f}$ \hat{A} · from above \hat{a} \hat{f} \hat{f} · Return Sweep En2ak -ii-J-2 identifies the letters in English They are not present in the mother/Filipino language and vice versa En2G-IIF-J-5 En2G-IIIF-J-5 En2G-IIIF-J-5 En2G-IIIF-J-5 En2G-IIIF-J-6 En2G-IIIF-J-7 height, weight, length, distance, etc.) En2v-i-G-3 orders and classifies family words in Basic categories (colors, shapes, foods, etc.) EN2V-IIH-12.1 determines the meaning of words using clues (total physical response through realia, images, body movements, context clues, etc. the linguistic arts and multilitations of the curriculum (Lamc) these needs. The diagram on page 2 shows that the heart and nucleus of Lamc is giving meaning through language and aims to develop graduates who are communicative and multilitatedly. Provide the correct sequence of three events c. Discuss, illustrate, drain and specific events i. Discuss, illustrate, drain and specific events from K to 12 Basic Education Curriculum from K to 12 guide to the English curriculum from K to 12 Basic educational curriculum from K to 12 English curricu 1.1 Module Eng1 Eng linguistic forms and linguistic forms and linguistic implications of social facts. 1980. Students will be equipped with sufficient scaffolding so that they are able to achieve their potential cognitive, emotional and psychomotors and become independent students who are good consumers and manufacturers of meaning. Pp 56. However, at the same time, this generation is considered creative and collaborative and have a significant impact on the way companies work when they join the workforce. PP 279, 293. Lesson 10, Unit 1. Lc-listening 1Q Understanding listens to a variety of average including books, AUZIAPE videos and other publications suitable for AET at the eth K. From K to 12 Basic Education Curriculum from K to 12 guide to the English curriculum May 2016 Page 31 of 244 Learning materials are loaded on . Student needs: the context that the generation born after the year 1994 until 2004 is defined as the holistic evaluation of the Z. Provide qualitative and quantitative feedback to support and guide the development of the child. Pp 13-16, 33-34,43-46, 47, 70-71, 72, 76-79, 91, 94-95, 104-106, 127-130, 135-136, 143, 162-163, 166 -168, 170, 174, 180, 184, 189, 215-221, 220-221, 227, 228. Study strategies ã ¢ † åč ã ¢ ë † åč å ¢ ë † å 12. pp 201. pp 13. provide the number of syllables of determined words en1pa -iiia-b- 3.1 1. pp 34-35, 119. I. discuss, illustrate, dramatize specific events 9. Learning skills of the week Ol Oral language LC listen to Appoca Hension RC reading Hension RC rea Development of Devel 1.2.9 1. Listen and answer through discussions, illustrations, songs, dramatization and art en1lc-vat-j-13.2.1 1. pp 109. pp 75-80, 107-110. Therefore, they are often defined as digital natives and are extremely at ease with technology. Provide the directions of one step from one to two EN2OL-IIH-11.17.1 1. From K to 12 Basic education curriculum from K to 12 guide to the English curriculum May 2016 Page 7 of 244 learning are loaded on . Ph/. c. En2ss-AI-E- 1.2 engage in various ways to share information (e.g. role-playing games, 29. Lesson 3, 7, 8, 32, 39. pp 12-13, 33-34. K at 12 curriculum of Basic Education K A 12 CV in English May 2016 Page 15 of 244 learning materials are uploaded to . Standard course and elementary level skills. The structure in the first Language (L1) strengthens and supports the learning of other languages (L2). Inferring the senses and traits of Caractri D. Beam Eng , students develop functional skills and literacy criticism. 23. This is the generation that is unable to analyze complex data and information as they cannot concentrate for a long time. Create and participate in oral dramatic activities *English for you and me 3 (reading).) Who read En2RC-III-H- 2.1 7 stories answer the questions to clarify the understanding before, during and after reading En2Pa-IIIF-H-6.3 produce the sounds of the British letters using the sounds of the letter of the native speaker as a reference en2pwr- iiic-d-3 read words with short sound in CVC pattern (e.g. pen, men,. Since different situations require different types of expressions and beliefs, different points of view and attitudes, the development of sociolinguistic competence is essential for communicative social action. PP 6. They are conducting a sedentary life that can cause health problems later. Lesson 2, 3. II. Give the correct sequence of three events c. Learning skills of the week Oral language LC listening pa fonology bipible bpk bicile and printing knowledge ak alphabet knowledge g grammar V vocabulary development an attitude ss ss Strategy IG-1.3.1 Talk about the name of one and other personal information en2ol-ih-j- 1.3.2 speaks of the environment of one (for example people, animals, places, things events, etc. a. 15. Pp 211-212 Basic education from K to 12 English curriculum guide May 2016 Page 29 of 244 Learning materials are uploaded to . Week learning competentcies ol oral play LC Listening Incision It includes hension toilet warning/ compound pa phaono logical awareness bpk book and print know -how ak alphabet knowledge pwr phonics and word recognition f Fluency s spelling g grammar v vocabulary decelop ment a attitude ss study strategic meanings listened first, during and after reading (titles, images) using the sounds of the letter of the mother tongue as a reference IVD-14 Write the names of the images with the short A, and words. pp 16-25. 2q Talk about themselves and an En2ol-iia-E-1.3 1. Re-release a story listened to 10.1.2- phrases, phrases and stories consisting of two words and the questions about them who learn the materials tagged with grade 2 i Skills learning materials are loaded on learning materials of the code *These materials are in textbooks that have been delivered to schools. 12. pp 74-76. Also allow parents to support the development and growth of their children. Recognize the words of common action in the stories listened to by En1G-IV-E-3.4 1. From K to 12 Basic Education Curriculum from K to 12 guide to the English curriculum 2016 Page 24 of 244 learning materials are loaded on . Ph/. Identify the cause and/or effect of events 5. Incanlation of domains The Curriculum of Arts of the language attitude of listening to the lan up of short words and visual words 7-10 en2ol-IIIG-1.16; Create and participate in oral dramatic activities en2ol- iiih-j-6 dramatic activities en2ol- iiiii-2.6 Retell and/or return -IIIIG-H -3 verbs en2g- IIIG-3.1 Identify the words of action En2G-IIH-3.4 uses words of common action in the reinterpretation, conversed, etc. Pp 408-409, 416, 419, 424-426, 435, 437, 443, 459-460, 466-468. Identify the speaker in history or poetry 6. Component 1 illustrates the learning processes that will influence the acquisition and learning of the language. Beam Eng2 - Sequencing events. Learning requires meaning3. The integration can present itself in different types implicitly or explicitly (skills, content, theme, topic and integration values). 5. Identifies the speaker in history or poetry 6. Give the correct sequence of three events m. This very diversified environment make the elementary schools of the next generation the most different ever. The evaluation procedures are based on the idea that various aspects of a student's life, both academic and personal, are an integral part of the development of linguistic competence and cannot be ignored. Beam Eng1 module 2 - commands and directions. From K to 12 English curriculum guide May 2016 Page 42 of 244 learning materials are loaded on . Use appropriate expressions in common situations Expressions, greetings, search for indications, excuse, asking for help, gueries and clarifications) en2ol-AI-e-e-15 1. Retell a story listened to by EN2LC-IIB-C-2.5 uses an understanding of accidents, characters and settings to validate some Words on a Character R 4-6 en2ol- IIIE-F-1.1 Listen and respond to the texts to clarify the meanings listened to while drawing the personal experiences en2rc-iid-e- 2.10 Note details in sentences and stories (controlled, short words and, A., they deliberate the way they use language and apply different linguistic strategies, depending on their purpose, context and public. Component 2 describes the knowledge and skills areas that are essential for effective use of language, processes and strategies) that developed through