



SKILLS GRID in ENGLISH

KINDER	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Listening	Listening	Listening	Listening	Listening	Listening	Listening
1. Producing vowel sounds 2. Producing consonant sounds 3. Listening to stories 4. Answering questions about stories heard 5. Identifying sounds animals make 6. Identifying animals and their young	1. Responding appropriately to expressions listened to : *greetings *leave taking 2. Following simple one-step directions heard e.g. Stand up . Close the door. 3. Identifying specific sounds from a background of different sounds heard *low , soft , high sounds	1. Following simple 1-2 -step directions heard 2. Identifying speech sounds heard *initial consonant blends *initial & medial vowel sounds *words with diphthongs 3. Discriminating speech sounds heard *critical consonant & vowel sounds e.g. /s/ /z/	1. Following simple 2 - 3 -step directions heard 2. Identifying words with *final consonant sounds *initial & final consonant blends and clusters 3. Identifying words that rhyme in poems heard 4. Recognizing rising / falling intonations in questions and answers heard	1. Following simple - 3 -4 - step directions heard 2. Identifying the stressed and unstressed syllables e.g. stress on the 1st syllable : library 2nd syllable : Industrious 3rd syllable: elementary 3. Recognizing pauses and stops to utterances that signal ending	1. Following series of - directions heard (5-6 steps) 2. Distinguishing changes in meaning in sentences caused by shift in intonation e.g. She's coming . (plain statement) She's coming ? (confirmation) 3. Distinguishing changes in meaning of words caused by stress shift e.g. Please record (verb) the test results on the class record (noun)	1. Following a series of - directions listened to *labeling diagrams *completing a chart 2. Distinguishing changes in meaning of sentences caused by stress e.g. This is your jacket. This is your jacket . 3. Noting details of a selection listened to : *Identifying the setting , main and



	<p>4. Identifying speech sounds heard *initial & final consonant /vowel sounds e.g. /f/ /p/</p> <p>5. Identifying words that rhyme in poems and jingles</p> <p>6. Recognizing rising and falling intonations *yes-no questions *wh - questions *statement</p> <p>7. Giving the main idea of a selection heard</p> <p>8. Noting details in a selection heard</p>	<p>4. Identifying words that rhyme in a 2 -3 stanza poem</p> <p>5. Recognizing the rising and falling intonations in *yes-no questions *wh - questions *statement</p> <p>6. Giving the main idea of a selection listened to *tell what the story is about</p> <p>7. Noting details in a story listened to *answer wh-questions</p> <p>8. Re-telling best liked parts of story</p>	<p>5. Giving the main idea of a selection listened to</p> <p>6. Noting details in a selection listened to (1- 2 paragraphs) *Answer who, what, when , where questions</p> <p>7. Sequencing events in a story listened to through pictures / groups of sentences or guided questions</p> <p>8. Making inferences *inferring traits of characters based on what they do or say in a story listened to</p>	<p>4. Giving the main idea of selection listened to : *Telling what the story / poem / news is about in 2 - 3 sentences</p> <p>5. Noting details in a selection listened to : *identifying setting, suspense & climax of a story</p> <p>6. Classifying related ideas of news / stories heard</p> <p>7. Sequencing events in a story listened to through pictures / groups of sentences or guided questions</p>	<p>4. Noting details in a selection listened to : *making a story remember story details (setting , character, important events) *giving implied ideas and information</p> <p>5. Getting information from news report heard</p> <p>6. Sequencing events of a story listened to through groups of sentences</p> <p>7. Identifying cause - effect relationship from</p>	<p>secondary characters , climax and ending of the story</p> <p>4. Giving the main idea of a selection listened to</p> <p>5. Sequencing events in a story listened to through guided questions</p> <p>6. Giving possible cause / effect to situations / news heard</p> <p>7. Analyzing ideas as to what could happen next in stories heard</p> <p>8. Making inferences</p> <p>9. Inferring the mood of certain</p>
