



# ENGLISH

## Grade 3

**Three-Term Budget Of Work (BOW)  
for Learning Competencies**

## ENGLISH Grade 3

### Three-Term Budget Of Work For Learning Competencies

| First Term                  |                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content Standard</b>     | The learners demonstrate expanding vocabulary and understanding of high frequency words and content-specific vocabulary; understand and create simple and compound sentences for comprehending, analyzing, creating, and composing texts about regional themes and content-specific topics.                                      |
| <b>Performance Standard</b> | The learners use their expanding vocabulary of high-frequency and content-specific words, and simple and compound sentences to comprehend, create, and compose narrative and informational texts about regional themes and content-specific topics; and read grade level texts with appropriate speed, accuracy, and expression. |
| Second Term                 |                                                                                                                                                                                                                                                                                                                                  |
| <b>Content Standard</b>     | The learners demonstrate expanding vocabulary and understanding of high frequency words and content-specific vocabulary; understand and create simple and compound sentences for comprehending, analyzing, creating, and composing texts about regional themes and content-specific topics.                                      |
| <b>Performance Standard</b> | The learners use their expanding vocabulary of high-frequency and content-specific words, and simple and compound sentences to comprehend, create, and compose narrative and informational texts about regional themes and content-specific topics; and read grade level texts with appropriate speed, accuracy, and expression. |
| Third Term                  |                                                                                                                                                                                                                                                                                                                                  |

|                             |                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content Standard</b>     | The learners demonstrate expanding vocabulary and understanding of high frequency words and content-specific vocabulary; understand and create simple and compound sentences for comprehending, analyzing, creating, and composing texts about regional themes and content-specific topics.                                      |
| <b>Performance Standard</b> | The learners use their expanding vocabulary of high-frequency and content-specific words, and simple and compound sentences to comprehend, create, and compose narrative and informational texts about national themes and content-specific topics; and read grade level texts with appropriate speed, accuracy, and expression. |

| SUBDOMAINS                                         | LEARNING COMPETENCIES                                 | GRADE 2 |    |    | GRADE 3 |    |    |
|----------------------------------------------------|-------------------------------------------------------|---------|----|----|---------|----|----|
|                                                    |                                                       | T1      | T2 | T3 | T1      | T2 | T3 |
| <b>Phonological Awareness</b>                      | Recognize rhymes in chants, poems, and stories heard. | L       | L  | L  |         |    |    |
|                                                    |                                                       | S       | S  | S  |         |    |    |
|                                                    | Segment onset and rime.                               | L       | L  | L  |         |    |    |
|                                                    |                                                       | S       | S  | S  |         |    |    |
| <b>Phonics and Word Study</b><br>(sounds to print) | Identify sight words.                                 |         |    |    |         |    |    |
|                                                    | 1 Grade 2 level-appropriate                           | L       | L  | L  |         |    |    |
|                                                    |                                                       | S       | S  | S  |         |    |    |
|                                                    |                                                       | R       | R  | R  |         |    |    |
|                                                    |                                                       | W*      | W* | W* |         |    |    |
|                                                    | 2 Grade 3 level-appropriate                           |         |    |    | L       | L  | L  |
|                                                    |                                                       |         |    |    |         |    |    |
|                                                    |                                                       |         |    |    |         |    |    |
|                                                    |                                                       |         |    |    |         |    |    |

|  |                                                                                              |  |    |    |    |   |   |   |
|--|----------------------------------------------------------------------------------------------|--|----|----|----|---|---|---|
|  |                                                                                              |  |    |    |    | S | S | S |
|  |                                                                                              |  |    |    |    | R | R | R |
|  |                                                                                              |  |    |    |    | W | W | W |
|  | Identify alphabet letter names.                                                              |  | L  |    |    |   |   |   |
|  |                                                                                              |  | S  |    |    |   |   |   |
|  |                                                                                              |  | R  |    |    |   |   |   |
|  |                                                                                              |  | W* |    |    |   |   |   |
|  | Read words accurately and automatically according to word patterns (initial, final, medial). |  |    |    |    |   |   |   |
|  | 1 CVC words                                                                                  |  | L  | L  |    |   |   |   |
|  |                                                                                              |  | S  | S  |    |   |   |   |
|  |                                                                                              |  | R  | R  |    |   |   |   |
|  |                                                                                              |  | W* | W* |    |   |   |   |
|  | 2 CVCe words                                                                                 |  |    | L  | L  |   |   |   |
|  |                                                                                              |  |    | S  | S  |   |   |   |
|  |                                                                                              |  |    | R  | R  |   |   |   |
|  |                                                                                              |  |    | W* | W* |   |   |   |
|  | 3 CVVC words                                                                                 |  |    | L  | L  |   |   |   |
|  |                                                                                              |  |    | S  | S  |   |   |   |

