

Republic of the Philippines
Department of Education
DepEd Complex, Meralco Avenue
Pasig City

K to 12 Curriculum Guide

ENGLISH

(Grade 1 to Grade 3 and Grade 7 to 10)

January 31, 2012

ORAL LANGUAGE		
Content Standards	The learner understands the standards of English in order to participate in various oral communication demands (situation, purpose and audience).	
Performance Standards	The learner has sufficient facility in English to understand spoken discourse and to talk and interact with others about personal experiences and text listened to or read.	
Competencies		
GRADE 1	GRADE 2	GRADE 3
<i>The Learner . . .</i>	<i>The Learner . . .</i>	<i>The Learner . . .</i>
<ul style="list-style-type: none">listens and attempts to respond to others in English	<ul style="list-style-type: none">listens and responds to others	<ul style="list-style-type: none">listens and interacts with others in a group or class discussion
<ul style="list-style-type: none">listens and responds to texts	<ul style="list-style-type: none">listens and responds to texts and relates them to personal experiences	<ul style="list-style-type: none">listens and responds to texts, recall the main ideas, and relates them to personal experiences
<ul style="list-style-type: none">relates texts to personal experiences	<ul style="list-style-type: none">converses and talks about personal experiences	<ul style="list-style-type: none">converses, asks questions, and talks about events and personal experiences in a group
<ul style="list-style-type: none">talks about personal experiences	<ul style="list-style-type: none">tells a story	<ul style="list-style-type: none">tells stories, recites or reads aloud informally or for audience
	<ul style="list-style-type: none">Identifies, describes and uses some commonly used verbal and non-verbal features in a range of texts	<ul style="list-style-type: none">identifies, describes and uses some commonly used verbal and non-verbal features in a range of texts and begins to adapt spoken language to an audience
<ul style="list-style-type: none">clarifies meanings heard while drawing on personal experiences	<ul style="list-style-type: none">identifies, clarifies and questions meanings drawing on personal background, knowledge and experiences	<ul style="list-style-type: none">identifies, clarifies and uses meanings in spoken texts, drawing on personal background, knowledge and experiences
<ul style="list-style-type: none">starts to asks questions, attempts to listen to, interprets and presents information	<ul style="list-style-type: none">asks questions, listens to, interprets and presents information	<ul style="list-style-type: none">asks questions, listens to, interprets and presents information

PHONICS AND WORD RECOGNITION

Content Standards	The learner recognizes words and constructs meaning about them based on series of cues (including word shape, contextual, perceptual, phonological, and semantic information) happening instantaneously.		
Performance Standards	The learner uses sight word recognition or phonic analysis to read and understand words in English that contain complex letter combinations, affixes and contractions.		
Competencies			
GRADE 1	GRADE 2	GRADE 3	
		<i>The Learner...</i>	
		• knows all letter-sounds	
		• understands that the order of letters in a written word represents the order of sounds in a spoken word	
		• recognizes some common words on sight, such as a, the, you, is, are	
		• uses phonics knowledge to attempt unknown words	
		• shows how spoken words are represented by written letters that are arranged in a specific order	
		• blends phonemes to read CVC words	
		• matches CVC words with pictures or objects	
		• reads one-syllable words using phonics	
		• uses phonics to sound out unfamiliar words	
• recognizes some irregularly spelled words, such as have, said			

GRAMMAR		
Content Standards	The learner understands that English language has a set of structural rules that govern the composition of clauses, phrases, and words in oral and written communication.	
Performance Standards	<i>The learner...</i> <ul style="list-style-type: none">• demonstrates grammatical awareness by being able to read, speak and write correctly; and• communicates effectively in oral and written forms using the correct grammatical structures of English.	
Competencies		
GRADE 1	GRADE 2	GRADE 3
<i>The Learner...</i>	<i>The Learner...</i> <ul style="list-style-type: none">• uses awareness of the grammar of a sentence to help decipher new or unfamiliar words	<i>The learner...</i> <ul style="list-style-type: none">• reads aloud with intonation and expression, taking account of the punctuation (e.g. speech marks and exclamation marks)
	<ul style="list-style-type: none">• reads familiar texts aloud with fluency and expressions appropriate to the grammar (e.g. pausing at full stops and raising voice at questions)	
<ul style="list-style-type: none">• uses correct nouns and personal pronouns in telling about one’s family and friends		<ul style="list-style-type: none">• uses correct nouns, common and proper and singular and plural in taking/writing about persons, places and things
	<ul style="list-style-type: none">• uses correct personal pronouns in place of nouns	<ul style="list-style-type: none">• uses correct personal and possessive pronouns in place of nouns
<ul style="list-style-type: none">• uses a limited number of simple verbs in telling about the activities of one’s family and friends	<ul style="list-style-type: none">• uses correct simple present form of the verb that agrees with the noun or pronoun	<ul style="list-style-type: none">• uses correct simple present and past form of verbs in talking/writing about one’s experiences
<ul style="list-style-type: none">• describes one’s family and friends using common adjectives	<ul style="list-style-type: none">• uses a number of adjectives in describing the persons, places and things	<ul style="list-style-type: none">• uses a number of adjectives, their synonyms and antonyms, in describing persons, places and things
<ul style="list-style-type: none">• uses directional prepositions correctly	<ul style="list-style-type: none">• uses common prepositions correctly	<ul style="list-style-type: none">• uses common prepositions and attempts to use prepositional phrases correctly

VOCABULARY DEVELOPMENT		
Content Standards	The learner understands the importance of acquiring an extensive receptive and expressive (passive and active) vocabulary for communication or expression in various contexts and language functions.	
Performance Standards	The learner acquires, studies, and uses English vocabulary words appropriately in relevant contexts.	
Competencies		
GRADE 1	GRADE 2	GRADE 3
<i>The Learner . . .</i> <ul style="list-style-type: none">differentiates English words from words in other languages spoken at home and in school	<i>The Learner . . .</i> <ul style="list-style-type: none">identifies and supplies the English word equivalent of words in the mother tongue or Filipino	<i>The Learner . . .</i> <ul style="list-style-type: none">uses English words in spoken and written expression
<ul style="list-style-type: none">asks about unfamiliar words to gain meaning	<ul style="list-style-type: none">classifies common words into conceptual categories (e.g. animals, foods, toys, etc)	<ul style="list-style-type: none">supplies words that fall into conceptual categories
<ul style="list-style-type: none">sorts familiar words in basic categories (e.g. colors, shapes, foods, etc)	<ul style="list-style-type: none">determines what words mean from how they are used in a sentence, heard or read	<ul style="list-style-type: none">provides alternate words for a target word to reflect understanding of nuances (e.g. big, huge, enormous)
<ul style="list-style-type: none">describes familiar objects and events in both general and specific language	<ul style="list-style-type: none">talks about the meaning of words and uses new words when speaking and writing	<ul style="list-style-type: none">transforms root words to appropriate structure to fit a sentence (e.g. smile, smiled, smiles, smiling)
<ul style="list-style-type: none">shows curiosity about and play with words and language	<ul style="list-style-type: none">begins to see that some words mean the same thing (synonyms) and some words have opposite meanings (antonyms)	<ul style="list-style-type: none">uses English to define or describe other English words
<ul style="list-style-type: none">uses new words learned thru stories in own speech	<ul style="list-style-type: none">recognizes that words play different roles in sentences (e.g. some words-nouns-name things and some words-verbs-show actions)	<ul style="list-style-type: none">uses English to describe persons, places, processes and events
<ul style="list-style-type: none">knows and uses words that are important to school work, such as the names for colors, shapes, and numbers	<ul style="list-style-type: none">asks about unfamiliar words to learn about meaning	<ul style="list-style-type: none">uses knowledge of prefixes (e.g. un-, re-, in-, dis-) to determine the meaning of words