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	<p>*answering wh-questions *identifying setting, characters, important events</p> <p>9. Selecting details of a story heard from s set of pictures</p> <p>10. Telling the sequence of events in a story heard through pictures</p> <p>11. Acting out the best-liked parts of a story heard</p> <p>12. Reacting to what the character said / did in a story listened to</p>	<p>9. Acting out the best-liked parts of a story heard</p> <p>10. Impersonating well-liked characters in the story heard</p> <p>11. Making inferences *infer hidden information from oral texts *giving possible ending to a story heard</p>	<p>9. Distinguishing between facts and fancy from stories heard</p>	<p>8. Reporting on a news item / radio broadcast heard</p> <p>9. Inferring feelings of characters based on how they talk (volume, voice , & stress)</p> <p>10. Predicting the outcome of stories heard</p> <p>11. Evaluating ideas and make judgments on texts presented orally</p> <p>12. Distinguishing between fact & opinion</p>	<p>statements / situations heard</p> <p>8. Giving justification to a possible ending to a story heard</p> <p>9. Reporting accurately information heard</p> <p>10. Evaluating and make judgment on texts presented orally</p>	<p>events through the speaker's actions , intentions and utterances</p> <p>10. Evaluating and make judgments</p> <p>11. Distinguishing advertisement from propaganda</p> <p>12. Listening to get information on current events and issues aired over the radio and television</p>
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	13. Inferring the feelings / traits of characters in a story heard					
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KINDER	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Speaking	Speaking	Speaking	Speaking	Speaking	Speaking	Speaking
1. Telling animal habitat	1. Producing vowel and consonant sounds listened to	1. Producing words and consonant blends listened to *initial consonant blends *initial and medial vowel sounds *words with diphthongs	1. Using in sentences the words presented under listening phase	1. Using in sentences words presented under auditory discriminations *words with stressed and unstressed syllables	1. Pronouncing words putting stress on the correct syllable	1. Using the correct intonations *Yes-No questions *questions introduced by interrogatives
2. Asking /answering questions about self	2. Giving simple directions , requests and commands	2. Giving simple directions , requests and commands *two-step directions	2. Giving simple directions , requests and commands *2-3step directions	2. Asking and give simple directions using sequence signals : first , then, next, etc.	2. Asking and give 2 -3 step directions and instructions	2. Giving accurate announcements *giving a report based from an observation
3. Expressing feelings	3. Reciting rhymes and jingles with correct intonation and stress *memorizing short jingles and rhymes	3. Reciting short verses & two - stanza poems with correct intonation and stress	3. Reciting short verses & two - stanza poems with correct intonation and stress *recite poems with gestures *memorize short verses	3. Memorizing and recite short poems	3. Make simple and accurate descriptions and announcements	3. Participating in club meetings
4. Using greeting and leave-taking	4. Using courteous expressions appropriate to situations *at home *greetings	4. Using courteous expressions	4. Using courteous expressions *introducing people	4. Using courteous expressions *telephone conversation	4. Memorizing and recite poems	4. Giving clear commands, requests and directions to get things done
5. Telling things used for personal care					5. Using courteous expressions *telephone conversation *making orders / purchases	5. Asking and giving directions and
6. Talking about good food						
7. Naming meals of the day						
8. Using is/are						



<p>9. Telling colors</p> <p>10. Talking about family</p> <p>11. Using he/she</p> <p>12. Talking about parts of house</p> <p>13. Talking about friends / helpers in school</p> <p>14. Naming things in school</p> <p>15. Using a/an</p> <p>16. Adding s to mean plural</p> <p>17. Using this, that, these, those</p> <p>18. Talking about people/places around</p>	<p>5. Re-telling simple stories listened to</p> <p>6. Ask and answer questions about oneself and others</p> <p>7. Talking about oneself , others , things *telling about own family using singular and plural nouns *Using this is / that is , these are / those are with objects</p> <p>8. Identifying singular and plural nouns *noun + s *change y to ies</p> <p>9. Identifying common and proper nouns</p>	<p>*memorize short verses</p> <p>4. Using courteous expressions appropriate to given situations *greetings / taking leave *Offering help *introducing friends</p> <p>5. Re-telling simple stories listened to</p> <p>6. Asking and answer questions about oneself