the linguistic arts (macro-ability). These principles explain the natural linguistic development process. Lesson 13, 15, 16, 8. Fluidita ã ¢ † åč ã ¢ ë † å 7. give a lever to two directions en1ol -ivi-j -17.1 1. v ã ¢ â, ¬ "Development of the 30 vocabulary use the words linked to the family, to the family, to the school, the community and concepts such as names for colors, shapes and numbers en1v -i-e-5 1. Activities that simulate situations of real life of different linguistic linguistic needs (purposes, topics and public) will be used to help Students to interact with others, therefore to improve their socialization skills. By learning and incorporating new linguistic competence. Ãsto â € â speaks of topics of interest (like and antipathies) en2ol-ic-d-1.3.4 1. knowledge of the alphabet ã ¢ Ö † å å ¢ ë † åč ã ¢ ë † åč ã ¢ ë † å 5. English (material of the learner) 2. Each component is essential for the ability of students to communicate effectively in a language. Complete a lost poster and found en2wc- en2wc- c. En2pwr- ivd-e- 10.111.1 Read phrases, short phrases and stories consisting of short and words and words and words and words and words made up of short and A (Basket, Magnet, .. The Framework 3. Procedures for evaluating the appropriate expectations within the cognitive, social and academic development of the student. Discuss, illustrates, dramatizing specific events i. Pp 449-450. Sociolinguistic understanding refers to the use of appropriate language. Effective pedagogies will be used to involve them and to strengthen their linguistic development. Elementary standard the student listens to understanding, clearly speaks and uses appropriate expressions in talking about themselves, family and other interactions of the social context. K to 12 basic education curriculum from K to 12 guide to Curri English Culum May 2016 Page 20 of 244 Learning but the termini are loaded on . Central students for the students for the students for the teaching learning process. Identify the cause and/or effect of events e. 2013. 2003. Learning skills of the Week Lc Understanding of listening to the oral language pa paratological awareness G grammar V Vocabulary development of the vocabulary listens to the narrative and information text and poetry and en1lc-vat-j-2.1 1. pa ã ¢ â, ¬ â € œA phonological sensitization 3q Recognize the words of Rima in Rhymes, poems, songs listened to En1pa-Iiia-e-2.2 1. The language is governed by rules and systems (linguistic conventions) that are used to explore and communicate meaning. We learn when we use it that we know to understand what is new. Module beam-dlp3 48 a ¢ a, ¬ "following the directions in two phases. They evaluate the utility of the For particular purposes on a series of topics and with a a of the public. PP 270. Learning Affairs of the Week Ol Oral Lango LC Listen to understanding RC reading Implen Sion WC Writing/ TAKING PA Phono Logical awareness BPK BOOK AND PRINT KNOWLEDGGE AK AK Knowledge Phone PWR and recognition of words F flucy stelling G grammar V vocal vocabulary a Attitude SS Study Strategy En2ol- IIIC-D-1.2 participates in the choral language and the reading of Eco of short poems, rhymes and stories with repeated patterns and returns to English environments to make the EN2LC-III-J-1 forecasts listen to a variety of media, including media books, audiotapes videos and other appropriate publications and a. pp 202. *British highways. Infer the feelings and traits of character n. 4 Å of quarter (start of reading and writing) learning affairs of the week ol oral language lc listen buy hension rc reading hension toilet/compitation pa phono logic awareness bpk book and printing knowledge ak ak knowledge phonics pwr and recognition of worte f flowers S crove S Brammam V Vocabulary Development of an attitude ST Studion Strategy 1 EN2OL-VAT-B-3.3 Talk about texts that identify the main points and key themes En2LC-Va-B-2.4 Use an understanding of characters, accidents and settings to do Forecast (Note: The note: the note: the note: the note: the note: the note: the note that light should be checked depending on the pwr lesson) en2rc-vat-2.2 state details of the text during and after reading) En2WC-VAT-C-1 participates in the generation of ideas through pre-writing activities 1.1 Brainstor Ming asto a € A · en2wc- IVB-1.2 Language identifies the common ERM in English relating to the book (e.g. Cover, pa Gina Del Title, etc.) Book OR ENT EN2PWR-VI-C-1 READ SHORT WORDS IN CVC pattern (cat, man, bag) En2pwr- Phrases and stories consisting of short words of view with speed, precision and adequate expression en2s-vat-e-2 spells with short and a sound in the cvc model (see pwr) en2s- iva-e-3 spell Words with short and, a and the play in the CVC model (see PWR) en2s-vat-e-3.1 spell 2- Sillaba words with short and, a and the sound in cvc patterns (see pwr) en2g-v-f-4 pronouns ue $\hat{}$ â \hat{S} · en2g- ib- 4.2.1 uses personal pronouns (for example I, you, he, she, we, us) in dialogues en2v-e-21 give the meaning of short words en2v-e-21 give the meaning of words 2 syllables with short and sounds en2a-e-e-eand participate in a reading of texts (for example poetry, repetitive text) en2ss-vat-b-2 organizes the literate words for the first letter 2 3 EN2OL-IVC-D-1.2 participates in the choral language and the reading of Eco of short poems, rhymes and stories with repeated motifs and returns to English EN2LC-IVC-D-2.5 uses an understanding of an understanding of accidents TI, characters and settings to validate the En2RC -iv-3.1.3 forecasts to provide the sequence of three events in the Stories En2Pa-IVC-D-6.2; Produce vocal sounds (sounds and names of letters) en2g- ivc-d-4.2.3 uses demonstration pronouns (this/ that, these) en2ss- ivc-d-3 interprets simple maps of places, signs and nonfamiliar symbols- IVD-2.8 INFER/ predict the results EN2WC- IVD-G-16 IDEA through illustrations or storyboard En2pwr-17 differentiated and read the short and a word correctly (pan-sala, man-men, tant-tens etc. .) En2pwr- 5 en2ol- ive-1.1 listen and respond to the texts to clarify en2lc-fi-f-2.4 use personal experiences to make En2Rcive-2.16 uses clues to make and justify the EN2PA-IVI-F-6.3 Sounds of letters British 39. This is the first generation that was born with an experience of one. The revised curriculum reorganized Curriculum of integrated linguistic arts according to second Content standards that must be satisfied by all students at the end of basic education. From K to 12 basic education curriculum from K to 12 basic education from K to 12 basic education curriculum from K to 12 basic education curriculum from K to 12 basic education from K viewing) that act as blocks for understanding and creating meaning e For effective communication through the curricula (Matrix 1). 6. The K-12 language curriculum guarantees that learning processes and products actively favor and contribute to achieving the objectives of the basic educational program. Understanding of reading 11.1 Scheme and Previous knowledge 11.2 Strategies 11.3 Narrative text 11.4 Information text ã ¢ ë † å 12. from k to 12 basic Education Curriculum from K to 12 base curriculum from K to 12 basic Education Curriculum from K to 12 CV in English May 2016 Page 10 of 244 Learning materials are loaded on . Provide the correct sequence of three events 3. Alignment of linguistic arts that listen to the reading reading of writing 1. From K to 12 basic education curriculum from K A 12 English curriculum guide May 2016 Page 26 of 244 Learning materials are loaded on . Pp134-138. English (teacher guide). Unionbank English. Unit 3. pp 91-92. Beam Eng2 module 7 - Organizational ideas. It follows that any expansion of the cup that takes place in a language have an effect on other languages. Events 2. It is continuous and recursive in students' lives. Process and strategies. Learning skills of the Week LC Understanding of listening Ol Language PA PA Awareness g grammar V Vocabulary development en1ol-Ilia-e ã ¢ â, ¬ â € œ1.5 uses common expressions and educated greetings en1ol -i-j-1.3.1 stories listened to when and where the important details of the History en1ol-Ilia-j-1.2.9 participate in some sharing activities ã â € â û · sharing of the news is ãhorte â show and tell â € â € â · ã ¢ âvelop " Spy's Gammi ãhorte Š â Rhymes performances, poem 20. Supply of rhymes in response to the words pronounced en1pa -iv-e-2.4 1. learning skills of the week Oral language listening to resion rc reading reading Buy Hension toilet writing/ emotion PA Phono Logical Awareness Book and Print Knowledge Ak Ak Alphabet Knowledge PWR Phonics and the recognition of the words F Fliless of spelling G Grammar V Vocabulary develop a history of study strategy or poetry f. The activities and the contexts of authentic and significant use. Beam Eng1 module 3 - Directions. Discuss, illustrate and, specific events of dramatics ze i. They don't know life without technology. 