GRADE 1	GRADE 2	GRADE 3
<p><i>The Learner . . .</i></p> <ul style="list-style-type: none"> knows and uses words that are important to daily life, such as street names and names for community workers 	<p><i>The Learner . . .</i></p> <ul style="list-style-type: none"> recognizes root words and their inflections (e.g. look, looks, looked, looking) 	<p><i>The Learner . . .</i></p> <ul style="list-style-type: none"> uses knowledge of suffixes (e.g. –ful, -ly, -less) to determine the meaning of words
	<ul style="list-style-type: none"> identifies some words that comprise contractions (e.g. can't = can not, it's = it is, aren't = are not) 	<ul style="list-style-type: none"> recognizes some words represented by common abbreviations (e.g. Mr., ave., Oct.)
	<ul style="list-style-type: none"> recognizes that two words can make a compound word (e.g. airport, treetop, popcorn) 	<ul style="list-style-type: none"> determines the meaning of compound words using knowledge of individual words (e.g. lunchtime, daydream, everyday)
	<ul style="list-style-type: none"> uses language with more control (such as speaking in complete sentence) 	<ul style="list-style-type: none"> wants to learn new words and share them at school and home
	<ul style="list-style-type: none"> understands that the language used in school are more formal than the language used at home and with friends 	<ul style="list-style-type: none"> uses clues from the context to figure out what words mean
		<ul style="list-style-type: none"> increases vocabulary through the use of synonyms and antonyms
		<ul style="list-style-type: none"> uses different parts of speech correctly, including nouns, verbs, adjectives, and adverbs
		<ul style="list-style-type: none"> learns more new words through independent reading

LISTENING COMPREHENSION

LISTENING COMPREHENSION		
Content Standards	The learner understands that listening is the receptive skill in the oral mode that allows one to comprehend what is heard using ones skills and background knowledge (schema).	
Performance Standards	<i>The learner...</i> <ul style="list-style-type: none">• activates prior knowledge conceptually related to text and establishes a purpose for listening/reading• be self-aware as they discuss and analyze text to create new meanings and modify old knowledge• responds to literary texts through the appreciation of literary devices and an understanding of story grammar• recalls/locates information from expository texts and uses this information for discussion or written production	
Competencies		
GRADE 1	GRADE 2	GRADE 3
<i>The Learner . . .</i> <ul style="list-style-type: none">• identifies connections between text listened to and personal experiences	<i>The Learner . . .</i> <ul style="list-style-type: none">• identifies similarities and differences in the plot or events in a story and personal experiences	<i>The Learner . . .</i> <ul style="list-style-type: none">• proposes several predictions about text
	<ul style="list-style-type: none">• uses personal experiences to make predictions and about text to be listened to	<ul style="list-style-type: none">• uses prior knowledge to select most likely conclusions about text
<ul style="list-style-type: none">• makes predictions about stories based on the cover r titles of texts	<ul style="list-style-type: none">• uses an understanding of incidents, characters and settings to make predictions	<ul style="list-style-type: none">• formulates questions that are expected to be answered after reading the text
<ul style="list-style-type: none">• expects written texts to make sense	<ul style="list-style-type: none">• validates predictions made after listening	<ul style="list-style-type: none">• makes predictions using experiences of listening to others texts with similar themes
<ul style="list-style-type: none">• uses the meaning of simple texts to support predictions	<ul style="list-style-type: none">• modifies prior knowledge based on new knowledge from text	
<ul style="list-style-type: none">• listens carefully to texts read aloud	<ul style="list-style-type: none">• predicts what will happen next in a text	<ul style="list-style-type: none">• evaluates the predictions made on the basis of text listened to
<ul style="list-style-type: none">• asks and answers questions about texts	<ul style="list-style-type: none">• discusses what is already known about topics listened to	<ul style="list-style-type: none">• re-formulates prior knowledge on the basis on new information learned from text
<ul style="list-style-type: none">• uses what is already known to understand a text	<ul style="list-style-type: none">• relates information and events in a selection to life experiences and vice versa	<ul style="list-style-type: none">• knows how to read for specific purposes and to seek answers to specific questions

GRADE 1	GRADE 2	GRADE 3
<i>The Learner . . .</i>	<i>The Learner . . .</i>	<i>The Learner . . .</i>
<ul style="list-style-type: none"> predicts what will happen in a text based on pictures or information in the text 	<ul style="list-style-type: none"> identifies elements of a story, including characters, setting, and key events 	<ul style="list-style-type: none"> compares a prediction about an action or event to what actually occurred within a text
<ul style="list-style-type: none"> retells and/or acts out events in texts 	<ul style="list-style-type: none"> answers simple questions about literary texts listened to 	<ul style="list-style-type: none"> asks relevant questions in order to comprehend
<ul style="list-style-type: none"> talks about texts identifying major points and key themes 	<ul style="list-style-type: none"> asks simple questions (who, what, when, where) about literary text listened to 	<ul style="list-style-type: none"> recalls information, main ideas, and details after reading
<ul style="list-style-type: none"> Participates (e.g. reacts, speculates, joins in, reads along) when repetitive language structure of fiction and poetry are read aloud 	<ul style="list-style-type: none"> knows the difference between “made up” (fiction) and “real” (nonfiction) texts 	<ul style="list-style-type: none"> answers <i>how</i>, <i>why</i>, and <i>what if</i> questions
<ul style="list-style-type: none"> understands the structure of a simple text and use when re-enacting and retelling 	<ul style="list-style-type: none"> knows the difference between stories and poems 	<ul style="list-style-type: none"> interprets information from diagrams, charts, and graphs
<ul style="list-style-type: none"> answers simple questions (who, what, when, where, when) about text listened to 	<ul style="list-style-type: none"> listens and understands simple written instructions 	<ul style="list-style-type: none"> takes part in creative responses to stories such as dramatizations of stories and oral presentations
<ul style="list-style-type: none"> determines whether a story is realistic or fantasy 	<ul style="list-style-type: none"> identifies the plot of a literary selection listened to 	<ul style="list-style-type: none"> goes beyond own experiences or general impression and refer to text to explain meaning
<ul style="list-style-type: none"> restates facts from listening to expository texts 	<ul style="list-style-type: none"> describes characters (e.g. traits, roles, similarities) within a literary selection listened to 	<ul style="list-style-type: none"> describes literary elements of text including characters, plot (specific events, problem and solution), and setting
<ul style="list-style-type: none"> responds appropriately to questions based on facts in expository texts 	<ul style="list-style-type: none"> sequences a series of events in a literary selection listened to 	<ul style="list-style-type: none"> describes characters (e.g. traits, roles, similarities) within a literary selection
<ul style="list-style-type: none"> Sequentially follow a two-step directions (e.g. recipes, directions, classroom procedures) using picture clues given verbally 	<ul style="list-style-type: none"> compares stories, identifies common themes, characters and contributes to discussions 	<ul style="list-style-type: none"> makes simple inferences about thoughts and feelings and reasons for actions
<ul style="list-style-type: none"> Identifies signs, symbols, labels, and captions in the environment 	<ul style="list-style-type: none"> identifies the topic of expository text listened to 	<ul style="list-style-type: none"> identifies key themes and discusses reasons for events in stories