and others</p> <p>7. Using singular and plural nouns *use demonstratives</p>	<p>*Inviting someone *Making requests</p> <p>5. Re-telling simple stories listened to</p> <p>6. Forming plural form of regular nouns *y to -ies *f / fe to -ves *plural forms of irregular nouns</p> <p>8. Identifying genders of nouns , count nouns and mass nouns</p> <p>9. Using concrete and abstract nouns</p> <p>10. Using nouns showing possession</p> <p>11. Using personal pronouns *subject pronouns *Object pronouns</p> <p>12. Using possessive</p>	<p>*Inviting people *buying / ordering things</p> <p>5. Re-telling a selection listened to</p> <p>6. Using plural forms of regular and irregular nouns</p> <p>7. Using nouns showing possession</p> <p>8. Using count / mass nouns with determiners</p> <p>9. Using concrete / abstract nouns</p> <p>10. Using gender of nouns</p> <p>11. Using personal pronouns *compound subject pronouns *Object pronouns</p>	<p>6. Re-tell a selection listened to : news broadcast , fiction stories</p> <p>7. Using plural forms of regular and irregular nouns</p> <p>8. Using nouns showing possession</p> <p>9. Using collective nouns</p> <p>10. Identify uses of nouns * subject *predicate noun *direct object *indirect object *predicate nouns</p> <p>11. Identify gerunds</p> <p>12. Using pronouns that agree in number</p>	<p>instructions on specific process</p> <p>6. Reciting selection for speech choir</p> <p>7. Using courteous expressions *in school *at offices / malls *making purchases *making formal introductions</p> <p>8. Re-tell a selection listened to : news broadcast , fiction stories *orally read selection for verse choir rendition</p> <p>9. Using plural of compound nouns</p>
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<p>19. Naming animals</p> <p>20. Talking about community helpers</p> <p>21. Telling the beginning sound of a name of a picture</p> <p>22. Identifying tame and wild animals</p>	<p>10. Identifying genders of nouns</p> <p>11. Identifying genders of nouns , count nouns and mass nouns</p> <p>12. Using personal pronouns *subject pronouns *Object pronouns</p> <p>13. Using possessive pronouns</p> <p>14. Identifying simple present tense forms of verbs *telling a simple story about a picture</p> <p>15. Identifying simple past tense form of verbs</p> <p>16. Using the -ing form of verbs in</p>	<p>8. Using common and proper nouns in sentences</p> <p>9. Identifying genders of nouns , count nouns and mass nouns</p> <p>10. Using personal pronouns *subject pronouns *Object pronouns</p> <p>11. Using possessive pronouns</p> <p>12. Using the simple present forms of verbs with singular and plural nouns as subjects</p> <p>13. Using the -ing form of verbs</p> <p>14. Using the simple past if verbs commonly used</p>	<p>pronouns</p> <p>13. Using pronouns that agree in gender with their antecedents</p> <p>14. Using the simple present , past and future tenses of verbs *use the correct time expressions</p> <p>15. Identifying present progressive forms of verbs</p> <p>16. Identifying two -word verbs</p> <p>16. Using words that describe people, animals , places and events</p> <p>17. Giving the three degrees of comparison of adjectives</p>	<p>12. Using possessive pronouns</p> <p>13. Using pronouns that agree in number and gender with their antecedents</p> <p>14. Identifying relative pronouns</p> <p>15. Differentiating reflexive from intensive pronouns</p> <p>16. Identifying pronouns in different cases</p> <p>17. Using regular and irregular verbs in the simple present , past and future tenses</p> <p>18. Using present progressive verbs</p> <p>19. Using two-word verbs</p>	<p>and gender with their antecedents</p> <p>13. Identifying and use relative pronouns</p> <p>14. Identifying intensive and reflexive pronouns</p> <p>15. Identifying pronouns in different cases</p> <p>16. Asking and answering questions about others</p> <p>17. Using the simple tenses to express general truth , habitual past and future (going to + V)</p> <p>18. Using different kinds of verbs</p>	<p>10. Using gerunds (-ing words as nouns)</p> <p>11. Using nouns that are plural in form but singular in meaning (vice-versa)</p> <p>12. Using nouns showing possession *joint / disjoint ownership *compound nouns *nouns joined by or, nor , and</p> <p>13. Using collective nouns Identifying uses of nouns * subject *predicate noun *direct object *indirect object *predicate nouns *direct address *objective complement</p>