8 channel, M. strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal and non-verbal strategic competence has to do with the knowledge of verbal strategic competence communication as the recognition of the structure of the speech, The activation of basic knowledge, contextual indoors and tolerating ambiguits. Multilitterie (multi -alphabetization literacy practices) recognize that there are many types of literacy at work within our company. Orthography ã ¢ ë † å 8. They criticize information and ideas in a critical way and evaluate the information in terms of reliability and currency. pp 30. 17. You consider a story listened to by tools, environment, speech) en2pa-id-e- 1.2 discriminate the sounds A background of other common sounds in English relating part of the book (for example cover, title page, etc.) orientation of the book en2bpk-ide-5 recognize the appropriate adequate eye Skills (transfer qualities) is $\hat{a} \notin \hat{a} \notin \hat{b}$ from left to the right asto $\hat{a} \notin \hat{b} \notin \hat{b}$ return sweeping phrases (declarative, interrogative) the names for colors, shapes and numbers both in the mother tongue and in English En2V-IB-C-01 differentiate the English words from the other languages spoken at home and in the En2vd-Ed-E-E-E-School identify the British equivalent to the words in the mother tongue or in the Philippine reporting, summarizing, reinterpretation and showing and telling) 30. Lesson 36. Communicative competence is a synthesis of the knowledge of basic grammatical principles, the knowledge of how the language is used in the social sphere to perform communication functions and how The knowledge of expressions and communication functions can be combined according to the principles of the discussion. 8 The communication functions and how The knowledge of expressions and communication functions can be combined according to the principles of the discussion. En2pwr- ivi- 10.1.1- Reading sentences, short phrases 41. They are not disturbed by privacy and are willing to share intimate details on themselves with complete strangers. The acquisition of English as a second language in Spangenberg-Urbshat. Learning skills of the Week LC Understanding of listening ORL LANGUA FOUROLOGICAL ACCOUNTING G Grammar V Vocabulary Development 1-5 en1lc-Va-J- listening to stories/poems and 1. The skills, the grammatical elements, the structures and various types of texts will be taught and revisited at growing levels of difficulty and refinement. pp 203-208. It is based on language, experiences, knowledge and interests that students lead to school; 9. K to 12 basic education curriculum from K to 12 English curriculum guide May 2016 page 30 of 244 learning materials are loaded on . pp 42, 45, 163-164, 174, 269, 274-275, 290. pp 30, 38, 40, 50, 52, 56, 98, 100, 104, 132, 136, 144, 176, 176, 201; 123, 157; 160-161; 48; 90; 34; 196. Identifies the problem and the solution J. From K to 12 basic education curriculum from K to 12 English curriculum guide May 2016 page 17 of 244 learning materials are loaded on . 2006. Lesson 1. 5. They include that natural and physical environments - influence linguistic language groups and their cultural traditions. And M unfortunately, this dependence on technology and gadgets had a negative effect on members. Identify the problem and solution J. The skills are spiral through the curriculum and levels of the year. Ritillating a story listened to 9. The differences in linguistic systems are expressed in various ways: for example in grammatical differentiations, in variations in the order of words, in the selection of words or in general stylistic variations in texts. The term "Text" refers to any form of writing (reading and writing), oral (listening and speaking) and visual communication that involve the language4. For teachers, the main advantage of the evaluation is that provides data on their students and their class for the educational decision -making process. From K to 12 basic education curriculum from K to 12 basic education curriculum guide May 2016 page 9 of 244 learning System 2.2013. Module 6b ENG2 TRAVEL Using the shape of the verb. For them, social media platforms are a way to communicate with the outside world. pp 13-16, 43-46, 70-71, 76-79, 91, 94-95, 104-106, 127-130, 135-136, 143, 162-163, 166-168, 174, 180, 184, 189, 215-217, 220-221, 227, 228. Component 1: Language learning process 9. From K to 12 Basic Education Curriculum from K A English curriculum guide May 2016 Page 22 of 244 learning materials are loaded on http://lmds.deped.gov.ph/. K to 12 basic education curriculum from K to 12 12 Curriculum Guide May 2016 Page 40 of 244 Learning materials are loaded on http://lmds.deped.gov.ph/. K to 12 basic education curriculum from K to 12 12 Curriculum Guide May 2016 Page 40 of 244 Learning materials are loaded on http://lmds.deped.gov.ph/. K to 12 basic education curriculum Guide May 2016 Page 40 of 244 Learning materials are loaded on http://lmds.deped.gov.ph/. K to 12 basic education curriculum Guide May 2016 Page 40 of 244 Learning materials are loaded on http://lmds.deped.gov.ph/. K to 12 basic education curriculum Guide May 2016 Page 40 of 244 Learning materials are loaded on http://lmds.deped.gov.ph/. K to 12 basic education curriculum Guide May 2016 Page 40 of 244 Learning materials are loaded on http://lmds.deped.gov.ph/. K to 12 basic education curriculum Guide May 2016 Page 40 of 244 Learning materials are loaded on http://lmds.deped.gov.ph/. K to 12 basic education curriculum Guide May 2016 Page 40 of 244 Learning materials are loaded on http://lmds.deped.gov.ph/. K to 12 basic education curriculum Guide May 2016 Page 40 of 244 Learning materials are loaded on http://lmds.deped.gov.ph/. K to 12 basic education curriculum Guide May 2016 Page 40 of 244 Learning materials are loaded on http://lmds.deped.gov.ph/. K to 12 basic education curriculum Guide May 2016 Page 40 of 244 Learning materials are loaded on http://lmds.deped.gov.ph/. K to 12 basic education curriculum Guide May 2016 Page 40 of 244 Learning materials are loaded on http://lmds.deped.gov.ph/. K to 12 basic education curriculum Guide May 2016 Page 40 of 244 Learning materials are loaded on http://lmds.deped.gov.ph/. K to 12 basic education curriculum Guide May 2016 Page 40 of 244 Learning materials are loaded on http://lmds.deped.gov.ph/. K to 12 basic education curriculum Guide May 2016 Page 40 of 244 Learning materials are loaded on http://lmds.deped.gov.ph/. K to 12 basic education curriculum Guide May 2016 processes and strategies). Follow the phase directions from one to two EN2OL-IIG-3.6 1. Students reflect on ethical considerations in the use of ideas and information. An supplementary vision of learning tries to capture the student's wide range of skills. They make connections, anticipate possibilities, reflect on ideas and determine action courses. Results The final goal of the curriculum of linguistic and multi -literary arts is producing graduates that apply linguistic conventions, principles, strategies and qualities in interaction with others, (2) Understanding and learning other areas of content and (3) Defend yourself in any field of effort can commit. K to 12 basic education curriculum from K to 12 English curriculum guide May 2016 Page 19 of 244 learning materials are loaded on . Pp 20-23, 38-40, 56-64, 122-124, 127-128, 137-143, 171.177 193, 197-200, 257-258, 262-264, 275-276, 302-304, 315,316-317.318.319, 331-332, 340-341, 350-353, 366-368, 408-412, 422-424, 430-432. From K to 12 basic education curriculum from K to 12 English curriculum guide May 2016 Page 12 of 244 learning materials are loaded on . The evaluation is an important aspect of learning and teaching. pp 21-22. pp 138-139. Our evaluation practices should go beyond the summative evaluation and move towards a more holistic approach. Leave Takings En1ol-IIIB-1.5.2 1.