GRADE 1	GRADE 2	GRADE 3
<i>The Learner . . .</i>	<i>The Learner . . .</i>	<i>The Learner . . .</i>
<ul style="list-style-type: none"> locates information in pictorial information books 	<ul style="list-style-type: none"> answers questions (e.g. who what, where, when) about expository text listened to 	<ul style="list-style-type: none"> sequences a series of events in a literary selection
<ul style="list-style-type: none"> participates (e.g. clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm 	<ul style="list-style-type: none"> follows a set of written or verbal three-step directions with pictures cues 	<ul style="list-style-type: none"> describes literary elements of text including characters, plot (specific events, problem and solution), and setting
<ul style="list-style-type: none"> relates story setting and incidents to own experiences 	<ul style="list-style-type: none"> determines whether a specific task is completed by checking to make sure all the steps were followed in the right order, with picture clues to assist 	<ul style="list-style-type: none"> describes characters (e.g. traits, roles, similarities) within a literary selection listened to
	<ul style="list-style-type: none"> states the meaning of some environmental signs (e.g. traffic, safety, warning signs) 	<ul style="list-style-type: none"> makes simple inferences about thoughts and feelings and reasons for actions
	<ul style="list-style-type: none"> locates specific information in the text to find answers to simple questions 	<ul style="list-style-type: none"> identifies key themes and discusses reasons for events in stories
		<ul style="list-style-type: none"> sequences a series of events in a literary selection
		<ul style="list-style-type: none"> identifies cause and effect of specific events in a literary selection
		<ul style="list-style-type: none"> identifies differences between fiction and nonfiction
		<ul style="list-style-type: none"> identifies words that the author selects in a literary selection to create a graphic visual experience
		<ul style="list-style-type: none"> identifies words that the author selects to create a rich auditory experience (e.g. alliteration, onomatopoeia, assonance, consonance) in a literary selection

GRADE 1	GRADE 2	GRADE 3
		<i>The Learner . . .</i>
		<ul style="list-style-type: none"> compares events and characters in literary selections from a variety of cultures to their experiences
		<ul style="list-style-type: none"> begins to understand the effects of different words and phrases (e.g. to create humor, images and atmosphere)
		<ul style="list-style-type: none"> locates specific information by using organization features in expository texts
		<ul style="list-style-type: none"> identifies the main idea in expository texts
		<ul style="list-style-type: none"> locates facts in response to questions about expository texts
		<ul style="list-style-type: none"> locates specific information from graphic organizers
		<ul style="list-style-type: none"> determines whether a specific task is completed by checking to make sure all the steps were followed in the right order
		<ul style="list-style-type: none"> states the meaning of specific signs and symbols (e.g. computer icons, map features, simple charts and graphs)
		<ul style="list-style-type: none"> evaluates the usefulness of the information in a particular text for answering questions

READING COMPREHENSION		
Content Standards	The learner understands that reading is a psycholinguistic guessing game which utilizes visual and non-visual information in order to confirm, modify, and monitor one's comprehension.	
Performance Standards	The learner... <ul style="list-style-type: none">• activates prior knowledge conceptually related to text and establishes a purpose for reading• be self-aware as they discuss and analyze text to create new meanings and modify old knowledge• responds to literary texts through the appreciation of literary devices and an understanding of story grammar• locates information from expository texts and uses this information for discussion or written production	
Competencies		
GRADE 1	GRADE 2	GRADE 3
		<i>The Learner ...</i> <ul style="list-style-type: none">• identifies connections between story listened to and personal experiences
		<ul style="list-style-type: none">• makes predictions about stories based on the cover or titles of texts
		<ul style="list-style-type: none">• validates predictions made after reading a text
		<ul style="list-style-type: none">• modifies prior knowledge based on new knowledge from texts
		<ul style="list-style-type: none">• uses what is already known to understand texts
		<ul style="list-style-type: none">• relates information and events in a reading selection to life experience and vice versa
		<ul style="list-style-type: none">• derives meaning from texts with repetitive language structure

GRADE 1	GRADE 2	GRADE 3
		<p><i>The Learner...</i></p> <ul style="list-style-type: none"> • predicts what will happen in a text based on pictures or information in the text • retells and/or acts out events in a text • answers simple questions about texts read • asks simple questions about texts read • knows the differences between “made-up” (fiction) and “real” (nonfiction) texts • knows the difference between stories and poems • reads and understands simple written instructions • sequences a series of events in a literary selection read • identifies elements of a story, including characters, setting, and key events • identifies the topic of expository texts read • follows a set of written or verbal three-step directions with picture cues • determines whether a specific task is completed by checking to make sure all the steps were followed in the right order with picture cues to assist • state the meaning of some environmental signs (e.g. traffic, safety, warning signs) • locates specific information in the text to find answers to simple questions

FLUENCY

FLUENCY		
Content Standards	The learner understands the importance of acquiring a high level of “fluency” in English in order to be understood by both native and non native listeners through: 1. Reading <i>(the ability to easily read and understand texts written in the language)</i> 2. Writing <i>(the ability to formulate written texts in the language)</i> 3. Comprehension <i>(the ability to follow and understand speech in the language)</i> 4. Speaking <i>(the ability to produce speech in the language and be understood by its speakers)</i>	
Performance Standards	The learner reads aloud grade level texts effortlessly without hesitation and with proper expression.	
Competencies		
GRADE 1	GRADE 2	GRADE 3
		<i>The Learner...</i> <ul style="list-style-type: none">• uses appropriate intonation and expression during unison oral reading with the teacher• reads with automaticity approximately 20 high-frequency/sight words• reads aloud appropriate grade level text at a rate of approximately 60 words per minute• reads appropriate grade level text with an accuracy rate of 95-100%• reads appropriate grade level text in three-to-four word phrases using intonation, expression and punctuation cues• reads with automaticity 100 appropriate grade level high-frequency/sight words

SPELLING

SPELLING		
Content Standards	The learner understands that words are formed with letters in accepted order (orthography).	
Performance Standards	The learner spells words with two or more syllables using phonic, semantic, and morphemic expression.	
Competencies		
GRADE 1	GRADE 2	GRADE 3
		<i>The Learner...</i>
		<ul style="list-style-type: none">uses invented (or developmental) spelling to try to spell words on his own
		<ul style="list-style-type: none">understands that there is a correct way to spell words
		<ul style="list-style-type: none">uses phonemic awareness and letter knowledge to spell and write words
		<ul style="list-style-type: none">uses simple punctuation marks and capital letters
		<ul style="list-style-type: none">pays attention to how words are spelled
		<ul style="list-style-type: none">correctly spells previously studied words

WRITING/COMPOSITION		
Content Standards	The learner understands the different formats to write for a variety of audiences and purposes.	
Performance Standards	The learner expresses their ideas effectively in formal and informal compositions to fulfill their own purposes for writing.	
Competencies		
GRADE 1	GRADE 2	GRADE 3
		<i>The Learners...</i>
		<ul style="list-style-type: none">understands that writing conveys meaning
		<ul style="list-style-type: none">uses letter forms to represent thoughts and ideas
		<ul style="list-style-type: none">writes for different purposes – stories, explanations, letters, lists using invented spelling or phonic knowledge
		<ul style="list-style-type: none">writes things for others to read (by thinking of ideas, writing draft copies, and revising drafts)
		<ul style="list-style-type: none">pays attention to the mechanics of writing (e.g. spelling, capitalization, and punctuation) in the final revisions of compositions

