

COMPETENCIES IN THE MOTHER TONGUE

CONTENT STANDARD	GRADE 1	GRADE 2	GRADE 3
ORAL LANGUAGE	<p>1.Listen and respond to others</p> <p>2.Listen attentively to stories being read.</p> <p>3..Participate actively during story reading by making comments and asking questions.</p> <p>4..Participate in the reading of poetry by clapping, chanting or choral reading.</p> <p>5. Listen and respond to texts by recalling the important details in the story such as the</p> <ul style="list-style-type: none"> a. characters b. setting c. main events <p>6.Sequence 3 events in the story by telling which happened first, second, or last.</p> <p>7. Listen and relate events in the story heard to personal experiences.</p>	<p>1.Listen to and interact with others in a group or class discussion.</p> <p>2. Respond to texts by recalling the important details in the story such as the</p> <ul style="list-style-type: none"> a. characters b. setting c. main events <p>3.Sequence 3 to 5 events in the story</p> <p>4. Relate events in the story heard to personal experiences.</p> <p>5. Discuss and ask questions about stories heard, interpret and present information</p> <p>6. Predict possible outcomes based on what the characters say or do or what others say about them.</p> <p>7.Infer the characters' feelings and traits based on their actions or what they say.</p>	<p>1. Listen to and interact with others to clarify understanding of a text in a small group or class discussion.</p> <p>2. Recall texts read and respond to the main ideas in an organized way,</p> <p>3.Sequence 5 to 7 events in the story</p> <p>4.Relate text to personal and wider experiences.</p> <p>5.Discuss and interpret spoken text, considering personal experiences and others' point of view.</p> <p>6,.Predict possible outcomes based on</p> <ul style="list-style-type: none"> a. the key words in the text b. what the characters say and do and what others say about them c. the events in the story.

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	<p>8. Listen and ask questions about stories heard.</p> <p>9. Listen and predict possible outcomes based on what the characters say or do.</p> <p>10.Listen and infer the characters' feelings based on their actions or what they say.</p> <p>11..Listen and infer the characters' traits based on their actions or what they say.</p> <p>12.Listen and respond to the story through discussion, illustration, song, dramatization and art.</p> <p>13.Talk about personal experiences.</p> <p>14.. Listen and retell a story heard in their own words, citing the characters and important events.</p>	<p>8.Respond to the story through discussion, illustration, music, art, drama and various writing activities</p> <p>9. Relate text to and talk about personal experiences</p> <p>10.Tell/retell stories to a small group or the whole class with proper expression.</p> <p>11.Give the cause or the effect of the events</p> <p>12.Tell whether a story is realistic or fantasy</p> <p>13.Tell what the problem is or how the problem could be solved.</p> <p>14.Compare and tell the similarities and the differences of characters/events</p> <p>15.Group information under stated categories</p> <p>16.Tell what the story is about</p>	<p>7. Infer the characters' feelings, traits and motives based on their actions or what they say.</p> <p>8.Respond to the story through discussion, illustration, music, art, drama and various writing activities</p> <p>9. Discuss and interpret spoken text, considering personal experiences and others' point of view.</p> <p>10. Talk clearly and accurately in small groups or whole class, about experiences, events and ideas.</p> <p>11.Identify the character's problem and how this could be solved.</p> <p>12.Compare and tell the similarities and the differences of characters/events</p> <p>13..Group information</p>

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		17. Give one's opinion on the events in the story.	under stated categories 14.. Discuss the main idea of the text 15. Discuss/express one's opinion on the text read
Phonological Skills	Grade 1	Grade 2	Grade 3
	1. Identify rhyming words in nursery rhymes and simple poems. 2. Give pairs of rhyming words. 3. Count the number of syllables in a given word. 4. Orally segment a two to three-syllable word into its syllabic parts. 5. Give the beginning consonant sounds of given words. 6. Give the new spoken word when a specified phoneme is added, changed or removed. 7. Blend spoken simple beginning sounds (onsets to form new words.	1. Identify rhyming words in poems consisting of two to three stanzas. 2. Supply rhyming words to two to three- stanza poems. 3. Orally segment a multi-syllable word into its syllabic parts.	(Children at the end of Grade 2 who do not demonstrate phonological awareness at the levels of the syllable and phoneme should be given special instruction to prevent failure in reading).