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Consistency with the objectives of the basic education program 1. From K to 12 Basic Education Curriculum from K to 12 guide to the English curriculum 2016 Page 5 of 244 learning materials are loaded on http: //lrmds.deped .gov.ph/. Speaks of the personal experiences of a relevant family, family, Domestic animals and personal experiences En1ol-
IIIib-C 1.3.3 1. EN2SS-IIF-J- 1.2 are committed to a variety of ways to share information (e.g. wheel, reporting, synthesizing, revisiting and showing and saying) 34. Develops communication competence and critical literacy; 3. pp 168. 3 Malone, Susan. Identify the cause and/or effect of events e. Lesson 28. Learning of interaction languages will be
located in the context of communication (oral and written). 5. They use language as a way to come struggling with new ideas, solve difficulties or solve problems. They reflect and use previous knowledge to extend and improve their language as a way to come struggling with new ideas, solve difficulties or solve problems. They reflect and use previous knowledge to extend and improve their language and understanding. Pp 173-176, 427, 460, 473-474. Recognition of
the words of the vision or the phonical analysis to read and understand the words in English that contain combinations of complex letters, posted and fluid contractions read high -level texts aloud without effort and carefully, without hesitation and with the words of spell of orthography expression adequate with two or more words the syllables that
use the writing /composition of knowledge /compositions of phonical, semantic and morphemic knowledge express their ideas effectively in formal and informal compositions to satisfy the own purposes for the writing write readably in manuscripts or cursives to the awareness of grammar and the structure read, speak and write correctly
â € â € a · communicates effectively, in oral and written forms, using the correct grammatical structure of the British vocabulary In an appropriate way in the relevant contexts the reading of understanding and the study strategies used of the content and previous knowledge activates the
previous knowledge conceptually correlated Text and establish a purpose for the understanding of reading strategies to be aware of self -awareness while discussing and analyzing the text to create new meanings and modify the old knowledge that include the literary text to the literary text through the appreciation of literary literary And an
 understanding of the history of grammar that includes the information text identify the information from the exhibition texts and use this information for the discussion or attitude of written production demonstrate critical
understanding and interpretation of the study of visual media, the strategies organize, process and use information effectively 16. Applied linguistics 7. defines the culture that is essential to understand themselves (personal identity), to train interpretation of the study of visual media, the strategies organize, process and use information effectively 16. Applied linguistics 7. defines the culture that is essential to understand themselves (personal identity), to train interpretation of the study of visual media, the strategies organize, process and use information effectively 16. Applied linguistics 7. defines the culture that is essential to understand themselves (personal identity), to train interpretation of the study of visual media, the strategies organize, process and use information effectively 16. Applied linguistics 7. defines the culture that is essential to understand themselves (personal identity), to train interpretation of the study of visual media, the strategies organize, process and use information effectively 16. Applied linguistics 7. defines the culture that is essential to understand themselves (personal identity), to train interpretation of the study of visual media, the strategies organize, process and use information effectively 16. Applied linguistics 7. defines the strategies organized the stra
a better society. The curriculum aims to help students acquire highly developed literacy skills that allow them to understand that the English language is the means of communication more used in trade and arts, in sciences, mathematics and world economy. The language is the means of communication more used in trade and arts, in sciences, mathematics and world economy.
development of people and has an essential role in all key learning areas1. Learning skills of the Week Ol Oral language LC Understanding of listening to PA Fonolo of Anzolo Finologgi Bpk Book and Primation Knowledge AK Alphabet Knowledge G Grammar V Vocabulary Development of an attitude of study strategy on new knowledge formed en2loggi and the strategy of the Week Ol Oral language LC Understanding of listening to PA Fonolo of Anzolo Finologgi Bpk Book and Primation Knowledge AK Alphabet Knowledge G Grammar V Vocabulary Development of an attitude of study strategy on new knowledge formed en2loggi and the strategy of the Week Ol Oral language LC Understanding of listening to PA Fonologgi Bpk Book and Primation Knowledge AK Alphabet Knowle
II-2 colleague information and Events in a selection for life experiences and vice versa words in response to the qualities of pronounced words) is â € â € from left to the right ãhorte š Š · from top to bottom â € â € Sweep returns in simple phrases En2G-II-9.2 Recognize the use of A/An + noun languages spoken at home and in the EN2V-II-J-1 school
identifies the English equivalent of the words in the mother tongue or in the 2nd â Filippino (continuation of oracy) The learning skills of the week across the Oral Listening G Grammar V Vocabulary Development A study of attitude 1-5 en2ol-iia-e- 1.3 talks about themselves and a family of a family of a family asto â € â · en2ol-iia-B-3.3
speaks of the activities/resilrations of a person at home and in the community henâ € âta2ol-iic- d-3.4 speaks of en2lc-iia-j -1.1 Listen to a variety of media including books, audiotapes videos and other publications adequate to the
ETA and En2BPK-IIA-3 recognizes the Environmental Print En2BPK-IIB-C- 4 Recognize the common terms in English relating to the book (ad Cover example, title page, etc.) En2BPK-IID-E- 5 Recognize the correct ocular movement En2ak-iic-e-2 identifies the letters in English that are not present in the mother/Filipino language and vice versa en2ak-iic-e-2 identifies the letters in English that are not present in the mother/Filipino language and vice versa en2ak-iic-e-2 identifies the letters in English that are not present in the mother/Filipino language and vice versa en2ak-iic-e-2 identifies the letters in English that are not present in the mother/Filipino language and vice versa en2ak-iic-e-2 identifies the letters in English that are not present in the mother/Filipino language and vice versa en2ak-iic-e-2 identifies the letters in English that are not present in the mother/Filipino language and vice versa en2ak-iic-e-2 identifies the letters in English that are not present in the mother/Filipino language and vice versa en2ak-iic-e-2 identifies the letters in English that are not present in the mother/Filipino language and vice versa en2ak-iic-e-2 identifies the letters in English that are not present in the mother/Filipino language and vice versa en2ak-iic-e-2 identifies the letters in English that are not present in the mother in the moth
iia-e-3 gives the initial letter of the name each image en1g-iia-e-3 verbs en1g-iia-e-3 verbs en1g-iia-e-3.4 recognizes the words of common action in reinterpretation, conversation, etc. Induce the feelings and features of the character 4. 15. From K to 12 base education curriculum K to 12 English curriculum guide May 2016 page 37 of 244 learning
materials are loaded on . Ph/. From K to 12 English curriculum from K to 12 English curriculum guide May 2016 Page 21 of 244 learning materials are loaded on . pp 66-68. They use quotation curriculum guide May 2016 Page
36 of 244 Learning materials are loaded on . pp 3-5, 7-8. PP 40. The study of specific texts is the means by which students get the desired results of language, rather than an end in Si. Uses common expressions and educated greetings en10l -iiia-e ã ¢ âvelop "1.5 1. students learn the language and how to use it effective way through their commitment
and the study of the texts. Standard standard domain content The student ... The student standard domain content The student standard domain content the elementary level, the appropriate words used to communicate experiences, ideas, thoughts, actions, actions, actions, actions, actions, actions and feelings alternate independently in sharing experiences, ideas, thoughts, actions, actions, actions, actions, actions, actions and feelings alternate independently in sharing experiences, ideas, thoughts, actions, actions, actions, actions, actions, actions, actions and feelings alternate independently in sharing experiences, ideas, thoughts, actions, action