ATTITUDE TOWARDS LANGUAGE, LITERATURE AND LITERACY		
Content Standards	The learner understands the significance of interpreting the social meaning of the choice of linguistic varieties and using language with the appropriate social meaning for the communication situation.	
Performance Standards	The learner demonstrates a love for reading stories and confidence in performing literacy-related activities / tasks.	
Competencies		
GRADE 1	GRADE 2	GRADE 3
<i>The Learners...</i>	<i>The Learners...</i>	<i>The Learners...</i>
<ul style="list-style-type: none">returns to favorite books, songs, rhymes to be re-read and enjoyed	<ul style="list-style-type: none">retells or re-reads familiar storybooks to other children	<ul style="list-style-type: none">makes choices about which texts to read based on prior reading experience
<ul style="list-style-type: none">attempts to read or retell familiar storybooks	<ul style="list-style-type: none">makes choices from a selection of texts and begin to justify preferences	<ul style="list-style-type: none">responds to text by discussing preferences such as favorite characters, and books with similar themes
	<ul style="list-style-type: none">takes books from home to school (or vice versa) for independent/extra reading	<ul style="list-style-type: none">writes and shares own stories
	<ul style="list-style-type: none">identifies favorite authors and stories	<ul style="list-style-type: none">explores and investigates topics of own interest

STUDY SKILLS		
Content Standards	The learner understands that there are an array of study skills, which may tackle the process of organising and taking in new information and retaining information.	
Performance Standards	The learner chooses and utilizes discrete techniques (general or specific) and applies them to all or most fields of study.	
Competencies		
GRADE 1	GRADE 2	GRADE 3
<i>The Learners...</i>	<i>The Learners...</i>	<i>The Learners...</i>
<ul style="list-style-type: none">follows directions	<ul style="list-style-type: none">follows directions	<ul style="list-style-type: none">follows directions
<ul style="list-style-type: none">interprets pictographs	<ul style="list-style-type: none">alphabetizes (first letters)	<ul style="list-style-type: none">alphabetizes (2nd letters)
<ul style="list-style-type: none">Interprets simple maps of familiar places	<ul style="list-style-type: none">Uses the index at table of contents	<ul style="list-style-type: none">dictionary skills
	<ul style="list-style-type: none">locates information	<ul style="list-style-type: none">highlights important information
	<ul style="list-style-type: none">Interprets bar graphs and tables	<ul style="list-style-type: none">Interprets graphs, charts and tables
	<ul style="list-style-type: none">Interprets simple maps of familiar places	<ul style="list-style-type: none">constructs maps of familiar places
		<ul style="list-style-type: none">understands simple outlines

LISTENING COMPREHENSION			
Content Standards	The learner understands that listening is the receptive skill in the oral mode that allows one to comprehend what is heard using ones skills and background knowledge (schema).		
Performance Standards	<i>The learner...</i> <ul style="list-style-type: none">• activates prior knowledge conceptually related to text and establishes a purpose for listening/reading• be self-aware as they discuss and analyze text to create new meanings and modify old knowledge• responds to literary texts through the appreciation of literary devices and an understanding of story grammar• recalls/locates information from expository texts and uses this information for discussion or written production		
Competencies			
GRADE 7	GRADE 8	GRADE 9	GRADE 10
<i>The Learner...</i> <ul style="list-style-type: none">• determines how stress, intonation, phrasing, pacing, tone, and non-verbal cues serve as carriers of meaning that may aid or interfere in the message of the text listened to	<i>The Learner...</i> <ul style="list-style-type: none">• listens for important points signaled by stress, intonation, phrasing, pacing, tone, and non-verbal cues that serve as carriers of meaning in specific situations	<i>The Learner...</i> <ul style="list-style-type: none">• determines appropriateness of stress, intonation, phrasing, tone, and non-verbal cues used by a speaker in a particular setting for a specific audience	<i>The Learner...</i> <ul style="list-style-type: none">• examines how spoken communication between and among speakers in specific situations may be repaired or enhanced verbally and non-verbally to suit various functional purposes
<ul style="list-style-type: none">• uses active listening strategies based on purposes, familiarity with the topic and the level of difficulty of simple informative and short narrative texts	<ul style="list-style-type: none">• employs projective listening strategies when listening to descriptive and longer narrative texts	<ul style="list-style-type: none">• shifts from one listening strategy to another based on purpose, familiarity with the topic and level of difficulty of the argumentative or persuasive texts	<ul style="list-style-type: none">• adjusts listening strategies based on purpose, familiarity with the topic, and level of difficulty of the expository and analytical texts
<ul style="list-style-type: none">• listens to appreciate communication roles, expectations and intentions in specific communicative contexts or situations	<ul style="list-style-type: none">• listens to validate information, opinion, or assumption in order to participate well in a specific communicative context or situation	<ul style="list-style-type: none">• listens to determine faulty logic, unsupported facts and emotional appeal in order to provide appropriate and critical feedback in a specific context or situation	<ul style="list-style-type: none">• listens to simplify, reorganize, and synthesize information for purposes of expanding, reviewing, or updating knowledge

ORAL LANGUAGE AND FLUENCY			
Content Standards	The learner understands the standards of English in order to participate in various oral communication demands (situation, purpose and audience).		
Performance Standards	The learner has sufficient facility in English to understand spoken discourse and to talk and interact with others about personal experiences and text listened to or read.		
Competencies			
GRADE 7	GRADE 8	GRADE 9	GRADE 10
<i>The Learner...</i> <ul style="list-style-type: none">uses the right stress, intonation, phrasing, pacing and tone in interpersonal expressions and in reading short written or recorded passages aloud	<i>The Learner...</i> <ul style="list-style-type: none">varies the stress, intonation, phrasing, pacing and tone while reading orally from a prepared manuscript, delivering prepared lines in a performance script, or re-enacting an episode or scene	<i>The Learner...</i> <ul style="list-style-type: none">determines the appropriate stress, intonation, phrasing, pacing and tone while delivering an extemporaneous or impromptu speech	<i>The Learner...</i> <ul style="list-style-type: none">adjusts the stress, intonation, phrasing, pacing and tone while participating in formal oral presentations, debates, and broadcast communication tasks
<ul style="list-style-type: none">uses appropriate verbal and non-verbal turn-taking, turn-giving, and topic control strategies in participating in forms of small group interaction including interviews and panel discussions	<ul style="list-style-type: none">uses appropriate verbal and non-verbal strategies to animate a written script for purposes of delivering information or executing a dramatic piece and other performance speech forms	<ul style="list-style-type: none">employs varied verbal and non-verbal strategies to create impact on a specific audience while delivering various forms of extemporaneous or impromptu speech	<ul style="list-style-type: none">enhances the quality of verbal and non-verbal strategies employed by speakers in a completed formal oral presentation, debate, or broadcast communication tasks
<ul style="list-style-type: none">talks about significant human experiences and ideas on literary or expository reading, listening or viewing selections in unrehearsed individual and group modalities	<ul style="list-style-type: none">provides structured feedback on the quality of spoken discourse based on a prepared manuscript or performance script	<ul style="list-style-type: none">provides appropriate and constructive response to questions and feedback concerning one’s performance in an extemporaneous or impromptu speech task	<ul style="list-style-type: none">formulates informed assertions, claims, and justifications using accurate, adequate, and appropriate primary and secondary information