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	<p>response to what is / what are questions</p> <p>17.Using words that describe persons , animals , events</p> <p>18.Using words that tell where</p> <p>19.identify the kinds of sentences (telling , asking , commanding , exclaiming)</p> <p>20.Talking about topics of interest using 2 -3 sentences</p> <p>21.Describing persons, animals and events</p> <p>22.Using words that tell where and when</p>	<p>15.Using the simple future forms of verbs</p> <p>16.Using adjectives to describe people, animals and events</p> <p>17.Using words that tell where, when , and how</p> <p>18.Forming different sentences according to use</p> <p>19.Using prepositions and prepositional phrases (of , on , at , under, over)</p> <p>20.Using conjunctions and , or , but</p> <p>21.Talk about topics of interest using 3 - 4 simple sentences</p>	<p>18.Identifying adjectives in series</p> <p>19.Using different kinds of adverbs</p> <p>20.Using different kinds as to function</p> <p>21.Using prepositions and prepositional phrases (among, between , at)</p> <p>22.Using conjunctions and , or , but , because</p> <p>23.Talking about topics of interest using 3 - 4 simple sentences</p> <p>24..Identifying simple/ compound subject , simple / compound predicate ,</p>	<p>20.Identify troublesome verbs</p> <p>21.Using words that describe people, animals , places and events</p> <p>22.Use limiting and descriptive adjectives</p> <p>23.Using adjectives in series</p> <p>24.Use different kinds of adverbs *adverbs of frequency</p> <p>25.Using different kinds as to function</p> <p>26.Using prepositions and prepositional phrases (among, between , at)</p>	<p>*linking verbs *transitive verbs *auxiliary verbs</p> <p>19.Differentiating the perfect tenses</p> <p>20.Using troublesome verbs</p> <p>21.Using verbs in the active and passive voices</p> <p>22.Using words that describe people, animals , places and events</p> <p>23.Using the positive , comparative and superlative degrees of comparison</p> <p>24.Using proper adjectives</p>	<p>14. Identifying gerunds and infinitives</p> <p>15. Using relative pronouns</p> <p>16. Use indefinite pronouns</p> <p>17. Using intensive and reflexive pronouns</p> <p>18. Using pronouns in different cases</p> <p>19. Changing statements into questions</p> <p>20. Using tag questions</p> <p>21. Using different kinds of verbs : linking, auxiliary transitive, intransitive</p>
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	<p>23. Identifying kinds of sentences (telling , asking , commanding , exclaiming)</p> <p>24. Using prepositions to , in , from , on , beside</p> <p>25. Using conjunctions and , or , but</p> <p>27. Talking about topics of interest using 2 - 3 simple sentences</p> <p>28. Identifying the two parts of a sentence</p>	<p>22. Identifying the two parts of a sentence</p> <p>23. Completing a set of words to make it a sentence</p>	<p>(S - IV) (S / LV)</p>	<p>27. Using conjunctions and , or , but , either / or , not only / but also)</p> <p>28. Talking about topics of interest using 4 - 5 simple sentences</p> <p>29. Giving sentences following the patterns : (S - TV - DO) , (S - TV - IO - DO)</p> <p>30. Using tag questions</p>	<p>25. Using adjectives in series</p> <p>26. Using different kinds of adverbs *adverbs of frequency</p> <p>27. Using words that function as adverbs and adjectives</p> <p>28. Using adverbs in three degrees of comparison</p> <p>29. Use different kinds as to form *simple *compound</p> <p>30. Diagramming simple sentences</p> <p>31. Using prepositions</p>	<p>22. Using the perfect tenses</p> <p>23. Using the active and passive voices</p> <p>24. Using the verbs hope , can , wish , could , if , were to express future plans</p> <p>25. Using most commonly used phrasal verbs (V + preposition) e.g. keep away from , go after , fool around , break down , bump into , came up , look after , etc.)</p> <p>26. Using adjectives in the three degrees of comparison * irregular adjectives *two-word adjectives</p>
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LOURDES SCHOOL OF MANDALUYONG

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					<p>32. Use conjunctions to make compound sentences</p> <p>33. Giving a 30 - second speech on a given topic</p> <p>34. Making sentences following the seven basic patterns</p>	<p>27. Using adjectives in series</p> <p>28. Using proper adjectives</p> <p>29. Using different kinds of adverbs</p> <p>30. Using words that function as adverbs and adjectives</p> <p>31. Using adverbs in three degrees of comparison</p> <p>32. Using different kinds as to form *simple *compound *complex</p> <p>33. Diagramming simple and compound sentences</p> <p>34. Using prepositions</p>