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Book and Print Knowledge	<ol style="list-style-type: none"> 1. Use correctly the terms referring to conventions of print: (book, front and back cover, beginning, ending, title, page, author, and illustrator). 2. Track the text in the correct order: page by page, left to right, top to bottom. 3. Differentiate letters from words. 4. Make one-to-one correspondence between written and spoken words. 5. Point out that spoken words are represented in written language by specific sequence of letters. 6. Recognize correct spelling of words. 7. Observe some mechanics when copying/writing sentences: capitalization, white space between words and correct punctuation marks. 	<ol style="list-style-type: none"> 1. Tell the different parts of a book. 2. Tell the distinguishing features of a story. 3. Observe some mechanics when copying/writing sentences: capitalization, punctuation marks and spelling 3. Tell the distinguishing features of a paragraph. 4. Tell the distinguishing features of a stanza. 	<ol style="list-style-type: none"> 1. Tell the different features of a page layout in non-fiction text: title, labels, diagrams and charts. 2. Tell the different distinguishing features of a story, a paragraph and a stanza.

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	Grade 1	Grade 2	Grade 3
Alphabet Knowledge	<ol style="list-style-type: none"> 1. Identify all the letters of the alphabet, both upper and lower case. 2. Write all the letters of the alphabet, upper and lower case. 3. Give the letter that begins the name of a given object/picture. 4. Identify the letters in given words. 		
Word Recognition	<ol style="list-style-type: none"> 1. Give the sounds of all letters in the alphabet. 2. Show how spoken words are represented by written letters that are arranged in a specific order 3. Blend specific letters to form words 4. Match words with pictures or objects. 5. Read words using phonics knowledge. 	<ol style="list-style-type: none"> 1. Read a large number of regularly spelled one- to-three syllable words. 2. Sound out unfamiliar words using phonics knowledge. 3. Read by sight words listed in Appendix ____ 4. Blend phonemes to read words containing consonant blends, clusters. 5. Identify syllables in order to read multi-syllable words. 	<ol style="list-style-type: none"> 1. Read words that contain diphthongs. 2. Read unfamiliar words using knowledge of phonics and word parts (prefixes, roots, suffixes) 3. Give the meanings of words in context using knowledge of prefixes and suffixes. 4. Read contracted forms correctly through the use of the apostrophe for

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	<p>6. Sound out unfamiliar words by using phonics knowledge</p> <p>7. Read by sight words listed in Appendix ____</p> <p>8. Read phrases, sentences and short stories containing high frequency words and words studied</p>	<p>6. Give the meaning of words in context using knowledge of affixes (See Appendix ____)</p>	<p>omission</p>
	Grade 1	Grade 2	Grade 3
Fluency	<p>1.Read aloud grade one level text at a rate of approximately 60 words per minute.</p> <p>2.Read grade one level text with an accuracy rate of 95-100%</p> <p>3.Read with automaticity 100 first grade high-frequency/ sight words (Appendix ____)</p> <p>4. Read grade one level text in three-to-four word phrases with appropriate intonation, expression and punctuation cues</p>	<p>1.Read grade two level text at a rate of approximately 80 words per minute</p> <p>2.Read grade two level text with an accuracy rate of 95-100%</p> <p>3.Read grade two level text in three-to-four word phrases using appropriate intonation, expression and punctuation cues</p> <p>4. Read with automaticity 200 second grade high-frequency/ sight words (Appendix ____)</p>	<p>1.Read grade three level text at a rate of approximately 100 words per minute</p> <p>2.Read aloud grade three level text with an accuracy rate of 95-100%</p> <p>3.Read grade three level text in meaningful phrases using appropriate intonation, expression and punctuation cues</p> <p>4..Read with automaticity 300 third grade high-frequency/ sight words (Appendix ____)</p>