actions and internal inter-go of the internal and feelings that use the appropriate words demonstrate understanding family and common literary texts expressions for an effective oral interpretation and in family situations, fluidity demonstrates the understanding of punctuation
brands, rhythm, stimulation, intonation and models Vowels as a guide for reading and speaking fluently fluently expresses ideas in various duties of language literary and information texts appropriate to understanding of the text elements to see the relationship between known and new
information to facilitate the understanding pres Elequation elements of text is correctly through simple organizers to make inferences, pr of the eardicians and conclusions that use information from the activities based on the theme as a guide for the decision
making and the following instructions to the knowledge of the Alfabeto demonstrates the understanding of the alphabets in English and the Filipino and the Filipino and the recognition of words
demonstrate the understanding of the relationship of the phonetic principles of the mother tongue e of English analyzes model of sounds in words by meaning and accuracy reads skillfully and explains the appropriate appropriate appropriate appropriate appropriate
appropriate adequate for an appropriate degree for an appropriate degr
The degree adequate the degree adequate the degree adequate degree I prepare for the adequate degree appropriately the adequate degree to the adequate degree to the adequate degree I prepare for the adequate degree appropriately the adequate degree I prepare for the adequate degree appropriately the adequate degree I prepare for the adequate I prepare for the adequate degree I prepare for the adequate I prepare for the 
of the sound of letters letters From the mother tongue to English listens to and correctly records sounds in words, the vocabulary demonstrates the understanding of the suitable vocabulary used in different languages for effective communication uses the family vocabulary to express ideas independently in language activities knowledge of the book
demonstrates understanding of the concepts in the press correctly identifies the parts of the books and follow reading conventions 28. It means taking into account the non -linguistic characteristics in the press correctly identifies the parts of the books and follow reading for Esl Delaware students: International Reading Association 4. For
the acquisition and learning of effective languages, language teachers must be guided by the six (6) principles of teaching of languages. From K to 12 Basic Education Curriculum from K to 12 Curriculum Guide in English May 2016 Page 39 of 244 Learning materials are loaded on . En1g -iiia-e-1 phrases is \hat{a} \notin \hat{a} \notin \hat{b} \in \hat{b}
and non-horences è 22 š â en1g-IIIb-1.4 Recognize simple phrases â € â € Â · En1g-IIIC-1.3; En1g-IIIE-1.3 Recognize and asking for phrases En1v-IIia-E-5 uses words that are linked to si ©, family, school, community and concepts such as names for colors, shapes and numbers 6-10 19. They rather stay in home and use their electronics
rather than playing outdoors and being active. Grado 3 - Students should be able to demonstrate the enthusiasm of exploring and experimenting with oral and written texts and effectively communicating meanings and feelings. He talks about the environment of one (for example people, animals, places, things, events, etc.) en2ol-ih-j-1.3.2 1. come to
recognize the models and rules of the language that emerge as they interact a plethora of texts (literary and information) to give meaning. Recognize simple sentences 1. The language is a complex social practice that reflects and strengthens shared understandings on adequate values, beliefs and attitudes within a community. Provides
an explicit skill education in reading and writing; 8. Unionbank English 2. Students expand their reference framework beyond their social and cultural experiences. *Unionbank learning system. The evaluation also takes into account the entire student and its social, academic and physical context. Give a reaction to an event or problems En1lc-Va-j-2.8
3. 3. Integration the areas of learning the language-capitals, production skills, grammar and vocabulary will be taught in an integrated way, together with Use of printing resources and does not print relevant, to provide multiple prospects and significant connections. Create and participate in oral dramatic EN2OL-IIIG-1.16 *English for you and Me 3
(Reading). Pp 44-46, 127-130. 4q Distinguish the rhymes from the words non-recharges en1pa-vat-b-2.3 1. Connect the events of the story with the experience of a person 8. Development of the vocabulary \tilde{a} ¢ \tilde{c} † \tilde{a} ¢ \tilde{c} † \tilde{a} ¢ \tilde{c} † \tilde{a} c \tilde{c} † \tilde{c} c \tilde{c} c \tilde{c} † \tilde{c} c \tilde{c} c \tilde{c} † \tilde{c} c \tilde{c} † \tilde{c} c \tilde{c} c \tilde{c} c \tilde{c} † \tilde{c} c \tilde{c} c
theoretical basis of communication approaches to teaching and test of the second language. Pp 48-50, 53, 64. Concept framework 8. 7. PP 113-115, 160-163. pp 20. ask simple questions en2ol -i -.17.2 1. recite stored verses, short poems and rhymes en2ol-III-6 1. models and returns in English en2ol -iv-d-1.2 module beam-dlp 3 11 ã ¢ âvelop â € œ Your
via 1-2 Tuition poems with correct stress and rhythm. Identify the lesson.) The activities show the understanding of a story listened to through the following writing activities: en2wc- iiib-1.9 a. It speaks of topics of interest (like and antipaths) en10l-iiid-1.3.4 1. pp 157. k to 12 basic education curriculum from k to 12 guide to the English curriculum
May 2016 page 35 of 244 learning materials are On http:// lmds .deped.gov.ph/. Teaching will be According to the needs, qualities and interests of the students. They use language to examine new experiences and knowledge in relation to their knowledge, experiences and previous beliefs. 25. pp. Pp 218-222. *British motorways 1. Generation Z
members are experts in multi-tasking. Identify the problem and solution J. pp 266-268. Pp 67, 167-169. Knowledge of books and printing ã ¢ ë † åribe 4q listen to stories/poems and 1. lesson 21, 33. 2011. PP 90. PP 318, 322, 333, 335, 344. PP 398-400. pp 146.154. MODULE ENG1 TRAVEL 6 - High frequency words 1b. From K to 12 basic education
curriculum from K to 12 English curriculum guide May 2016 page 23 of 244 learning materials are loaded on . From K to 12 English curriculum guide May 2016 page 38 of 244 learning materials are loaded on . From K to 12 English curriculum from K to 12 English curriculum guide May 2016 page 38 of 244 learning materials are loaded on . From K to 12 English curriculum guide May 2016 page 38 of 244 learning materials are loaded on . From K to 12 English curriculum guide May 2016 page 38 of 244 learning materials are loaded on . From K to 12 English curriculum guide May 2016 page 38 of 244 learning materials are loaded on . From K to 12 English curriculum guide May 2016 page 38 of 244 learning materials are loaded on . From K to 12 English curriculum guide May 2016 page 38 of 244 learning materials are loaded on . From K to 12 English curriculum guide May 2016 page 38 of 244 learning materials are loaded on . From K to 12 English curriculum guide May 2016 page 38 of 244 learning materials are loaded on . From K to 12 English curriculum guide May 2016 page 38 of 244 learning materials are loaded on . From K to 12 English curriculum guide May 2016 page 38 of 244 learning materials are loaded on . From K to 12 English curriculum guide May 2016 page 38 of 244 learning materials are loaded on . From K to 12 English curriculum guide May 2016 page 38 of 244 learning materials are loaded on . From K to 12 English curriculum guide May 2016 page 38 of 244 learning materials are loaded on . From K to 12 English curriculum guide May 2016 page 38 of 244 learning materials are loaded on . From K to 12 English curriculum guide May 2016 page 38 of 244 learning materials are loaded on . From K to 12 English curriculum guide May 2016 page 38 of 244 learning materials are loaded on . From K to 12 English curriculum guide May 2016 page 38 of 244 learning materials are loaded on . From K to 12 English curriculum guide May 2016 page 38 of 244 learning materials are loaded on . From K to 12 English curriculum guide May 2016 page 38 of 244 l
Dramatization of family stories, rhymes and poems EN2OL-IIIH-I-1.6 1. Lesson 9. They clarify that they must know when they seek information for particular purposes. Pp 92, 224, 247, 255-256. 4g talk of pictures presented using appropriate local terminologies with facilitating and trust en The permitted import details for A. Week Learning
history or poetry f. Take into account the possible effects and responses to the presentation of ideas and information. A holistic vision of the language, such as phonology, grammar and vocabulary, among others others be ignored. They obtain
insights on different values and systems of beliefs and recognize the cultural contexts that support them. Unesco 4 Anderson and Showing and saying) 31. pp 37-374. pp 17-318. pp 37-38. En2v-iia-3 orders and recognize the cultural contexts that support them.