|                                                        |                                           |                                      |    |    |    |   |   |  |
|--------------------------------------------------------|-------------------------------------------|--------------------------------------|----|----|----|---|---|--|
|                                                        |                                           |                                      |    | R  | R  |   |   |  |
|                                                        |                                           |                                      |    | W* | W* |   |   |  |
|                                                        | 4                                         | CVCC words                           |    |    | L  | L |   |  |
|                                                        |                                           |                                      |    |    | S  | S |   |  |
|                                                        |                                           |                                      |    |    | R  | R |   |  |
|                                                        |                                           |                                      |    |    | W* | W |   |  |
|                                                        | 5                                         | CCVC words (clusters and diphthongs) |    |    | L  | L |   |  |
|                                                        |                                           |                                      |    |    | S  | S |   |  |
|                                                        |                                           |                                      |    |    | R  | R |   |  |
|                                                        |                                           |                                      |    |    | W* | W |   |  |
|                                                        | 6                                         | VCV words                            |    |    | L  | L | L |  |
|                                                        |                                           |                                      |    |    | S  | S | S |  |
|                                                        |                                           |                                      |    |    | R  | R | R |  |
|                                                        |                                           |                                      |    |    | W* | W | W |  |
|                                                        | 7                                         | VCCV words                           |    |    | L  | L | L |  |
|                                                        |                                           |                                      |    |    | S  | S | S |  |
|                                                        |                                           |                                      |    | R  | R  | R |   |  |
|                                                        |                                           |                                      |    | W* | W  | W |   |  |
| <b>Vocabulary and Word Knowledge</b><br><i>(words)</i> | Identify high-frequency words accurately. | L                                    | L  | L  | L  | L | L |  |
|                                                        |                                           | S                                    | S  | S  | S  | S | S |  |
|                                                        |                                           | R                                    | R  | R  | R  | R | R |  |
|                                                        |                                           | W*                                   | W* | W* | W  | W | W |  |
|                                                        | Use vocabulary referring to:              |                                      |    |    |    |   |   |  |

|   |                         |    |    |    |   |   |   |
|---|-------------------------|----|----|----|---|---|---|
| 1 | oneself and family      | L  |    |    |   |   |   |
|   |                         | S  |    |    |   |   |   |
|   |                         | R  |    |    |   |   |   |
|   |                         | W* |    |    |   |   |   |
| 2 | school                  |    | L  |    |   |   |   |
|   |                         |    | S  |    |   |   |   |
|   |                         |    | R  |    |   |   |   |
|   |                         |    | W* |    |   |   |   |
| 3 | community               |    | L  |    |   |   |   |
|   |                         |    | S  |    |   |   |   |
|   |                         |    | R  |    |   |   |   |
|   |                         |    | W* |    |   |   |   |
| 4 | physical environment    |    |    | L  |   |   |   |
|   |                         |    |    | S  |   |   |   |
|   |                         |    |    | R  |   |   |   |
|   |                         |    |    | W* |   |   |   |
| 5 | regional themes         |    |    |    | L | L |   |
|   |                         |    |    |    | S | S |   |
|   |                         |    |    |    | R | R |   |
|   |                         |    |    |    | W | W |   |
| 6 | national themes         |    |    |    |   |   | L |
|   |                         |    |    |    |   |   | S |
|   |                         |    |    |    |   |   | R |
|   |                         |    |    |    |   |   | W |
| 7 | content-specific topics | L  | L  | L  | L | L | L |

|   |                                                                                                       |    |    |    |   |   |   |
|---|-------------------------------------------------------------------------------------------------------|----|----|----|---|---|---|
|   |                                                                                                       | S  | S  | S  | S | S | S |
|   |                                                                                                       | R  | R  | R  | R | R | R |
|   |                                                                                                       | W* | W* | W* | W | W | W |
|   | Use content-specific words.                                                                           |    |    |    |   |   |   |
| 1 | Mathematics (basic symbols and terminologies)                                                         | L  | L  | L  | L | L | L |
|   |                                                                                                       | S  | S  | S  | S | S | S |
|   |                                                                                                       | R  | R  | R  | R | R | R |
|   |                                                                                                       | W* | W* | W* | W | W | W |
| 2 | Science (basic terminologies)                                                                         |    |    | L  | L | L | L |
|   |                                                                                                       |    |    | S  | S | S | S |
|   |                                                                                                       |    |    | R  | R | R | R |
|   |                                                                                                       |    |    | W* | W | W | W |
|   | Identify words with different functions.                                                              |    |    |    |   |   |   |
|   | words that label persons, places, things, animals, events, ideas, and emotions (naming words - nouns) |    |    |    |   |   |   |
| 1 | a common and proper nouns                                                                             | L  | L  | L  |   |   |   |
|   |                                                                                                       | S  | S  | S  |   |   |   |
|   |                                                                                                       | R  | R  | R  |   |   |   |
|   |                                                                                                       | W* | W* | W* |   |   |   |
|   | b gender                                                                                              | L  | L  | L  |   |   |   |
|   |                                                                                                       | S  | S  | S  |   |   |   |
|   |                                                                                                       | R  | R  | R  |   |   |   |
|   |                                                                                                       | W* | W* | W* |   |   |   |
| 2 | words that label actions (doing words - verbs)                                                        | L  | L  | L  | L | L | L |

|   |                                                                                                                   |    |    |    |    |    |    |
|---|-------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|----|
|   |                                                                                                                   | S  | S  | S  | S  | S  | S  |
|   |                                                                                                                   | R  | R  | R  | R  | R  | R  |
|   |                                                                                                                   |    | W* | W* | W  | W  | W  |
|   |                                                                                                                   |    |    |    |    |    |    |
| 3 | words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives) | L  | L  | L  | L  | L  | L  |
|   |                                                                                                                   | S  | S  | S  | S  | S  | S  |
|   |                                                                                                                   | R  | R  | R  | R  | R  | R  |
|   |                                                                                                                   |    | W* | W* | W  | W  | W  |
| 4 | words that replace persons, places, things, animals, events, ideas, and emotions                                  |    |    |    |    |    |    |
|   |                                                                                                                   |    |    |    |    |    |    |
|   |                                                                                                                   |    |    |    |    |    |    |
|   |                                                                                                                   |    |    |    |    |    |    |
|   | a personal pronouns                                                                                               | L  | L  | L  | L  | L  | L  |
|   |                                                                                                                   | S  | S  | S  | S  | S  | S  |
|   |                                                                                                                   | R  | R  | R  | R  | R  | R  |
|   |                                                                                                                   | W* | W* | W* | W* | W* | W* |
|   | b interrogative pronouns                                                                                          |    | L  | L  | L  |    |    |
|   |                                                                                                                   |    | S  | S  | S  |    |    |
|   |                                                                                                                   |    | R  | R  | R  |    |    |
|   |                                                                                                                   |    | W* | W* | W  |    |    |
|   | c possessive pronouns                                                                                             |    |    | L  | L  |    |    |
|   |                                                                                                                   |    |    | S  | S  |    |    |
|   |                                                                                                                   |    |    | R  | R  |    |    |
|   |                                                                                                                   |    |    | W* | W  |    |    |
|   | d demonstrative pronouns                                                                                          |    |    | L  | L  | L  |    |
|   |                                                                                                                   |    |    |    |    |    |    |
|   |                                                                                                                   |    |    |    |    |    |    |
|   |                                                                                                                   |    |    |    |    |    |    |