VOCABULARY DEVELOPMENT			
Content Standards	The learner understands that words are composed of different parts and their meaning changes in context.		
Performance Standards	The learner employs strategies to decode the meaning of words in isolation and in context (word strategies).		
Competencies			
GRADE 7	GRADE 8	GRADE 9	GRADE 10
<i>The Learner...</i> <ul style="list-style-type: none">establishes semantic relationships of words and expressions that include familiar, colloquial, and idiomatic types	<i>The Learner...</i> <ul style="list-style-type: none">establishes the meaning of words and expressions as they are used in discourse structures and patterns	<i>The Learner...</i> <ul style="list-style-type: none">identifies context-appropriate substitutes for words or expressions	<i>The Learner...</i> <ul style="list-style-type: none">reduces ambiguity and vagueness in the use of words and expressions
<ul style="list-style-type: none">Identifies collocations and arrange words or expressions in clines, categories, and clusters	<ul style="list-style-type: none">uses context clues and structural analysis to arrive at the meaning of words and expressions	<ul style="list-style-type: none">determines the level of formality or register in which a word or expression is to be used	<ul style="list-style-type: none">explains the nature of shift in structure and meaning of a word or expression as used in a specific discipline, situation, or context of use

READING COMPREHENSION			
Content Standards	The learner understands that reading is a psycholinguistic guessing game which utilizes visual and non-visual information in order to confirm, modify, and monitor one’s comprehension.		
Performance Standards	The learner... <ul style="list-style-type: none">• activates prior knowledge conceptually related to text and establishes a purpose for reading• be self-aware as they discuss and analyze text to create new meanings and modify old knowledge• responds to literary texts through the appreciation of literary devices and an understanding of story grammar• locates information from expository texts and uses this information for discussion or written production		
Competencies			
GRADE 7	GRADE 8	GRADE 9	GRADE 10
<i>The Learner...</i> <ul style="list-style-type: none">• uses predictive and anticipatory devices or tasks to activate prior knowledge concerning the topic of reading or viewing selection	<i>The Learner...</i> <ul style="list-style-type: none">• organizes prior knowledge concerning the topic of reading or viewing selection using a variety of graphic organizers	<i>The Learner...</i> <ul style="list-style-type: none">• articulates prior knowledge concerning the topic of reading or viewing selection using guided small group discussion strategies	<i>The Learner...</i> <ul style="list-style-type: none">• assesses prior knowledge concerning the topic of reading or viewing selection using individual or group assessment devices
<ul style="list-style-type: none">• distinguishes between and among literal, inferential, and applied information presented in a reading or viewing selection and the questions formed on the basis of such information	<ul style="list-style-type: none">• responds to information from a reading or viewing selection through the use of oral or written short response formats and differentiated group performance tasks	<ul style="list-style-type: none">• compares and contrasts information presented in two or more related reading or viewing selections using guided text analysis strategies and devices in a small group structure	<ul style="list-style-type: none">• evaluates content, elements, features, and properties of a reading or viewing selection using a set of text analysis strategies developed in consultation with peers and the teacher
<ul style="list-style-type: none">• establishes the relevance and unity of the elements of a text vis-à-vis its intended purpose and production milieu	<ul style="list-style-type: none">• identifies dominant literary devices and figures of speech that add color and heighten meaning in the reading or viewing selection	<ul style="list-style-type: none">• ascertains the features of the reading or viewing selection that clarify its adherence to or dismissal of a particular tradition of literary production	<ul style="list-style-type: none">• organizes an independent and systematic approach to critiquing an elected reading or viewing selection
<ul style="list-style-type: none">• establishes the validity and unity of the details of a text vis-à-vis its intended purpose and production milieu	<ul style="list-style-type: none">• identifies dominant writing or filming techniques that add color to and heighten meaning of the reading or viewing selection	<ul style="list-style-type: none">• ascertains the features of the reading or viewing selection that clarify its adherence to or dismissal of a particular social issue, concern, or disposition	<ul style="list-style-type: none">• organizes an independent and systematic approach to critiquing an elected reading or viewing selection

WRITING AND COMPOSITION			
Content standards	The learner understands the different formats to write for a variety of audiences and purposes.		
Performance standards	The learner expresses ideas effectively in formal and informal compositions for a particular purpose and audience.		
Competencies			
GRADE 7	GRADE 8	GRADE 9	GRADE 10
<i>The Learner...</i> <ul style="list-style-type: none">distinguishes between oral and written modes of language use with emphasis on their exclusive features and properties	<i>The Learner...</i> <ul style="list-style-type: none">distinguishes between informational and artistic stances in written discourse and the specific properties of each stance	<i>The Learner...</i> <ul style="list-style-type: none">identifies ways by which information is systematically organized to meet specific goals and objectives in written discourse	<i>The Learner...</i> <ul style="list-style-type: none">identifies ways by which purposeful writing may be supported by a variety of information sources, processing techniques, and presentation strategies
<ul style="list-style-type: none">determines features and properties of written language in accordance to a specific register or level of formality	<ul style="list-style-type: none">identifies common language patterns that exist in specific written discourse patterns	<ul style="list-style-type: none">employs a variety of language and discourse patterns in expressing one's view and opinions concerning a specific topic of interest	<ul style="list-style-type: none">uses standard procedure, appropriate forms, and assessment tools or techniques in process-oriented writing with the aid of peers and the teacher
<ul style="list-style-type: none">uses specific cohesive and literary devices to construct written personal discourse formats such as letters, blogs, and electronic mails and basic mass media materials as print ads, campaigns and broadcast commercials	<ul style="list-style-type: none">uses specific cohesive and literary devices to construct basic literary and expository written discourse such as poetry, drama, fables, parables, myths, legends, personal essays, biographies and vignettes	<ul style="list-style-type: none">uses specific cohesive and literary devices to construct extended literary and expository written discourse as short fiction, argumentative and persuasive essays, speeches, and opinionated journalistic writing	<ul style="list-style-type: none">uses specific cohesive and literary devices to construct integrative literary and expository written discourse as review, critiques, research reports, and scripts for broadcast communication texts, including screenplay

GRAMMAR AWARENESS			
Content standards	The learner understands that English language has a set of structural rules that govern the composition of clauses, phrases, and words in oral and written communication.		
Performance standards	The learner... <ul style="list-style-type: none">• demonstrates grammatical awareness by being able to read, speak and write correctly• communicate effectively in oral and written forms using the correct grammatical structures of English		
Competencies			
GRADE 7	GRADE 8	GRADE 9	GRADE 10
<i>The Learner...</i> <ul style="list-style-type: none">• uses:<ul style="list-style-type: none">○ varied nouns complementation○ varied verb complementation○ correct determiners○ consistent tense○ proper tense simplification○ appropriate auxiliary and modal verbs	<i>The Learner...</i> <ul style="list-style-type: none">• uses:<ul style="list-style-type: none">○ varied adjective complementation○ appropriate idioms, collocations, and fixed expression○ coordinators○ subordinators○ other appropriate devices for emphasis	<i>The Learner...</i> <ul style="list-style-type: none">• uses:<ul style="list-style-type: none">○ other cohesive techniques and devices○ various polite expressions○ varied techniques of softening expression○ appropriate techniques to avoid confusing sentence structures	<i>The Learner...</i> <ul style="list-style-type: none">• uses:<ul style="list-style-type: none">○ appropriate expressions of introducing, expanding, summarizing, and restating a topic○ appropriate statements of definition, causation, elaboration, and synthesis
<ul style="list-style-type: none">• formulates:<ul style="list-style-type: none">○ meaningful question forms, short answers, and reply questions○ correct simple and compound sentence○ meaningful embedded and kernel sentences○ appropriate direct or reported speech	<ul style="list-style-type: none">• formulates:<ul style="list-style-type: none">○ correct complex and compound-complex sentences○ correct conditional statements○ appropriate parenthetical expressions○ meaningful expanded sentence (following balance, parallelism, and modification)	<ul style="list-style-type: none">• formulates:<ul style="list-style-type: none">○ appropriate restatements○ correct negation structures○ meaningful structures of fronting, inversion, and emphasis○ effective sentence with controlled length and rhythm	<ul style="list-style-type: none">• formulates:<ul style="list-style-type: none">○ correct claim of fact○ correct claim of policy○ correct claim of value○ appropriate direct quote○ substantive précis○ adequate paraphrase○ suitable statement of conclusion