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	Grade 1	Grade 2	Grade 3
Spelling	1.Understand that there is a correct way to spell words 2Spell and write words using phonemic awareness and letter knowledge . 3.Correctly spell previously studied words	1.Analyze how words are spelled 2.Correctly spell previously studied words 3Spell unfamiliar words using phonics and word knowledge (See Appendix __)	1.Correctly spell previously studied words. 2.Correctly spell words with irregular letter combinations and with affixes 3Spell words using phonics, word and semantic knowledge (See Appendix
	Grade 1	Grade 2	Grade 3
Handwriting	1.Write using a comfortable and efficient pencil grip 2. Write upper case and lower case letters in print using proper proportion. 3. Write simple phrases observing proper spacing between words 4. Write simple sentences observing correct punctuation marks and capitalization.	1. Write legibly in cursive handwriting 2. Write words, phrases and sentences while integrating spelling and word knowledge 3. Write simple sentences observing writing mechanics such as capitalization, punctuation marks and spelling.	1. Write words, phrases and sentences while integrating spelling and word knowledge 2. Write simple sentences observing writing mechanics such as capitalization, punctuation marks and spelling. 3. Write short paragraphs, letters and short stories observing proper mechanics such as margin and indention.

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Composing	<p>1. Write using letter forms/invented spelling to represent thoughts and ideas</p> <p>2. Write, using phonics knowledge, words, phrases and short sentences to represent ideas.</p> <p>3. Write using phonic knowledge for different purposes – sentences, short stories, lists, etc.)</p>	<p>1. Write using phonic knowledge for different purposes – stories, explanations, letters, diaries, etc.)</p> <p>2. Write sentences and short paragraphs for others to read (by thinking of ideas, writing draft copies</p> <p>3. Write different types of composition (e.g. stories, reports, and letters)</p> <p>4. Make good judgments about what to include in writing</p> <p>5. Apply the correct mechanics of writing (for example, spelling, capitalization, and punctuation) in the final versions of composition.</p>	<p>1. Independently review own written work/work of others for errors in spelling, capitalization, and punctuation</p> <p>2. Begin to write using literary words and sentences (such as figurative language)</p> <p>3. Combine information in compositions from a variety of sources, including books, articles, and computer information</p> <p>4. Share written output and then revise and edit this with assistance.</p> <p>5. Discuss own writing with other children and respond helpfully to the writing of other children</p>
	Grade 1	Grade 2	Grade 3
Grammar Awareness	1. Identify names of persons, places and things	1. Identify names of persons, places and things	1. Identify nouns

CONTENT STANDARD	GRADE 1	GRADE 2	GRADE 3
	<p>2. Use the correct noun markers (ang, ang mga) in identifying common and proper names</p> <p>3. Give the proper names of persons, places and things.</p> <p>4. Write correctly the proper names</p> <p>5. Identify the directional prepositions in sentences.</p> <p>6. Use the prepositions correctly in constructing own sentences</p> <p>7. Identify the pronouns used in sentences.</p> <p>8. Use pronouns correctly in talking and in writing.</p> <p>9. Identify action words in sentences</p> <p>10. Use the correct action words in narrating one's experiences</p> <p>11. Identify describing words in sentences</p>	<p>2. Use the correct noun markers (ang, ang mga, si, sina, . . .) in identifying common and proper names</p> <p>3. Give the correct proper names of common names</p> <p>4. Use prepositions correctly in constructing and writing sentences</p> <p>5. Identify personal, possessive and object pronouns.</p> <p>6. Use correct pronouns in talking and in writing.</p> <p>7. Identify action words in sentences and stories.</p> <p>8. Use correct action words in narrating and writing about one's experiences.</p> <p>9. Identify describing words in sentences</p> <p>10. Use appropriate describing words in talking and writing about</p>	<p>2. Write the correct proper names of common names</p> <p>3. Identify personal, possessive and object pronouns.</p> <p>4. Use correct pronouns in talking and in writing.</p> <p>5. Identify verbs in sentences and stories.</p> <p>6. Use correct action words in narrating and writing about one's experiences.</p> <p>7. Identify describing words in sentences</p> <p>8. Use appropriate describing words in talking and writing about persons, places and things</p> <p>9. Identify adverbs of manner, place and time.</p> <p>10. Use appropriate adverbs in talking and in writing.</p>