**Grammar  
Awareness and  
Grammatical  
Structures**  
(sentences)

|                                                                        |    |    |    |   |   |   |
|------------------------------------------------------------------------|----|----|----|---|---|---|
|                                                                        |    |    | S  | S | S |   |
|                                                                        |    |    | R  | R | R |   |
|                                                                        |    |    | W* | W | W |   |
| Identify the synonyms and antonyms of words.                           |    |    | L  | L | L | L |
|                                                                        |    |    | S  | S | S | S |
|                                                                        |    |    | R  | R | R | R |
|                                                                        |    |    | W* | W | W | W |
| Read words correctly for meaning (based on word patterns).             | L  | L  | L  | L | L | L |
|                                                                        | S  | S  | S  | S | S | S |
|                                                                        | R  | R  | R  | R | R | R |
| Write words legibly and correctly (based on word patterns).            | L  | L  | L  | L | L | L |
|                                                                        | S  | S  | S  | S | S | S |
|                                                                        | R  | R  | R  | R | R | R |
|                                                                        | W* | W* | W* | W | W | W |
| Identify roots of high frequency words (nouns, verbs, and adjectives). |    |    |    | L | L | L |
|                                                                        |    |    |    | S | S | S |
|                                                                        |    |    |    | R | R | R |
|                                                                        |    |    |    | W | W | W |
| Identify sentences and non-sentences.                                  | L  | L  | L  | L | L | L |
|                                                                        | S  | S  | S  | S | S | S |
|                                                                        | R  | R  | R  | R | R | R |

|                                                                                                                                                                      |                                                  |    |    |    |    |    |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----|----|----|----|----|----|
| Use simple sentences to express ideas about oneself, family, school, community, physical environment, regional themes, national themes, and content-specific topics. |                                                  | L  | L  | L  | L  | L  | L  |
|                                                                                                                                                                      |                                                  | S  | S  | S  | S  | S  | S  |
|                                                                                                                                                                      |                                                  | R  | R  | R  | R  | R  | R  |
|                                                                                                                                                                      |                                                  | W* | W* | W* | W* | W* | W* |
| Use simple sentences with proper intonation (pitch, juncture, rhythm).                                                                                               |                                                  | L  | L  | L  | L  | L  | L  |
|                                                                                                                                                                      |                                                  | S  | S  | S  | S  | S  | S  |
|                                                                                                                                                                      |                                                  | R  | R  | R  | R  | R  | R  |
| Sequence words to represent meaning in simple sentences.                                                                                                             |                                                  |    |    |    |    |    |    |
| 1                                                                                                                                                                    | telling sentences (declarative)                  | L  | L  | L  | L  | L  | L  |
|                                                                                                                                                                      |                                                  | S  | S  | S  | S  | S  | S  |
|                                                                                                                                                                      |                                                  |    | R  | R  | R  | R  | R  |
|                                                                                                                                                                      |                                                  |    |    | W  | W  | W  | W  |
| 2                                                                                                                                                                    | asking sentences (interrogative)                 | L  | L  | L  | L  | L  | L  |
|                                                                                                                                                                      |                                                  | S  | S  | S  | S  | S  | S  |
|                                                                                                                                                                      |                                                  |    | R  | R  | R  | R  | R  |
|                                                                                                                                                                      |                                                  |    |    | W* | W  | W  | W  |
| 3                                                                                                                                                                    | commanding and requesting sentences (imperative) |    | L  | L  | L  | L  | L  |
|                                                                                                                                                                      |                                                  |    | S  | S  | S  | S  | S  |
|                                                                                                                                                                      |                                                  |    | R  | R  | R  | R  | R  |
|                                                                                                                                                                      |                                                  |    |    | W* | W  | W  | W  |
| 4                                                                                                                                                                    | exclamatory sentences                            |    | L  | L  | L  | L  | L  |
|                                                                                                                                                                      |                                                  |    | S  | S  | S  | S  | S  |
|                                                                                                                                                                      |                                                  |    | R  | R  | R  | R  | R  |