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						<p>35. Using conjunctions to make compound and complex sentences ((since , when, until , because , although)</p> <p>36. Giving a one-minute speech on a given topic</p> <p>37. Making sentences following the seven basic patterns</p>
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KINDER	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Reading	Reading	Reading	Reading	Reading	Reading	Reading
<p>1. Following words from left to right /top-bottom</p> <p>2. Identifying similarities/differences of objects</p>	<p>1. Developing visual discrimination skills (similarities and differences) as to size and length of small and capital letters</p>	<p>1. Associating names of objects and pictures with printed symbols</p> <p>2. Reading automatically high</p>	<p>1. Recognizing words using spelling patterns as clues</p> <p>*Digraphs</p> <p>*Cvc</p> <p>*consonant clusters in initial / final positions</p>	<p>1. Decoding words in stories read using phonetic analysis</p> <p>e.g. ze - /z / breeze</p> <p>/th / - thank</p>	<p>1. Decoding meaning of unfamiliar words</p> <p>*decode words using phonetic analysis</p> <p>*words with affixes</p> <p>*identify different information given in a dictionary :</p>	<p>1. Decoding meaning of unfamiliar words</p> <p>*structural analysis</p> <p>*using the dictionary</p> <p>*context clues</p>



<p>3.Naming Things that go together</p> <p>4.Telling objects that do not belong</p> <p>5.Recognizing the alphabet</p> <p>6.Producing letter sounds</p> <p>7.Noting details</p> <p>8.Recalling story events</p> <p>9.Reading CVC words</p> <p>10.Reading simple sight words</p> <p>11.Reading simple phrase and sentences</p>	<p>2.Associating names of objects / pictures with their printed symbols *common words with initial consonants *CV and CVC patterns</p> <p>3.Singing and acting rhymes, poems , jingles</p> <p>4.Recognizing words commonly heard through sight words and configuration clues</p> <p>5.Recognizing words through repeated exposure</p> <p>6.Reading orally high frequency words in running print (Dolch Basic Sight Words)</p>	<p>frequency words in running print *read with ease the DOLCH basic sight words</p> <p>3.Recognizing words using spelling patterns *c - v - v - c c - v - c - c *consonant clusters in initial and final position *consonant clusters and blends in initial / final positions</p> <p>4.Pantomiming/ act out rhymes and jingles *feel the rhymes through clapping , etc.</p> <p>5.Increasing one's vocabulary by learning synonyms and</p>	<p>2.Recognizing words through exposure e.g. Fry's first 300 words</p> <p>3.Reading orally 1 - 2 stanza poems with correct pronunciation , stress and rhythm *reading orally or commit to memory well-liked lines in a selection *reading orally conversations / dialogs observing proper intonation</p> <p>4.Noting explicit and implied details from a story read *answer how and why questions</p> <p>5.Decoding words using structural analysis *prefixes</p>	<p>2.Reading orally stories / poems with correct stress and intonation *showing enjoyment in reading</p> <p>3.Doing accurate, slow reading in order to follow directions : *prescriptions *medicine labels Simple experiments</p> <p>4.Decoding meaning of unfamiliar words *structural analysis *Words with affixes Compound words written as One-word (backyard) Two-word (security guard) Hyphenated (sister-in-law) *Using context clues</p>	<p>syllabication , stress marks multiple meanings of words *using synonyms and antonyms</p> <p>2.Following printed directions in filling up forms *school forms *information sheet</p> <p>3.Drawing pictures of incidents/characters of a selection read</p> <p>4.Getting the main idea *give heading to a set of related ideas *identify the key sentence in a paragraph *identify the details that support the key sentence</p>	<p>2.Following a series of directions *in experiments *prescriptions *cooking recipes</p> <p>3.Noting significant details *plot of a selection</p> <p>4.Telling the big ideas / key concepts implied in the selection read *state the main idea *give the details that support the big idea</p> <p>5.Sequencing the big ideas to show coherence *use story grammar to show sequence of episodes in a story</p> <p>6.Perceiving relationship *cause and effect</p>