CONTENT STANDARD	GRADE 1	GRADE 2	GRADE 3
	<p>12. Use appropriate describing words in talking about persons, places and things</p> <p>13. Give the synonyms and antonyms of simple describing words</p>	<p>persons, places and things</p> <p>11. Identify adverbs of manner, place and time.</p> <p>12. Use appropriate adverbs in talking and in writing.</p>	
	Grade 1	Grade 2	Grade 3
Vocabulary	<p>1. Develop and use vocabulary by listening to and discussing selections read aloud.</p> <p>2. Get the meanings of words presented through illustrations, demonstration, use of synonyms and antonyms.</p> <p>3. Identify words that name person, places or things, and actions</p> <p>4. Classify common words into conceptual characteristics (e.g. animals, food, toys)</p> <p>5. Draw on experiences to bring meanings to words in context</p>	<p>1. Develop and use vocabulary by listening to and discussing selections read aloud</p> <p>2. Give the meanings of words presented through illustrations, demonstration, synonyms and antonyms.</p> <p>3. Use words to describe persons, places, processes and events in spoken and written composition</p> <p>4. Supply words that fall into conceptual categories</p> <p>5. Draw on experiences to bring meanings to words in context</p> <p>6. Discuss meanings and develop</p>	<p>1. Discuss meanings and develop vocabulary through meaningful and concrete experiences.</p> <p>2. Develop and use vocabulary by listening and discussing selections read aloud</p> <p>3. Get the meaning of words through context.</p> <p>4. Use contractions</p> <p>5. Use many compound words</p> <p>6. Use common abbreviations to represent many words</p>

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	<p>6.Discuss meanings and develop vocabulary through meaningful and concrete experiences.</p> <p>7.Begin to identify and use synonyms, antonyms, homonyms and multiple-meaning words correctly</p> <p>8. Use clues from context to figure out what the words mean</p> <p>9.Identify some words that comprise contractions (e.g. can't- can not, isn't- is not)</p> <p>10.Recognize that two words can make a compound word</p> <p>11.Understand that the language used in school is more formal than the language used at home and with friends</p>	<p>vocabulary through meaningful and concrete experiences.</p> <p>7.Use synonyms, antonyms, homonyms and multiple-meaning words</p> <p>8.Use clues from context to figure out what words mean</p> <p>9.Use knowledge of prefixes and suffixes to determine meaning of words (See Appendix ____)</p> <p>10.Identify the two words in contractions.</p> <p>11.Determine the meaning of compound words , using knowledge of individual words</p> <p>12.Use abbreviations to represent some common words</p> <p>13.Use different parts of speech correctly including nouns, pronouns, verbs, adjectives, and adverbs</p>	<p>7.Use different parts of speech correctly including nouns, pronouns, verbs, adjectives, and adverbs</p> <p>8.Develop vocabulary and knowledge through independent reading</p> <p>9.Use dictionaries, glossaries and context to build/clarify word meanings and confirm punctuation</p> <p>10. .Get the meaning of new .words through independent reading</p> <p>11.Use curricular content areas and current events to study words</p>

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		14. Get the meaning of new words through independent reading 15. Use curricular content areas and current events to study words	
	Grade 1	Grade 2	Grade 3
Reading Comprehension A. Activating Schema and Prior Knowledge	1. Predict what the story is about based on personal experiences. 2. Predict what the story is about based on what one knows about characters, setting and incidents. 3. Relate events in the story to personal experiences. 4. Confirm predictions after listening to a story. 5. Modify prior knowledge based on new knowledge from the story.	1. Predict the events in the story based on texts previously read or heard. 2. Ask questions that can be answered after reading the text. 3. Relate events in the story to personal experiences. 4. Tell if the predictions made are right based on the text heard. 5. Modify prior knowledge based on the new information learned from the text.	1. Predict events and actions, based on prior knowledge and text features. 2. Interpret information from graphic organizers like webs, Venn diagram and flow charts to comprehend text. 3. Modify prior knowledge based on the new information learned from the text.
	Grade 1	Grade 2	Grade 3
B. Comprehension of Literary texts	1. Recall important details in stories read 2. Give the correct sequence of three	1. Recall important information in stories and poems read 2. Sequence a series of 3 to 5 events	1. Participate actively during the reading of text by making comments, asking questions, and clarifying information.