|   |                                                                                          |          |          |           |          |          |          |
|---|------------------------------------------------------------------------------------------|----------|----------|-----------|----------|----------|----------|
|   |                                                                                          |          |          | <b>W*</b> | <b>W</b> | <b>W</b> | <b>W</b> |
|   | Identify the parts of simple sentences: (who/what, what are they doing, when/where/how). |          |          |           |          |          |          |
| 1 | telling sentences (declarative)                                                          | <b>L</b> | <b>L</b> | <b>L</b>  | <b>L</b> | <b>L</b> | <b>L</b> |
|   |                                                                                          | <b>S</b> | <b>S</b> | <b>S</b>  | <b>S</b> | <b>S</b> | <b>S</b> |
|   |                                                                                          |          | <b>R</b> | <b>R</b>  | <b>R</b> | <b>R</b> | <b>R</b> |
|   |                                                                                          |          |          | <b>W</b>  | <b>W</b> | <b>W</b> | <b>W</b> |
| 2 | asking sentences (interrogative)                                                         | <b>L</b> | <b>L</b> | <b>L</b>  | <b>L</b> | <b>L</b> | <b>L</b> |
|   |                                                                                          | <b>S</b> | <b>S</b> | <b>S</b>  | <b>S</b> | <b>S</b> | <b>S</b> |
|   |                                                                                          |          | <b>R</b> | <b>R</b>  | <b>R</b> | <b>R</b> | <b>R</b> |
|   |                                                                                          |          |          | <b>W*</b> | <b>W</b> | <b>W</b> | <b>W</b> |
| 3 | commanding and requesting sentences (imperative)                                         |          | <b>L</b> | <b>L</b>  | <b>L</b> | <b>L</b> | <b>L</b> |
|   |                                                                                          |          | <b>S</b> | <b>S</b>  | <b>S</b> | <b>S</b> | <b>S</b> |
|   |                                                                                          |          | <b>R</b> | <b>R</b>  | <b>R</b> | <b>R</b> | <b>R</b> |
|   |                                                                                          |          |          | <b>W*</b> | <b>W</b> | <b>W</b> | <b>W</b> |
| 4 | exclamatory sentences                                                                    |          | <b>L</b> | <b>L</b>  | <b>L</b> | <b>L</b> | <b>L</b> |
|   |                                                                                          |          | <b>S</b> | <b>S</b>  | <b>S</b> | <b>S</b> | <b>S</b> |
|   |                                                                                          |          | <b>R</b> | <b>R</b>  | <b>R</b> | <b>R</b> | <b>R</b> |
|   |                                                                                          |          |          | <b>W*</b> | <b>W</b> | <b>W</b> | <b>W</b> |
|   | Use correct capitalization and punctuation for simple sentences.                         |          |          |           |          |          |          |
|   | telling sentences (declarative)                                                          | <b>L</b> | <b>L</b> | <b>L</b>  | <b>L</b> | <b>L</b> | <b>L</b> |
|   |                                                                                          | <b>S</b> | <b>S</b> | <b>S</b>  | <b>S</b> | <b>S</b> | <b>S</b> |
|   |                                                                                          |          | <b>R</b> | <b>R</b>  | <b>R</b> | <b>R</b> | <b>R</b> |
|   |                                                                                          |          |          | <b>W</b>  | <b>W</b> | <b>W</b> | <b>W</b> |

|                                  |                                                                    |   |   |    |   |   |   |
|----------------------------------|--------------------------------------------------------------------|---|---|----|---|---|---|
|                                  | asking sentences (interrogative)                                   | L | L | L  | L | L | L |
|                                  |                                                                    | S | S | S  | S | S | S |
|                                  |                                                                    |   | R | R  | R | R | R |
|                                  |                                                                    |   |   | W* | W | W | W |
|                                  | commanding and requesting sentences (imperative)                   |   | L | L  | L | L | L |
|                                  |                                                                    |   | S | S  | S | S | S |
|                                  |                                                                    |   | R | R  | R | R | R |
|                                  |                                                                    |   |   | W* | W | W | W |
|                                  | exclamatory sentences                                              |   | L | L  | L | L | L |
|                                  |                                                                    |   | S | S  | S | S | S |
|                                  |                                                                    |   | R | R  | R | R | R |
|                                  |                                                                    |   |   | W* | W | W | W |
| Identify in a compound sentence: |                                                                    |   |   |    |   |   |   |
| 1                                | the two independent clauses in a compound sentence                 |   |   |    | L | L | L |
|                                  |                                                                    |   |   |    | S | S | S |
|                                  |                                                                    |   |   |    | R | R | R |
|                                  |                                                                    |   |   |    | W | W | W |
| 2                                | the joining word in a compound sentence (coordinating conjunction) |   |   |    | L | L | L |
|                                  |                                                                    |   |   |    | S | S | S |
|                                  |                                                                    |   |   |    | R | R | R |
|                                  |                                                                    |   |   |    | W | W | W |
| 3                                | the doers and the actions in the two clauses                       |   |   |    | L | L | L |
|                                  |                                                                    |   |   |    | S | S | S |
|                                  |                                                                    |   |   |    | R | R | R |