ATTITUDE			
Content standards	The learner understands the significance of interpreting the social meaning of the choice of linguistic varieties and using language with the appropriate social meaning for the communication situation.		
Performance standards	The learner demonstrates a love for reading and viewing various texts and confidence in responding/participating in various communicative activities / tasks.		
Competencies			
GRADE 7	GRADE 8	GRADE 9	GRADE 10
<i>The Learner...</i> <ul style="list-style-type: none">demonstrates eagerness and spontaneity in providing and responding to questions and feedback pertinent to previous, ongoing, and future opportunities for learning language, literacy, and literature	<i>The Learner...</i> <ul style="list-style-type: none">exhibits the initiative to innovative independently or in cooperation with others in designing, presenting, and sharing expected outputs of creative and critical thinking concerning language, literacy, and literature	<i>The Learner...</i> <ul style="list-style-type: none">adopts an appropriate, sensitive, and responsive disposition in articulating, maintaining, and challenging diverse opinions and points o view concerning specific issues or concern	<i>The Learner...</i> <ul style="list-style-type: none">observes fairness, objectivity, proactive disposition, and responsible use of information in supporting and elaborating particular claims relevant to one’s established project of inquiry

STUDY SKILLS			
Content standards	The learner understands that there are an array of study skills, which may tackle the process of organising and taking in new information and retaining information.		
Performance standards	The learner chooses and utilizes discrete techniques (general or specific) and applies them to all or most fields of study.		
Competencies			
GRADE 7	GRADE 8	GRADE 9	GRADE 10
<i>The Learner...</i> <ul style="list-style-type: none">locates appropriate print, non-print, and electronic sources of information for purposes of supporting assertions, validating assumptions, and drawing conclusions	<i>The Learner...</i> <ul style="list-style-type: none">exchanges and processes information synchronously or asynchronously with peers and other persons for purposes of expanding understanding, limiting inquiry, and balancing views or opinions	<i>The Learner...</i> <ul style="list-style-type: none">arranges collected and classified information using an appropriate liner or non-linear organizer such as idea maps and outlines	<i>The Learner...</i> <ul style="list-style-type: none">designs appropriate task and resource management schemes to carry out specific foals o an organized inquiry

CURRICULUM DEVELOPERS/WRITERS/REACTORS in the DEVELOPMENT of K to 12 CURRICULUM

ENGLISH

A. Learning Area Team (LAT) Review with designated LAT CONVENOR

Date : October 22, 2011
November 2, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Dr. Dina Ocampo-CONVENOR	Dean	UP – College of Education
2. Heidi Macahilig		RAP/PNU
3. Gerry Areta		PNU
4. Jeanne Ramos		Raya School
5. Ruth Martin		Raya School
6. Flora Anne Alfonso		Xavier School
7. Filomena Sanchez		Filbern School
8. Ramilio Correa		Sangfil/DLSU
9. Joanne Astilla		Wordlab School
10. Edizon Fermin	Principal	Merian College
11. Marivic Arcos		Wordlab School
12. Ma. Perpetua Talens		PDRC
13. Maia Josephine Tamboon		PSDeaf
14. Josefina Lacuna	Senior Education Program Specialist	Retired-BEE
15. Marie Therese Bustos		UP-Educ
16. Pamela Razon		UPIS
17. Sabrina Par	Instructor 4	UPIS
18. Ma. Lourdes Vargas		UPIS
19. Rowena del Castillo		UPIS
20. Greg Pawilen		UP-Educ
21. Paraluman Giron (ret)	Chair K-10 TWG	DepEd
22. Roderick Aguirre	Language and Preschool Consultant	DepEd VIII / CESS
23. Avelina Llagas (ret)	Consultant	DepEd

B. Workshop on Determining Gaps Between BEC Grade 6 Competencies and the K to 12 Grade 7 Competencies

Venue: DAP, Tagaytay City
Date: September 7-9, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
A. Dr. Roderick Aguirre	Language and Preschool Consultant	DepED VIII / CESS
B. Ligaya Ilagan	EPS II	DepEd CO/BEE-SDD

C. Workshop on the Finalization of Learning Competencies

Venue: DAP, Tagaytay City
Date: August 15-19, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Dr. Roderick Aguirre	Language and Preschool Consultant	DepED VIII / CESS
2. Dr. Perla Cuanzon	Retired ES: Elementary English – DepED Manila	DepED - NEPP
3. Galileo Go	SEPS	DepED CO/BEE-CDD
4. Dr. Lourdes Visaya	Retired ES: Elementary English – DepED Manila	DepED – NEPP
5. Eufrosina R. Lontoc	AA IV / Documentor	DepED CO/BEE-SPED

D. Workshop on the Finalization of Learning Competencies

Venue: DAP, Tagaytay City
Date: August 8-12, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Dr. Roderick Aguirre	Language and Preschool Consultant	DepED VIII / CESS
2. Dr. Edilberta Bala	Professor	Philippine Normal University, Manila
3. Gloria Buya-ao	EPS I	DepED DO – Ifugao
4. Nerissa Lomeda	ES I English – Division of Muntinlupa	DepED DO – Muntinlupa
5. Dr. Perla Cuanzon	Former ES: Elementary English –	DepED - NEPP
6. Ricardo Ador Dionisio	Teacher II	Rizal High School
7. Galileo Go	SEPS	DepED CO/BEE-CDD
8. Liberty Mangaluz	HT III, English	Quirino High School
9. Prof. Marla Papanggo	Professor	Philippine Normal University
10. Melinda Rivera	Senior Subject Specialist	DepED CO/BSE-CDD
11. Dr. Nilda Sunga	Academic Director	Angelicum College
12. Dr. Lourdes Visaya	Former ES: Elementary English	DepED – NEPP
13. Eufrosina R. Lontoc	AA IV / Documentor	DepED CO/BEE-SPED

K TO 12 – ENGLISH

14. Aro R. Rara	Former PDO II: BESRA – DepED CO / Documentor	DepEd
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E. Workshop on the Development of Learning Competencies and Teaching Guides

Venue: DAP, Tagaytay City

Date: July 18-19, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Dr. Lourdes Visaya	Retired ES: Elementary English – DepED Manila	DepEd
2. Dr. Perla Cuanzon	Retired ES: Elementary English – DepED Manila	DepEd
3. Mr. Roderick M. Aguirre	Language and Preschool Consultant	DepEd. Region VIII