classifies family words in basic categories (colors, shapes, foods, etc.) en2v -i-c- 12.1 determines the meaning of words using clues (total physical response through realia, images, movements Del Corpsi EN2A-IIA-E- 7.4 Perform dialogues, drama, simulated interview, television talk shows etc. component 3 shows interdependence and intervelationships and intervelationships are considered.
of the macro-sciocchetfacies of the language (listening; writing; 
Scripture; 
to the English curriculum May 2016 page 33 of 244 learning materials are loaded on http: // lmds. deped.gov.ph/. Beam-Dlp 3 module 39. evaluates and reflects the students "ability to interpret and/or communicate in TH and Target7 language. Pp 96-98, 460 4. From K to 12 basic education curriculum from K to 12 guide to the curriculum guide
English May 2016 Page 11 of The learning materials are loaded on . 43. PP 96-98. 2010. 6. provide for the possible end of a read story g. Module Eng1 Beam 8 - The details noted. Give the meaning of the words using clues (TPR, images, body movements, etc.) En1v-IVF-J-12.1 1. Cié is not incompatible with the 5 secondary points proposed by the
linguistic arts and the multiliter curriculum (LANC) but meat outside the areas that children must learn and that teachers must teach greater MODULE ENG2 TRAVEL 5 - Get the main idea. Stadium key standard The student demonstrates basic linguistic qualities using a variety of average and uses them to learn various content. pp 30, 38, 40, 50, 52
56, 94, 98, 100, 104, 132, 136, 144, 176, 182, 201; 123, 157; 160-161; 48; 90; 34; 196. The story of writing may concern EN2BPK- IIIA-B-4 Identify the common terms in English relating to the book (e.g. cover, title page, etc.) en2bpk- iiib-2 identifies the title, author and illustrator of books and say what they do h) en2ak- iiib-1.2 give the initial sound of
each consonant (c, r, n, b, g, p) en2ak-iiia-C-1.2 give the initial sound of each consonant en2ak- iiia-c-4 dã the initial consonant sound of the name of each image of non-phrases En2G-IB -1.3 uses different types of phrases: declarations (tales) and
interrogated (asking) En2G-IIIC-1.6 recognize that some words mean the same (synonyms) en2v -iic-d- 13.2 recognize that some words have an opposite meaning (Antoni mi) repetitive text) 36. note important
details relevant to a. Component 4 explains the holistic evaluation of the curriculum of linguistic arts and literacy that acts as a feedback of its effectiveness for students, teachers, school administrators and curriculum developers. The meaning of construction is the heart of learning and use of languages. Provide the correct sequence of three events 3
Telling the events of the story with an experience. Use the searches of keywords and their understanding of the conventions of information texts such as The curriculum is anchored to the following linguistic acquisition, learning, teaching and evaluation of the principles. The
sociolinguistic competence refers to the learning of the pragmatic appearance of various linguistic acts, i.e. cultural values, norms and other socio-cultural conventions in social contexts. Identifies the cause and/or effect of events 5. ENG1 module of the 3B ray - eyes, eyes, eyes, eyes, child. 24. Republic of the Philippines of the Department of Complex Public
Education, Meralco Avenue Pasig City May 2016 from K to 12 guide to the English curriculum (from 1 to Grado 10) 2. 3 Å of quarter - Start of learning skills of the Week of Reading e LC oral language writing listen to the Reading RC compiles WC Scripture/ Compitation PA PHONO Logical awareness Bpk Book and Print Knowledge Ak Ak
Alphabet Knowledge PWR Phonics and Word Recognition F Flucy S Spelling G Grammar V Vocabulario Development of a Strategia attitude 1 1 -3 en2ol- iiia- B-3.3 speaks of texts that identify the main points and key themes EN2LC-IIIA-2.4 Use an understanding of characters, accidents and (note: the text that light should be controlled
depending on the PWR EN2WC participation participation participation IIIA-C-1 In generating ideas through prewriting en2pa -iic-e-6.2 produce language sounds (sounds and names of letters) en2bpk-iiia-1 discuss the illustrations i on the cover and predict that the en2ak-III-1.1 GIVE THE SUU beginner ND of each consonant (M, S, F, T, En2G-IIIA-C-1 phrases
En2G-IIII-1.1 Distinguishing the phrases En2V-IIIA -B- 13.1 Give the meaning of texts (e.g. poetry, en2ss- iiia-d-1.1 Follow the instructions orally 35. 11. For example, the lessons will be planned on the learning results, a theme or a type of text to help the they
use related linguistic qualities, grammatical elements/structures and vocabulary appropriately in spoken and written language to adapt to the purpose, to the public, the context and e e pp 14. 7 2004.) En2pwr- IVH-17.2 differentiates and read the short words correctly and, A and I (Pin-Pin, Bag-
Beg- J-4.2 Read phrases, phrases and stories consisting of 2- short syllable and, A and the words and some visual words with speed, accuracy and adequate expression En2G-IVI-J-5.1 adjectives Describe people, objects,
things and places that use simple adjectives (color, shape, dimensions, en2v-IVG-21 give the meaning of short words the 8 en2ol- ivh-j-6 dramatize family stories, rhymes and poems en2lc- ivh-3.1 Identify the important details in the exhibition text listened to EN2V-IVH-J-22 gives the meaning of 2 sillabe words with short and, A and the sounds en2ss-
ivh-1.2 interpret the pictograms 9 en2lc--j-2.6 Retell and/or recalls events from an En2LC-iia-J-1 story listened to a variety of average including books, audiotapes en2pwr- ivi-154.1 Write the names of the images with short words to, and and i. Printed and electronic texts that are adequate to the eth, context and culture. The learning language
through types of text and literary appreciation exposes students to different cultures in the world, including a culture of one. Inferring the feelings and traits of the character 4. Identify the cause and/or effect of the the events or. Identify the problem and solution 10. PP 181-182. The teeth the problem and the solution 10. Module Module 5-all on the
Rhymes 2009. PP 41-42, 186-187, 231. Language learning implies recognition, acceptance, evaluation and construction of the language available for students
The texts through which students learn the language are large and varied, shortly to long and complex forms of writing. Give the correct sequencing of three events c. Standard domain content The student ... Student study strategies demonstrate the understanding of useful strategies for learning intentional literacy uses strategies
independently to carry out tasks related to the literacy learning skills of the LC week understanding of the I listen to oral language pa paologio of accession Fonolo 1-5 en1lc -i-j- 1.1 Listen to stories/poems and 1. pp 224-227. pp 114-115. From K to 12 basic education curriculum from K to 12 English curriculum guide May 2016 page 18 of 244 learning
materials are loaded on . 38. Department of Education. Unit 4. pp 35, 90, 102, 108, 112, 157. Definitions of the content standards for the curriculum of integrated linguistic arts for the basic education program from K to 12 of the Department of Standard Public Education of performance at the end of the Grado 3 The oral languages in English have a
sufficient structure in English to understand the speech spoken and speak and interact with others on personal experiences at the levels of the syllable e of the book Fonema and the printing demonstrate and use the printing concepts, such as
directionalities, spacing, punctuation and alphabet configuration knowledge, appoint and play all the capital and tiny letters of the alphabet. They have virtual friends and for them to go out with friends and for the go out with 
comprehension PA FUSHOLOGY BIBLE BPK BICK E PRINT AK AK AK ALPHABET KNOWLEDGE G Grammar V Vocabulary development an attitude St Strateging topics of interest (like and antipathy) a. pp 214-215, 301. Component 3: 3: Meaning through language 11. Below is the matrix that presents the diffusion and alignment of the domains of the
language and literacy with the 5 sub-fililes. Writing and composition is ã ¢ ë † åč ã ¢ ë † åč ã ¢ ë † å 9. Characte r b. Students learn to create their own texts and to communication and the main tool of thought. Students of this ETã
must be prepared to compete in a global economy, understand and manage complex communication and information systems and apply higher level thought skills to make decisions and solve problems. Note the import details relevant from A. Identifies the speaker in history or poetry 6. Grado 2. This principle serves to explain why it becomes easy to
learn additional languages. They recognize the importance of attributing sources of ideas and information in ways that are not misleading. Pp 105, 116-119, 124-125, 198-199. Learning activities and activities will be designed for students in order to have time to reflect and respond to ideas and
information. The evaluation should allow parents to share the educational process and offers them a clear vision of Cié that their children are doing at school. Write a phrase on an illustrated on En2WC-IIIC-1.10 b. State Board of Education. Australia 2 Cummins, J. Beam Eng2 module 4 - Rhymes. They are the context and topic of the speech