|                                                         |                                                                              |   |   |    |   |   |   |
|---------------------------------------------------------|------------------------------------------------------------------------------|---|---|----|---|---|---|
| <b>Comprehending and Analyzing Texts</b><br>(discourse) |                                                                              |   |   |    | W | W | W |
|                                                         | Use correct capitalization and punctuation in compound sentences.            |   |   |    | L | L | L |
|                                                         |                                                                              |   |   |    | S | S | S |
|                                                         |                                                                              |   |   |    | R | R | R |
|                                                         |                                                                              |   |   |    | W | W | W |
|                                                         | Identify discourse markers for a given text type.                            |   |   |    |   |   |   |
|                                                         | 1 time order and procedural                                                  | L | L | L  | L | L | L |
|                                                         |                                                                              | S | S | S  | S | S | S |
|                                                         |                                                                              |   | R | R  | R | R | R |
|                                                         |                                                                              |   |   | W* | W | W | W |
|                                                         | 2 description                                                                |   | L | L  | L | L | L |
|                                                         |                                                                              |   | S | S  | S | S | S |
|                                                         |                                                                              |   | R | R  | R | R | R |
|                                                         |                                                                              |   |   | W  | W | W | W |
|                                                         | 3 explanation                                                                |   |   |    | L | L | L |
|                                                         |                                                                              |   |   |    | S | S | S |
|                                                         |                                                                              |   |   |    | R | R | R |
|                                                         |                                                                              |   |   |    | W | W | W |
|                                                         | Read grade level sentences with appropriate speed, accuracy, and expression. | L | L | L  | L | L | L |
|                                                         |                                                                              | S | S | S  | S | S | S |
|                                                         |                                                                              | R | R | R  | R | R | R |
|                                                         | Comprehend stories.                                                          |   |   |    |   |   |   |
|                                                         | 1 Note important elements from stories (characters, setting, events).        | L | L | L  | L | L | L |
|                                                         |                                                                              | S | S | S  | S | S | S |
|                                                         |                                                                              | R | R | R  | R | R | R |

|  |   |                                               | W* | W* | W* | W | W | W |
|--|---|-----------------------------------------------|----|----|----|---|---|---|
|  | 2 | Sequence events.                              |    |    |    |   |   |   |
|  |   | a at least 3 events                           | L  | L  | L  |   |   |   |
|  |   |                                               | S  | S  | S  |   |   |   |
|  |   |                                               | R  | R  | R  |   |   |   |
|  |   |                                               |    | W* | W* |   |   |   |
|  |   | b at least 4 events                           |    | L  | L  |   |   |   |
|  |   |                                               |    | S  | S  |   |   |   |
|  |   |                                               |    | R  | R  |   |   |   |
|  |   |                                               |    | W* | W* |   |   |   |
|  |   | c at least 5 events                           |    |    |    | L | L | L |
|  |   |                                               |    |    |    | S | S | S |
|  |   |                                               |    |    |    | R | R | R |
|  |   |                                               |    |    |    | W | W | W |
|  | 3 | Identify the problem and solution in stories. | L  | L  | L  | L | L | L |
|  |   |                                               | S  | S  | S  | S | S | S |
|  |   |                                               |    | R  | R  | R | R | R |
|  |   |                                               |    |    |    | W | W | W |
|  | 4 | Infer the character's feelings and traits.    | L  | L  | L  | L | L | L |
|  |   |                                               | S  | S  | S  | S | S | S |
|  |   |                                               |    | R  | R  | R | R | R |
|  |   |                                               |    |    |    | W | W | W |
|  | 5 | Relate story events to one's experience.      | L  | L  | L  | L | L | L |
|  |   |                                               | S  | S  | S  | S | S | S |
|  |   |                                               |    | R  | R  | R | R | R |

|  |                                 |                                                              |                    |   |    |    |   |   |   |
|--|---------------------------------|--------------------------------------------------------------|--------------------|---|----|----|---|---|---|
|  |                                 |                                                              |                    |   |    |    | W | W | W |
|  | 6                               | Identify cause and effect of events.                         | L                  | L | L  | L  | L | L |   |
|  |                                 |                                                              | S                  | S | S  | S  | S | S |   |
|  |                                 |                                                              |                    | R | R  | R  | R | R |   |
|  |                                 |                                                              |                    |   |    | W  | W | W |   |
|  | 7                               | Predict possible ending.                                     | L                  | L | L  | L  | L | L |   |
|  |                                 |                                                              | S                  | S | S  | S  | S | S |   |
|  |                                 |                                                              |                    | R | R  | R  | R | R |   |
|  |                                 |                                                              |                    |   |    | W  | W | W |   |
|  | 8                               | Give a summary.                                              | L                  | L | L  | L  | L | L |   |
|  |                                 |                                                              | S                  | S | S  | S  | S | S |   |
|  |                                 |                                                              | R                  | R | R  | R  | R | R |   |
|  |                                 |                                                              |                    |   |    | W  | W | W |   |
|  | Comprehend informational texts. |                                                              |                    |   |    |    |   |   |   |
|  | 1                               | Note significant details in grade-level informational texts. |                    |   |    |    |   |   |   |
|  |                                 | a                                                            | at least 3 details | L | L  | L  |   |   |   |
|  |                                 |                                                              |                    | S | S  | S  |   |   |   |
|  |                                 |                                                              |                    | R | R  | R  |   |   |   |
|  |                                 |                                                              |                    |   | W* | W* |   |   |   |
|  |                                 | b                                                            | at least 4 details |   | L  | L  |   |   |   |
|  |                                 |                                                              |                    |   | S  | S  |   |   |   |
|  |                                 |                                                              |                    |   | R  | R  |   |   |   |
|  |                                 |                                                              |                    |   | W* | W* |   |   |   |
|  |                                 | c                                                            | at least 5 details |   |    |    | L | L | L |
|  |                                 |                                                              |                    |   |    |    | S | S | S |