Venue: DAP, Tagaytay City

Date: July 18-22, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Liberty Mangaluz	Head Teacher III	Quirino High School
2. Digi Castillo	Consultant	British Council
3. Eufrosina R. Lontoc	AA IV/ Encoder	SPED - BEE
4. Perla H. Cuanzon	Former Educ. Supervisor - English	NEPP
5. Mr. Roderick M. Aguirre	Language and Preschool Consultant	DepEd. Region VIII
6. Galileo L. Go	SEPS	CDD, BEE
7. Ligaya G. Ilagan	EPS II	DepEd CO/BEE-SDD
8. Lourdes C. Visaya	Former Educ. Supervisor – English	Deped – NEPP
9. Melinda Rivera	Senior Subject Specialist	CDD - BSE

F. Workshop on the Development of Learning Competencies Grades 3 to 10

Venue: DAP, Tagaytay City

Date: July 18-22, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Roderick M. Aguirre	Language and Preschool Consultant	DepED VIII/CESS
2. Perla H. Cuanzon	Former Educ. Supervisor – English	DepED - NEPP
3. Galileo L. Go	SEPS	DepED CO/BEE-CDD
4. Ligaya G. Ilagan	EPS II	DepED CO/BEE-SDD
5. Lourdes C. Visaya	Former Educ. Supervisor – English	DepED - NEPP
6. Melinda P. Rivera	Senior Subject Specialist	DepED CO/BSE-CDD

K TO 12 – ENGLISH

7. Liberty A. Mangaluz	HT III, English	Quirino High School
8. Ricardo G. Ador Dionisio	Teacher II	Rizal High School
9. Digi Castillo	Consultant	British Council
10. Eufrosina R. Lontoc	AA IV / Encoder	DepED CO/BEE-SPED

G. Workshop on the Development of Learning Competencies Grades K to 3

Venue: DAP, Tagaytay City

Date: July 11-15, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Roderick M. Aguirre	Language and Preschool Consultant	DepED VIII/CESS
2. Perla H. Cuanzon	Former ES: English – DepED Manila	DepED - NEPP
3. Galileo L. Go	SEPS	DepED CO/BEE-CDD
4. Ligaya G. Ilagan	EPS II	DepED CO/BEE-SDD
5. Lourdes C. Visaya	Former ES: English – DepED Manila	DepED - NEPP
6. Eufrosina R. Lontoc	AA IV / Documentor	DepED CO/BEE-SPED

H. Writeshop on the Finalization of the Curriculum Standards

Venue: RELC, CALABARZON

Date: May 19-21, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Mr. Roderick M. Aguirre	Language Consultant	DepEd. Region VIII
2. Mr. Galileo L. Go	Senior Education Program Specialist	CDD-BEE, DepEd, Central Office
3. Mr. Ricardo G. Ador Dionisio	Teacher II	CDD – BSE, DepEd Central Office
4. Mrs. Liberty A. Mangaluz	Head Teacher III	Quirino High School, Quezon City
5. Mr. Adrian S. Peralta	Teacher II/Assoc. Prof UE-CAS	C.Apostol Elem. School, City of Manila University of the East, Manila
6. Ms. Marisol L. Echano	Teacher I	Sta. Lucia High School, Pasig City

I. Workshop on the Review and Refinement of the K to 12 Curriculum Framework and Standards

Venue: DAP, Tagaytay City

Date: May 10-13, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Dr. Edilberta Bala	Professor	Philippine Normal University
2. Dr. Lourdes Visaya	retired ES: Elementary English – DepED Manila	DepEd
3. Dr. Perla Cuanzon	Retired ES: Elementary English – DepED Manila	DepEd

K TO 12 – ENGLISH

4. Mr. Adrian S. Peralta	Teacher II/Assoc. Prof UE-CAS	C.Apostol Elem. School, City of Manila University of the East, Manila
5. Ms. Jesusa Antiquiera	Principal II	Padre Gomez Elem. School, City of Manila
6. Mr. Galileo L. Go	Senior Education Program Specialist	CDD-BEE, DepEd, Central Office
7. Mr. Ricardo G. Ador Dionisio	Teacher II	CDD – BSE, DepEd Central Office
8. Mrs. Melinda Rivera	Senior Education Program Specialist	CDD-BSE DepEd Central Office
9. Ms. Marisol L. Echano	Teacher I	Sta. Lucia High School, Pasig City

J. Consultative Workshops for the Validation of the K to 12 Curriculum Framework and Standards

1. Regions IV-A, IV-B,V and NCR

Venue: Bulwagan ng Karunungan

Date: April 27, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Avelina T. Llagas	Consultant	Teacher Education Council
2. Caroline C. Laporteza	Teacher	Ateneo de Manila High School
3. Marife T. Tañala	Education Program Supervisor	Deped – Region IV-B MIMAROPA
4. Eufemia B. Pura	Teacher II	Rizal National Science High School
5. Ma. Theresa M. Abainza	Master Teacher I	Deped – Albay Division
6. Annalyn D. Mangurali	Master Teacher I	Deped – Calapan City
7. Victoria R. Mayo	Education Program Supervisor II	Deped – NCR
8. Rose Ann B. Pamintuan	Teacher III	Division of Pasig City
9. Ma. Gina M. Rocena	SST III / Dept. Chairman	Quezon City High School
10. Regida N. Uibar	Education Program Supervisor II	Deped – RO 5
11. Manuel C. Zacarias	President	NCR

2. Regions I,II,III and CAR

Venue: Teachers' Camp, Baguio City

Date: April 29, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Judy P. Santiago	LAC	SLU – LHS
2. Adelaida A. Bogayao	EPS – I	Deped – CAR – Division of Abra
3. Erlyn B. Angway	Master Teacher I	Deped - Baguio
4. Pascuala P. Te-Elan	Head Teacher III	Mountain Province General Comprehensive High School
5. Joel S. Cabanilla	Principal	SLU – Lab, High School

K TO 12 – ENGLISH

6. Aurelia T. Ballitoc	Master Teacher II	Deped
7. May L. Mendoza	Teacher I	Deped - CAR
8. Felimendo M. Felipe	Head Teacher III	Pinaripad National High School, Division of Quirino, Region 2
9. Elizabeth L. Altona	EPS II	Secondary Educ. Div. Deped R.02
10. Leonarda L. Sapnu	EPS – I	Deped – Tarlac City
11. Teresita M. Morales	ES II	Deped RO I
12. Delia A. Antonio	Academic Coordinator	Lorma Colleges Grade School
13. Ma. Rita Teresa V. Riñosa	Master Teacher I	Victoria Q. Zarate ES
14. Winalyn E. Idio	Teacher I	Gueguesangen Elementary School
15. Mariecon G. Ramirez	Education Program Supervisor	Deped – Laoag City
16. Rhea Jane S. Manalo	High School Coordinator	BHC Educational Institution, Inc.