the social status, the ETHe, the Etã and other factors of the participant who influence the styles and registers of the speech. In addition, the curriculum aims to help students understand that English is inextricably involved with beliefs and
 ways of thinking about ourselves and the world in which we live. 2. Listening listening to Å ¢ ë † å 13. connects the events of history with an experience of one. These collectively constitute the sociolinguistic characteristics of language. From K to 12 English curriculum from K to 12 English curriculum guide May 2016 Page 41 of 244 of 245 in the events of history with an experience of one.
learning materials are loaded on . character b. The proximity to the actual procedures for the use of language and the assessment of services should be based on activities that have an authentic communicative function rather than those with an intrinsic or null intrinsic communicative value. G㢠âvelop â € œGrammatic 3g judgments En1g-IIII-E-1 1.
Recognize phrases and non-enterions En1G-III-1.1 1. For students, the evaluation should allow them to see their successes in terms who understand and, consequently, allows them to take responsibility for their learning. emphasizes the writing of topics, texts and explanatory/information narratives; 7. Lesson 8. REELL A story listened to of qualifying
 (transfer qualities) is â € â € from the left to the right ãhortâ € š from above · down â € Â € · Return Sweep etc. .) En2v-iid-e-6 derives meaning from K to 12 guide to the English curriculum May 2016 Page 6 of 244 learning materials are loaded on HTTP:/
 /lrmds.deped.gov.ph/. Pp 122, 156, 170, En2ss-jia-e- 1.2 are committed to a variety of ways to share information (e.g. role-playing games, reporting, summarizing, revisiting and showing) 32. They give meaning to the social fabric of the community target linguistic. Language learning should include a plethora of strategies and activities that help
students focus both on meaning and precision. Week Learning Competitions Ol Oral Oralguage LC Listening Including Hension RC Reading including Hension WC Writing/ Compo Sition PA logical Awareness BPK Book and Print Knowledge AK Alphabet Knowledge PWR Phonics and Word Recognition F Fluency S Spelling G Grammar V Vocabulary
Develop ment A Attitude SS Study Video di strategia e altre pubblicazioni appropriate e a. a. Recognize words for people, objects, things and classifies the words family in categories Basic (colors, shapes, foods, etc.) en1v-vat-e-3 1.
Learning of successful languages involves visualization, listening, speaking, reading and writing 5. Pp 111-112, 146-148, 384-385. pp 37 1. pp 4, 8, 10-11, 21, 22. The competence of the discussion is the knowledge of the rules relating to cohesion (grammatical ties) and consistency (appropriate combination of communication actions) of various types of
speech (oral and written). Pp 57-58, 195-196, 226, 247 4q verbs en1g -iv-e-3 1. lesson 34. second language studies. MODULE ENG1 TRAVEL 6 - High frequency words 1A. Infer the feelings and traits of Characte d. ENG2 Beam 2 module - intonations and expressions. Lesson 17. We begin to read in English 2. The rules of sociolinguistic use and the
rules of the discussion are crucial in the interpretation of expressions for social meaning of an expression does not easily lead to the intention of the speaker in history or poetry p. They experience, they take risks and make approximations
with language as a way to develop their linguistic qualities. The acquisition and learning of language are an active process that begins at birth and continues throughout life. In addition, it reports the success of the curriculum and provides teachers with a picture for the organization of students' works. Note Important details en1lc- iva-j-3.12 2. pp
251, 267, 321, 327, 356. Collection of events in history with an experience of one ". These include traditional literacy practices that use texts and new practices that use texts and new practices of which use popular culture texts such as films. 4. III. Predict the possible ending of a story read 7. Collection of events in history with an experience of one ". These include traditional literacy practices that use texts and new practices that use texts and new practices of which use popular culture texts such as films. 4. III. Predict the possible ending of a story read 7. Collection of events in history with an experience of one ". These include traditional literacy practices that use texts and new practices of which use popular culture texts such as films. 4. III. Predict the possible ending of a story read 7. Collection of events in history with an experience of one ". These include traditional literacy practices that use texts and new practices of which use popular culture texts such as films. 4. III. Predict the possible ending of a story read 7. Collection of events in history with an experience of one ". These include traditional literacy practices that use texts are also as a story read 7. Collection of events in history with an experience of one ". These include traditional literacy practices that use the properties of the propertie
courteous expressions. Pp 74. ask simple questions en1ol-IVF-11.17.2 1. Standard Sta
the presentation various oral and written activities demonstrate the understanding of the development of the paragraph to identify The types of text correctly identifies the way in which the paragraph to identify The types of text correctly identifies the way in which the paragraph to identify The types of text correctly identifies the way in which the paragraph to identify The types of text correctly identifies the way in which the paragraph to identify The types of text correctly identifies the way in which the paragraph to identify The types of text correctly identifies the way in which the paragraph to identify The types of text correctly identifies the way in which the paragraph to identify The types of text correctly identifies the way in which the paragraph to identify The types of text correctly identifies the way in which the paragraph to identify The types of text correctly identifies the way in which the paragraph to identify The types of text correctly identifies the way in which the paragraph to identify The types of text correctly identifies the way in which the paragraph to identify The types of text correctly identifies the way in which the paragraph to identify The types of text correctly identifies the way in which the paragraph to identify The types of text correctly identifies the way in which the paragraph to identify The types of text correctly identifies the way in which the paragraph to identify The types of text correctly identifies the way in which the paragraph to identify The types of text correctly identifies the way in which the paragraph to identify The types of text correctly identifies the way in which the paragraph to identify The types of text correctly identifies the way in which the paragraph to identify The types of text correctly identifies the way in which the paragraph to identify The types of the way in which the paragraph to identify The types of the way in which the paragraph to identify The types of the way in which the paragraph to identify The types of the way in w
uses a variety of pre-school strategies to be generated, planning, Organizes ideas, creates a draft for specific purposes demonstrates the understanding of the
construction of the sentences for the correct expression identifies correctly and describes, animals, places, things and use them in a variety of oral and written activities based on the theme demonstrates the understanding of the concepts of nouns, verbs and adjectives for a correct identification and description uses pronouns and prepositions in a
variety of oral and written the activities demonstrate the understanding of the concepts of pronouns and the preposition for adequate communication shows the competence in the concepts on narrative and
information texts for appreciation makes personal reports on stories/texts as an expression of appreciation for study strategies for intentional literacy uses strategies of family books demonstrate the understanding of useful strategies for intentional literacy uses strategies independently to create literacy literac
1.3.1 family; En2ol- en2lc-AI-j-1.1 listen to a variety of average including books, audiotape videos and other en2pa-he-c- 1.1 adequate for Etã 3 recognizes the phrases and not en2v-AI-5 uses words related to SHe, family, school, community
and concepts such as En2G-AI-E7.4 Perform dialogues, drama, simulated interview, television talk show etc. Pp 34-35. Identify the speaker in the stories and stories composed of short words and, a and the chi, which and where questions about them on their height, weight, length, distance, etc.) 10 en2pwr- ivj-15.2 Read the words to 2- syllable made
up of Short words a, and and i (Pigpen, magnet. Furthermore, members the Z generation can understand and master the progress in technology. Spiral progress in technology. Spiral progress in technology. Spiral progress in technology.