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	<p>events</p> <p>3.Make inferences on the character's feelings and traits.</p> <p>4.Respond to the story through illustrations dramatization, and writing activities.</p> <p>5.Make inferences on what is likely to happen next based on the events in the story</p> <p>6.Give the cause or the effect of certain events in the story.</p> <p>7.Cite the problem and/the most likely solution.</p> <p>8.Tell what the story is all about based on the illustration, title or important events in the story.</p> <p>9.Tell if the story is real or fantasy.</p> <p>10.Give another possible ending of the story.</p> <p>11.Give one's opinion, based on personal experiences.</p>	<p>in the stories read</p> <p>3. .Make inferences on the character's feelings and traits</p> <p>4.Respond to the story/poem through discussion, drawing, music, art, drama or writing activities</p> <p>5.Identify the most possible effects of a certain event.</p> <p>6. Give the most likely solution to a problem in the story.</p> <p>7.Identify the main idea of a selection read.</p> <p>8.Interpret information from illustrations, diagrams, charts and graphs.</p> <p>9.Identify parts of the story to prove that it is realistic or fantasy</p> <p>10.Write another possible ending of the story.</p> <p>11.Give one's opinion on some events in the story based on</p>	<p>2.Recall important information in the story read</p> <p>3.Respond to the story or poem through discussions, music, art, drama and various writing activities.</p> <p>4.Interpret stories/poems through dramatizations, illustration and writing activities.</p> <p>5.Support responses to story/poem by quoting relevant aspects of the text and own interpretations.</p> <p>6.Offer observation, make connections, react, speculate, interpret and raise questions in response to the text.</p> <p>7.Give one's opinion, based on personal experiences.</p> <p>8.Write another ending of a story read.</p>

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	12. Identify the pair of rhyming words in short poems.	personal experiences. 12. Identify the pairs of rhyming words in poems read.	9. Write a short summary of a story. 10. Identify the number of stanzas, lines and rhyming words in poems read. 11. Give the rhyme scheme of poems read.
	Grade 1	Grade 2	Grade 3
C. Comprehension of Informational Text	<p>1. Give the topic of expository text read.</p> <p>2. Answer literal level questions about expository text read.</p> <p>3. Locate specific information in the text to find answers to simple questions.</p> <p>4. Follow a set of written or verbal three-step directions with picture cues.</p> <p>5. State the meaning of some environmental signs (e. g, traffic safety, warning signs).</p>	<p>1. Identify organizational features (e.g. title, table of contents, heading, bold print) of expository text.</p> <p>2. Locate specific information by using organizational features in expository text.</p> <p>3. Identify the main idea in expository text.</p> <p>4. Locate facts in response to questions about expository text.</p> <p>5. Locate specific information from graphic organizers.</p> <p>5. Follow a set of written three-step</p>	<p>1. Identify the main idea and supporting details in expository text.</p> <p>2. Locate facts in response to questions about expository text.</p> <p>3. Use organizational features (e. g. title, table of contents) in expository text.</p> <p>4. Identify and use a variety of sources (e. g. trade books, reference books) that may be used to answer specific questions.</p> <p>5. Identify the main points and</p>

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		<p>directions.</p> <p>6.State the meaning of specific signs and symbols (e. g. computer icons, map features, simple charts and graphs).</p>	<p>summarize orally the content of a passage of text.</p> <p>6.Use notes to summarize the main points from a passage or text.</p> <p>7.Interpret information from graphic features (e.g. charts, maps, diagrams, illustrations, tables, simple timelines) of expository text.</p> <p>8.Follow a set of written multi-step directions.</p> <p>9.Generate questions before reading and use information location skills to help find specific information.</p>
	Grade 1	Grade 2	Grade 3
Attitude toward Language, Literacy and Literature	<p>1.Manifest enjoyment of rhymes and short poems by clapping, repeating some lines and reciting them.</p> <p>2.Show love for reading by</p>	<p>1.Manifest enjoyment of reading by browsing storybooks.</p> <p>2.Show love for reading by listening attentively during story reading, making comments and</p>	<p>1.Show enjoyment of reading by rereading favorite stories.</p> <p>2. Sustain silent reading for various purposes such as reading for pleasure and</p>

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	<p>listening attentively during story reading, and making comments.</p> <p>3.Express love for stories by browsing the storybooks read to them and asking to be read more stories.</p>	<p>asking questions.</p> <p>3.Memorize and recite poems read in class.</p>	<p>reading for information.</p> <p>3.Memorize and recite poems with proper expression</p>