3. Regions VI,VII and VIII

Venue: Ecotech, Lahug Cebu City

Date: May 4,, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Leilanie R. Francisco	Teacher III	Deped – Aklan
2. Lilia L. Orola	EPS I	Division of Roxas City
3. Arlene M. Omaque	Master Teacher I	Deped - Mandaue
4. Marcelita Dignos	Teacher	Deped – RO 7
5. Claire C. Bato	Master Teacher I	Deped - Biliran
6. Mary Ann F. Guimoc	EGT II	Deped – Tacloban City
7. Rustum D. Geonzon	ES I	Deped - Samar
8. Leonila Tabar	English Area Chairman	University of San Jose Recoletos
9. Evelyn Dominguez	Head Teacher IV	Deped RO 6
10. Lorelie G. Torlao	SPET I	Deped - Biliran
11. Luz V. Isobal	Principal	Bethel International School
12. Estrellita B. Plarisan	GS Principal	Saint Joseph College
13. Jude Thaddeus I. Iledan	ES II	DepEd

4. Regions IX,X and ARMM

Venue: RELC, Cagayan de Oro City

Date: May 5, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Samina C. Mamao	Teacher	DepEd LS – II – A
2. Pedro L. Sutacio Jr.	English Coordinator	CUBED
3. Leticia S. Angelito	MT - I	DepEd
4. Sonia P. Lumbay	ES II – English	DepEd Region IX
5. Ann P. Barrientos	Teacher I	DepEd Region IX
6. Harrie May U. Honorio	Teacher I	DepEd Region IX
7. Dorothy D. Baraquero	Teacher II	DepEd Region IX
8. Gaudencio C. Gonite	Teacher	SHMS
9. Belinda A. Busalla	Head Teacher III	DepEd – Gingoog City
10. Mary Neva Grace C. Chipada	Teacher III	DepEd – Gingoog City
11. Jocelyn R. Mimia	Teacher	DepEd – Agusan del Norte
12. Amor de Torres	Teacher	CU – PAFIE
13. Jeanie L. Mativo	EPS I	DepEd – Surigao del Norte
14. Leah O. Bayani	Teacher	CUBED
15. Joseph A. Moral	Teacher	Corpus Christi School
16. Belinda A. Busalla	EPS	Dep. Ed.
17. Angelina B. Buaron	ES II - English	Dep. Ed. R.O.
18. Gaudencio C. Garife	Classroom Teacher	SHJMS Borja
19. Anna Liza A. Aca-Ac	Academic Head	OLLES
20. Joan Valles Alejandrino	Teacher I	Dep. Ed., Agusan del Norte
21. Jocelyn R. Mission	SST - I	Dep. Ed., Agusan del Norte
22. Jeanie L. Matiso	EPS I	Dep. Ed. Surigao del Norte
23. Juliet R. Lebios	ES II	Dep. Ed. CARAGA
24. Jaremie J. Morales	Language Teacher	XUGS

5. Regions XI,XII, ARMM (Shariff Kabunsuan, Maguindanao)

Venue: RELC, Davao City and CARAGA

Date: May 6, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Nancy P. Sumagaysay	Div. Coordinator	DepEd Division of Davao Oriental
2. Edilhynie M. Jambangan	Teacher	Holy Cross of Mintal, Inc.
3. Marivic N. Neri	Teacher	College of Educ. – USEP
4. Rudylen P. Anino	Elem. Faculty	Stella Maris Academy of Davao

K TO 12 – ENGLISH

5. Aileen Mae T. Hui	Elementary Teacher	Stella Maris Academy of Davao
6. Caren Joy E. Chiew	Teacher	Stella Maris Academy of Davao
7. Gilbert C. Bayron	Faculty	Davao Wisdom Academy
8. Clarisse Caballero - Regalado	Treasurer	Glan Little Angels Academy, Inc.
9. Dinah G. Abdul	ES I	Div. Office, Maguindanao 2
10. Wilma Grace P. Rivero	ESP I	Div. Office, Maguindanao 1
11. Ofelia N. Caballo	Elem. Teacher	Francisco Adlaon Learning Institute
12. Lani F. Anito	Master Teacher I	Midsayap Pilot ES
13. Irene J. Cutamor	Teacher I	Romana C. Acharon, CES
14. Sheryl L. Loria	Division English Coordinator	DepEd Sultan Kudarat
15. Welma R. Vertido	Teacher I	BEE – Regional Office
16. Shirley S. Bulosan	ES II	DepED RO XII
17. Arlac G. Billano	EPS	City Schools of Tacurong City

K. Workshop on the K to 12 Curriculum Mapping

Venue: DAP, Tagaytay City

Date: March 16-18, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Galileo Go	SEPS	CDD – BEE
2. Nerissa Lorneda	Teacher	Division of Taguig
3. Eva Imingan	Teacher	Division of Olongapo
4. Melinda Rivera	EPS	CDD – BSE
5. Liberty Mangaluz	Head Teacher III	Quirino HS, Division of Q.C.
6. Ricardo Ador Dionisio	Teacher II	Rizal HS, Division of Pasig City
7. Dr. Nilda R. Sunga	Teacher	Angelicum College, QC
8. Dr. Catalina Credo	ES	Zamboanguita, Neg. Or.
9. Dr. Lourdes Visaya	Former Educ. Supervisor – English	DepEd – NEPP
10. Dr. Perla Cuanzon	Former ES: Elementary English – DepED Manila	DepEd – NEPP
11. Dr. Marietta Otero	Professor	University of the East
12. Dr. Edilberta Bala	Professor	PNU
13. Dr. Roderick Aguirre	Language Consultant	PNU/ CESS
14. Miria Olores	Facilitator	SPED – BEE
15. Eufrosina Lontoc	AA IV/ Encoder	SPED -BEE

K TO 12 – ENGLISH

SECRETARIAT

NAME	DESIGNATION
1. Rachelle C. Fermin	DepEd
2. Prescy Ong	DepEd
3. Magdalena Mendoza	DAP
4. Tristan Suratos	DAP
5. Kimberly Pobre	DAP
6. Cristina Villasenor	DAP
7. Lani Garnace	DAP
8. Kidjie Saguin	DAP
9. Maria Boncan	Accountant, DepEd
10. Daylinda Guevarra	Accountant, DepEd
11. Fenerosa Maur	Accountant, DepEd
12. Divina Tomelden	Accountant, DepEd
13. Nilva Jimenez	Disbursing Officer, DepEd

FACILITATORS/ SUPPORT TEAM

NAME	DESIGNATION
1. Irene C. De Robles	CDD – BEE
2. Jose Tuguinayo, Jr.	CDD – BSE
3. Marivic Abcede	CDD – BSE
4. Mirla Olores	SPED – BEE
5. Simeona Ebol	CDD – BEE
6. Fe Villalino	SDD – BEE

ADVISORY TEAM

NAME	DESIGNATION
1. Usec. Yolanda S. Quijano	Undersecretary, DepEd OSEC
2. Dr. Lolita Andrada	Director, BSE – DepEd, Pasig
3. Dr. Angelita Esdicul	Director, BEE – DepEd, Pasig
4. Dr. Ricardo de Lumen	OIC, Director III – Tech Voc, DepEd
5. D. Paraluman R. Giron	Chair, K – 10 TWG
6. Dr. Avelina T. Liagas	Consultant, TEC, DepEd
7. Dr. Dina Ocampo	Dean, COE, UP Diliman
8. Dr. Ester Ogena	President, PNU

K TO 12 – ENGLISH

9. Dr. Brenda B. Corpuz	Technical Adviser to the Office of USEC, Programs and Standards
10. Dr. Dennis Faustino	Headmaster, SMS Sagada, Mt. Prov.
11. Dr. Merle Tan	Director, UP – NISMED
12. Dr. Cristina Padolino	President, CEU
13. Mr. Napoleon Imperial	CHED
14. Diane Decker	Consultant, MTB – MLE
15. Dr. Nelia Benito	Director, NETRC
16. Dr. Socorro Pilor	Director, IMCS
17. Dr. Beatriz Torno	Executive Director, TEC
18. Dr. Carolina Guerrero	Director, BALS
19. Dr. Irene Isaac	Director, TESDA
20. Dr. Imelda Taganas	Director, TESDA