syllable words with the correct images en2pwr- ivj-18 Write the 2- syllable words that name the images en2pwr- ivj-42. from k a 12 basic education curriculum from 12 to 12 English curriculum guide May 2016 page 2 of 244 learning materials are loaded on . They make notes and graphic representations of the information and combine information
from different sources in a coherent set by summarizing, comparing and synthesizing. Lesson 14, 23. Unionbank English 2. An effective linguistic art and multi-literary art meets the following principles6. Lesson 17 pp 51-52. Pp 91-95, 134, 149.165-166, 181, 216, 234, 315. Beam Eng2-perception of relationships. Students must be able to adapt to
various situations in which communication requests vary considerably. Lesson 1, 21, 23, 25, 31, ã â € â velop œ Words of action â €. Let's start reading in English 2,2013. pp 82-85, 89. We start reading in
English 2.2013.pp 6, 10, 12, 291-295, 400-402. Pp 387-389. pp 212-217. This process allows students to better understand the world in which they live and contribute to the development of their personal perspectives of the global community. Beam Eng 3 module 5 a ¢ avelop the details. Learning skills of the Week of the oral language lc LC
understanding of listening to phonological awareness of the book bpk and knowledge of the ak press alphabet g grammar V vocabulary development a strategy attitude of Studio EN2LC-IB-3.16 Follow a series of two-phase verbal directions with EN2LC-IC-IC-1.1 Image signals activates the previous knowledge formed EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow a series of two-phase verbal directions with EN2LC-ID-3.16 Follow and EN2LC-ID-3.16 Follow a series of two-phase verbal directions w
ID-E- 1.2 relate information and events in one Selection to life experiences and vice versa 6-10 en2ol-AI-e- 1.5 uses the appropriate expressions, greetings, in search of indications, sorry, asking for help, query and clarifications) en2lc-if-1.1 listen A variety of media including books, video by Audiape and other
publications suitable for the EN2LC-IG-3.16 with the Immagine Signals EN2LC-IH-1.1 Activate the previous knowledge based on EN2PA-IF-1.2.1 Recognize UG sounds Iual/different en2pa-ig-2.3 distinguish the rhymes from the words does not rhyme en2pa-ih-2.4 of the supply of words that the words that provide words rhyme with words given words
Supply Rima2BPK-IF-3 Recognize the Environmental Print En2BPK-IG-H-4 Recognize the Environmental Print En2BPK-II-J-5 adequate eye movement (transfer EN2AK-IF-G-1 Read the alphabets of English EN2AK-IH-2 identifies letters in English who are not
present in the mother/Filipino language and vice versa En2G-IF-G-2 names En2G-IF-G-2.1 Recognize names, objects, things and places (for example names of animals, fruits, objects in songs, realia and other tic-based materials) En2G-IH-2.4 Recognize the names EN2V-IF-5 uses words related to si, to the family,
school, community and concepts such as The names for the colors, the shapes, and the numbers both in the English language En2v-Ig-H-H-01 differentiate the English words from other En2A-IF-J-7.4 Perform dialogues, drama, fake interview, television talk show etc. Charact Er B. PP 113, 127-133 Student's standard domain
... The student "demonstrates the oral language the understanding of the family words used to communicate personal feelings that use family words demonstrate The understanding of family literary forms and the concept of words in English for
effective expression actively participates in different oral activities, phonological awareness demonstrates the understanding of sounds in words to express Meaning shows sensitivity to sounds in the spoken language demonstrates the understanding of sounds
and sound motifs for the production of words skillfully manipulates the sounds of the speech through activities based on the theme theme of
concepts of verbs, pronouns and prepositions in significant messages build grammatically correct phrases in conversations based on the theme using verbs, pronouns and vocabulary to independently express ideas On
staff, domestic, school and community experiences demonstrate the understanding of the elements of history and text structures for an oral expression effective identifies elements of literary and information texts
to help the meaning to demonstrate the understanding of understanding of understanding of understanding of understanding of understanding of understanding the understanding of 
the understanding of the elements of the elements of literary and information texts for an effective oral expression use elements of literary and information texts to extend sufficiently meaning and understanding of literary concepts for the appreciation of the activities/tasks
åč ã ¢ åč ã ¢ åč ã ¢ å å † å 14. pp 16-29, 44-47, 54-56. 167-175. PP 118. High levels of technology will make significant roads in academics that allow personalized instructions, data mining of students to allow diagnostics and corrections or accelerated performance opportunities. 3g participates in the choral language and in the reading of the eco of
short poems, rhymes and stories with repeated motifs and returned to English en2ol -iic-d-1.2 ray-dlp module correct stress and correct rhythm. ENG1 MODULE 5 - All about rhymes. Language is the foundation of all human relationships. Students improve their linguistic skills using that they know and e e e complex contexts and with growing
refinement (spiral progression). Lesson 10. Therefore, the competence in the language allows people to access, elaborate and keep up with information, to interact with the larger and different communities and to know the role of language in their lives and in their own cultures English curriculum framework. EN2F-IVF- 4.1 Read phrases, phrases and
stories consisting of short words, a and i and some visual words with speed, accuracy and expression adequate from K 40. K to 12 basic education curriculum from K to 
inside and between the texts and speeches of the learning area. IV. Sequence events when appropriate en1lc- iva-j-2.7 1. Connect the events of history with the experience of one. Dramatizing family stories, rhymes and poems En2ol-IVH-J-1.6 1. 1.
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