|  |   |                                |  |   |    |    |   |   |
|--|---|--------------------------------|--|---|----|----|---|---|
|  |   |                                |  |   |    | R  | R | R |
|  |   |                                |  |   |    | W  | W | W |
|  | 2 | Identify problem and solution. |  | L | L  | L  | L | L |
|  |   |                                |  | S | S  | S  | S | S |
|  |   |                                |  |   | R  | R  | R | R |
|  |   |                                |  |   |    |    | W | W |
|  | 3 | Identify text types.           |  |   |    |    |   |   |
|  |   |                                |  | L | L  | L  | L | L |
|  |   | a time order and procedural    |  | S | S  | S  | S | S |
|  |   |                                |  |   | R  | R  | R | R |
|  |   |                                |  |   | W* | W* | W | W |
|  |   |                                |  |   |    |    |   |   |
|  |   | b description                  |  |   | L  | L  | L | L |
|  |   |                                |  |   | S  | S  | S | S |
|  |   |                                |  |   | R  | R  | R | R |
|  |   |                                |  |   |    |    | W | W |
|  |   | c explanation                  |  |   |    |    | L | L |
|  |   |                                |  |   |    |    | S | S |
|  |   |                                |  |   |    |    | R | R |
|  |   |                                |  |   |    |    | W | W |
|  | 4 | Draw conclusions.              |  |   |    |    | L | L |
|  |   |                                |  |   |    |    | S | S |
|  |   |                                |  |   |    |    | R | R |
|  |   |                                |  |   |    |    | W | W |



|                                                |                                                                               |                         |    |    |    |   |   |   |
|------------------------------------------------|-------------------------------------------------------------------------------|-------------------------|----|----|----|---|---|---|
| Creating and<br>Composing Texts<br>(discourse) | Use common expressions and polite greetings appropriate to a given situation. |                         | S  | S  | S  | S | S | S |
|                                                |                                                                               |                         | W* | W* | W* | W | W | W |
|                                                | Use own words in retelling myths, legends, fables, and narrative poems.       |                         | S  | S  | S  | S | S | S |
|                                                |                                                                               |                         | W* | W* | W* | W | W | W |
|                                                | Express ideas about one’s experiences:                                        |                         |    |    |    |   |   |   |
|                                                | 1                                                                             | oneself and family      | S  |    |    |   |   |   |
|                                                |                                                                               |                         | W* |    |    |   |   |   |
|                                                | 2                                                                             | school                  |    | S  |    |   |   |   |
|                                                |                                                                               |                         |    | W* |    |   |   |   |
|                                                | 3                                                                             | community               |    | S  |    |   |   |   |
|                                                |                                                                               |                         |    | W* |    |   |   |   |
|                                                | 4                                                                             | physical environment    |    |    | S  |   |   |   |
|                                                |                                                                               |                         |    |    | W* |   |   |   |
|                                                | 5                                                                             | regional themes         |    |    |    | S | S |   |
|                                                |                                                                               |                         |    |    |    | W | W |   |
|                                                | 6                                                                             | national themes         |    |    |    |   |   | S |
|                                                |                                                                               |                         |    |    |    |   |   | W |
|                                                | 7                                                                             | content-specific topics | S  | S  | S  | S | S | S |
|                                                |                                                                               |                         |    | W* | W* | W | W | W |
|                                                | Use basic sight words, high frequency, and content-specific words.            |                         | S  | S  | S  | S | S | S |
|                                                |                                                                               |                         | W* | W* | W* | W | W | W |

|  |                                                                         |                           |   |    |    |   |   |   |
|--|-------------------------------------------------------------------------|---------------------------|---|----|----|---|---|---|
|  | Compose texts to react to the character, setting, or events in a story. |                           | S | S  | S  | S | S | S |
|  |                                                                         |                           |   | W* | W* | W | W | W |
|  | Compose texts to react to a topic.                                      |                           | S | S  | S  | S | S | S |
|  |                                                                         |                           |   | W* | W* | W | W | W |
|  | Make a summary of narrative text.                                       |                           | S | S  | S  | S | S | S |
|  |                                                                         |                           |   | W* | W* | W | W | W |
|  | Express ideas using text types:                                         |                           |   |    |    |   |   |   |
|  | 1                                                                       | time order and procedural | S | S  | S  | S | S | S |
|  |                                                                         |                           |   | W* | W* | W | W | W |
|  | 2                                                                       | description               |   |    |    | S | S | S |
|  |                                                                         |                           |   |    |    | W | W | W |
|  | 3                                                                       | explanation               |   |    |    | S | S | S |
|  |                                                                         |                           |   |    |    | W | W | W |

Legend: L - Listening, S - Speaking, R - Reading, W - Writing.

Note for Writing:

- \* – Copying and Guided Writing in response to Comprehension Questions

**SAMPLE CLUSTERING OF LEARNING COMPETENCIES FOR ENGLISH 3  
(FIRST FIVE WEEKS OF TERM 1)**

| Week | Learning Competencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | <ol style="list-style-type: none"> <li>1. Identify Grade 3 level-appropriate sight words.</li> <li>2. Read words accurately and automatically according to word patterns (initial, final, medial).               <ol style="list-style-type: none"> <li>a. CVCC words</li> </ol> </li> <li>3. Identify high-frequency words accurately.</li> <li>4. Use vocabulary referring to:               <ol style="list-style-type: none"> <li>a. regional themes</li> </ol> </li> <li>5. Use content-specific words.               <ol style="list-style-type: none"> <li>a. Mathematics (basic symbols and terminologies)</li> </ol> </li> <li>6. Identify words with different functions.               <ol style="list-style-type: none"> <li>a. words that replace persons, places, things, animals, events, ideas, and emotions                   <ol style="list-style-type: none"> <li>i. demonstrative pronouns</li> </ol> </li> </ol> </li> <li>7. Read words correctly for meaning (based on word patterns).</li> <li>8. Write words legibly and correctly (based on word patterns).</li> <li>9. Identify sentences and non-sentences.</li> <li>10. Use simple sentences to express ideas about regional themes.</li> <li>11. Use simple sentences with proper intonation (pitch, juncture, rhythm).</li> <li>12. Sequence words to represent meaning in simple sentences.               <ol style="list-style-type: none"> <li>a. telling sentences (declarative)</li> </ol> </li> <li>13. Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).               <ol style="list-style-type: none"> <li>a. telling sentences (declarative)</li> </ol> </li> <li>14. Use correct capitalization and punctuation for simple sentences.</li> </ol> |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <ul style="list-style-type: none"> <li>a. telling sentences (declarative)</li> <li>15. Read grade level sentences with appropriate speed, accuracy, and expression.</li> <li>16. Comprehend stories.               <ul style="list-style-type: none"> <li>a. Note important elements from stories (characters, setting, events).</li> <li>b. Sequence at least four to five events.</li> <li>c. Identify the problem and solution in stories.</li> </ul> </li> <li>17. Use common expressions and polite greetings appropriate to a given situation.</li> <li>18. Use own words in retelling myths, legends, fables, and narrative poems.</li> <li>19. Express ideas about one's experiences.               <ul style="list-style-type: none"> <li>a. regional themes</li> </ul> </li> <li>20. Use basic sight words, high frequency, and content-specific words.</li> </ul>                                                                                                                                                                                                                    |
| 2 | <ul style="list-style-type: none"> <li>1. Identify Grade 3 level-appropriate sight words.</li> <li>2. Read words accurately and automatically according to word patterns (initial, final, medial).               <ul style="list-style-type: none"> <li>a. CVCC words</li> <li>b. CCVC words (clusters and diphthongs)</li> </ul> </li> <li>3. Identify high-frequency words accurately.</li> <li>4. Use vocabulary referring to:               <ul style="list-style-type: none"> <li>a. regional themes</li> </ul> </li> <li>5. Use content-specific words.               <ul style="list-style-type: none"> <li>a. Mathematics (basic symbols and terminologies)</li> </ul> </li> <li>6. Identify words with different functions.               <ul style="list-style-type: none"> <li>a. words that label actions (doing words - verbs)</li> <li>b. words that replace persons, places, things, animals, events, ideas, and emotions                   <ul style="list-style-type: none"> <li>i. interrogative pronouns</li> <li>ii. possessive pronouns</li> </ul> </li> </ul> </li> </ul> |

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | <ol style="list-style-type: none"> <li>7. Read words correctly for meaning (based on word patterns).</li> <li>8. Write words legibly and correctly (based on word patterns).</li> <li>9. Identify roots of high frequency words (nouns, verbs, and adjectives).</li> <li>10. Use simple sentences to express ideas about regional themes.</li> <li>11. Use simple sentences with proper intonation (pitch, juncture, rhythm).</li> <li>12. Sequence words to represent meaning in simple sentences.               <ol style="list-style-type: none"> <li>a. asking sentences (interrogative)</li> </ol> </li> <li>13. Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).               <ol style="list-style-type: none"> <li>a. asking sentences (interrogative)</li> </ol> </li> <li>14. Use correct capitalization and punctuation for simple sentences.               <ol style="list-style-type: none"> <li>a. asking sentences (interrogative)</li> </ol> </li> <li>15. Read grade level sentences with appropriate speed, accuracy, and expression.</li> <li>16. Comprehend stories.               <ol style="list-style-type: none"> <li>a. Note important elements from stories (characters, setting, events).</li> <li>b. Sequence at least four to five events.</li> <li>c. Identify the problem and solution in stories.</li> <li>d. Infer the character's feelings and traits.</li> <li>e. Relate story events to one's experience.</li> </ol> </li> <li>17. Use own words in retelling myths, legends, fables, and narrative poems.</li> <li>18. Express ideas about one's experiences.               <ol style="list-style-type: none"> <li>a. regional themes</li> </ol> </li> <li>19. Use basic sight words, high frequency, and content-specific words.</li> </ol> |
| <b>3</b> | <ol style="list-style-type: none"> <li>1. Identify Grade 3 level-appropriate sight words.</li> <li>2. Read words accurately and automatically according to word patterns (initial, final, medial).               <ol style="list-style-type: none"> <li>a. CVCC words</li> </ol> </li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>b. CCVC words (clusters and diphthongs)</li> <li>c. VCV words</li> </ul> <ol style="list-style-type: none"> <li>3. Identify high-frequency words accurately.</li> <li>4. Use vocabulary referring to:             <ul style="list-style-type: none"> <li>a. regional themes</li> </ul> </li> <li>5. Use content-specific words.             <ul style="list-style-type: none"> <li>a. Mathematics (basic symbols and terminologies)</li> </ul> </li> <li>6. Identify words with different functions.             <ul style="list-style-type: none"> <li>a. words that label actions (doing words - verbs)</li> </ul> </li> <li>7. Read words correctly for meaning (based on word patterns).</li> <li>8. Write words legibly and correctly (based on word patterns).</li> <li>9. Identify roots of high frequency words (nouns, verbs, and adjectives).</li> <li>10. Use simple sentences to express ideas about regional themes.</li> <li>11. Use simple sentences with proper intonation (pitch, juncture, rhythm).</li> <li>12. Sequence words to represent meaning in simple sentences.             <ul style="list-style-type: none"> <li>a. commanding and requesting sentences (imperative)</li> </ul> </li> <li>13. Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).             <ul style="list-style-type: none"> <li>a. commanding and requesting sentences (imperative)</li> </ul> </li> <li>14. Use correct capitalization and punctuation for simple sentences.             <ul style="list-style-type: none"> <li>a. commanding and requesting sentences (imperative)</li> </ul> </li> <li>15. Read grade level sentences with appropriate speed, accuracy, and expression.</li> <li>16. Comprehend stories.             <ul style="list-style-type: none"> <li>a. Note important elements from stories (characters, setting, events).</li> <li>b. Sequence at least four to five events.</li> <li>c. Identify the problem and solution in stories.</li> <li>d. Infer the character's feelings and traits.</li> </ul> </li> </ol> |
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|          | <ul style="list-style-type: none"> <li>e. Relate story events to one's experience.</li> <li>f. Identify cause and effect of events.</li> </ul> <p>17. Use own words in retelling myths, legends, fables, and narrative poems.</p> <p>18. Express ideas about one's experiences.</p> <ul style="list-style-type: none"> <li>a. regional themes</li> </ul> <p>19. Use basic sight words, high frequency, and content-specific words.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>4</b> | <ol style="list-style-type: none"> <li>1. Identify Grade 3 level-appropriate sight words.</li> <li>2. Read words accurately and automatically according to word patterns (initial, final, medial).             <ul style="list-style-type: none"> <li>a. CVCC words</li> <li>b. CCVC words (clusters and diphthongs)</li> <li>c. VCV words</li> </ul> </li> <li>3. Identify high-frequency words accurately.</li> <li>4. Use vocabulary referring to:             <ul style="list-style-type: none"> <li>a. regional themes</li> </ul> </li> <li>5. Use content-specific words.             <ul style="list-style-type: none"> <li>a. Mathematics (basic symbols and terminologies)</li> </ul> </li> <li>6. Identify words with different functions.             <ul style="list-style-type: none"> <li>a. words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives)</li> </ul> </li> <li>7. Identify the synonyms and antonyms of words.</li> <li>8. Read words correctly for meaning (based on word patterns).</li> <li>9. Write words legibly and correctly (based on word patterns).</li> <li>10. Identify roots of high frequency words (nouns, verbs, and adjectives).</li> <li>11. Use simple sentences to express ideas about regional themes.</li> <li>12. Use simple sentences with proper intonation (pitch, juncture, rhythm).</li> </ol> |

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|   | <ol style="list-style-type: none"> <li>13. Sequence words to represent meaning in simple sentences.               <ol style="list-style-type: none"> <li>a. commanding and requesting sentences (imperative)</li> </ol> </li> <li>14. Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).               <ol style="list-style-type: none"> <li>a. commanding and requesting sentences (imperative)</li> </ol> </li> <li>15. Use correct capitalization and punctuation for simple sentences.               <ol style="list-style-type: none"> <li>a. commanding and requesting sentences (imperative)</li> </ol> </li> <li>16. Read grade level sentences with appropriate speed, accuracy, and expression.</li> <li>17. Comprehend stories.               <ol style="list-style-type: none"> <li>a. Note important elements from stories (characters, setting, events).</li> <li>b. Sequence at least four to five events.</li> <li>c. Identify the problem and solution in stories.</li> <li>d. Infer the character's feelings and traits.</li> <li>e. Relate story events to one's experience.</li> <li>f. Identify cause and effect of events.</li> <li>g. Predict possible ending.</li> </ol> </li> <li>18. Use own words in retelling myths, legends, fables, and narrative poems.</li> <li>19. Express ideas about one's experiences.               <ol style="list-style-type: none"> <li>a. regional themes</li> </ol> </li> <li>20. Use basic sight words, high frequency, and content-specific words.</li> </ol> |
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|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|  | <ol style="list-style-type: none"> <li>3. Identify high-frequency words accurately.</li> <li>4. Use vocabulary referring to:             <ol style="list-style-type: none"> <li>a. regional themes</li> </ol> </li> <li>5. Use content-specific words.             <ol style="list-style-type: none"> <li>a. Science (basic terminologies)</li> </ol> </li> <li>6. Identify words with different functions.             <ol style="list-style-type: none"> <li>a. words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives)</li> </ol> </li> <li>7. Identify the synonyms and antonyms of words.</li> <li>8. Read words correctly for meaning (based on word patterns).</li> <li>9. Write words legibly and correctly (based on word patterns).</li> <li>10. Identify roots of high frequency words (nouns, verbs, and adjectives).</li> <li>11. Use simple sentences to express ideas about regional themes.</li> <li>12. Use simple sentences with proper intonation (pitch, juncture, rhythm).</li> <li>13. Sequence words to represent meaning in simple sentences.             <ol style="list-style-type: none"> <li>a. exclamatory sentences</li> </ol> </li> <li>14. Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).             <ol style="list-style-type: none"> <li>a. exclamatory sentences</li> </ol> </li> <li>15. Use correct capitalization and punctuation for simple sentences.             <ol style="list-style-type: none"> <li>a. exclamatory sentences</li> </ol> </li> <li>16. Read grade level sentences with appropriate speed, accuracy, and expression.</li> <li>17. Comprehend stories.             <ol style="list-style-type: none"> <li>a. Note important elements from stories (characters, setting, events).</li> <li>b. Sequence at least four to five events.</li> <li>c. Identify the problem and solution in stories.</li> <li>d. Infer the character's feelings and traits.</li> </ol> </li> </ol> |
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|  | <ul style="list-style-type: none"><li>e. Relate story events to one's experience.</li><li>f. Identify cause and effect of events.</li><li>g. Predict possible ending.</li><li>h. Give a summary.</li></ul> <p>18. Use own words in retelling myths, legends, fables, and narrative poems.</p> <p>19. Express ideas about one's experiences.</p> <ul style="list-style-type: none"><li>a. regional themes</li></ul> <p>20. Use basic sight words, high frequency, and content-specific words.</p> <p>21. Compose texts to react to the character, setting, or events in a story.</p> <p>22. Make a summary of narrative text.</p> |
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