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	<p>7. Increasing one's vocabulary *words about family members, school *labels and signs in school and community *colors and numbers *synonyms and antonyms of common words</p> <p>8. Answering wh-questions based on stimuli presented *objects *composite pictures *experience chart</p> <p>9. Telling what the pictures / series of pictures is about e.g. composite picture - a garden scene solo picture - a red rose</p>	<p>antonyms of common words</p> <p>6. Reading slowly and accurately simple one-step direction *follow printed directions for test taking</p> <p>7. Noting details in short paragraph, poems, stories read *noting explicit details (descriptive words, identify characters, setting, etc.) *note implied details</p> <p>8. Getting the main idea *telling what the set of related pictures is about</p>	<p>*compound words</p> <p>6. Using context clues to get meaning of unfamiliar words</p> <p>7. Using the glossary to get meaning of words</p> <p>8. Getting the main idea *distinguish big from small ideas *giving appropriate title *identifying key sentence</p> <p>9. Sequencing events *arrange events as to space order / time order *number events in a story read</p> <p>10. Perceiving relationship</p>	<p>5. Using the dictionary to get *synonyms, antonyms, homonyms</p> <p>6. Noting significant details that relate to the central theme</p> <p>7. Locating answers to wh-, how and why questions that are explicitly stated in the texts</p> <p>8. Demonstrating knowledge of story grammar by identifying the setting, characters and main events</p> <p>9. Finding descriptive words / action words in the selection read</p>	<p>*skim to get the general idea on what the material is about</p> <p>5. Sequencing the major ideas / events in a selection</p> <p>6. Perceiving the relationship *cause and effect</p> <p>7. Predicting outcomes *give possible endings to a selection</p> <p>8. Infer *traits of characters *the general mood of expression in a selection</p> <p>9. Organizing ideas *identifying the major ideas *organizing key sentence and</p>	<p>7. Predicting outcomes *give other events that could happen next *draw pictures of incidents / characters that could possibly happen</p> <p>8. Inferring *the general mood of the selection *how the story would turn out if some episodes were changed *alternative actions taken by characters</p> <p>9. Organizing ideas *identify the key concepts that make up the story *identify the details</p> <p>10. Evaluating ideas / make judgment</p>
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	<p>10. Expressing awareness of sequence of certain ideas and concepts *Letters of the alphabet *days, weeks, months *telling what happened first, second, last in a series of pictures</p> <p>11. Perceiving relationship *source: egg - chicken *function: pencil - write Part: whole Eyes - face</p> <p>12. Predicting outcomes *giving the possible ending to a</p>	<p>*giving appropriate heading for a set of pictures / sentences *group similar ideas under proper heading *distinguish big ideas from small ideas</p> <p>9. Sequencing events *tell what happened first, second, etc. *arrange words alphabetically based on the first letter</p> <p>10. Perceiving relationship shown in pictures *identifying the cause of given effect *inferring details in passages that are not signaled explicitly</p> <p>11. Predicting outcomes *telling the possible ending of a situation</p>	<p>*identifying cause-effect (because, as a result)</p> <p>11. Predicting outcomes *give an appropriate ending</p> <p>12. Inferring *what have happened before or after *insight from what is read or observed</p> <p>13. Organizing ideas *classify related ideas concept under proper headings *identify proper heading for related sentences *outline a 2 - paragraph text</p> <p>14. Evaluating ideas</p>	<p>10. Giving the main idea of a 2-paragraph text</p> <p>11. Identifying the main ideas implied or explicitly stated</p> <p>12. Evolving a title in topic form for text based on the main idea or big ideas *e.g. big idea: Monica is healthy. Title in topic form: Healthy Monica</p> <p>13. Skimming the general idea on what the material is about</p> <p>14. Inferring character traits</p> <p>15. Organizing ideas *classify related ideas under proper heading</p>	<p>supporting details into an outline</p> <p>10. Evaluating ideas / make judgments *identify facts and opinions *Giving opinions about information read *getting information from newspapers</p> <p>11. Drawing conclusions based on given information</p> <p>12. Using library resources to get information *card catalog *atlas, encyclopedia *computer technology</p> <p>13. Using figures of speech *hyperbole *onomatopoeia</p>	<p>*give opinions about information read *determining the purpose of the author *identifying the author's device to bring out his message</p> <p>11. Drawing conclusions based on information given *identify sufficient evidences to justify conclusions</p> <p>12. Using library resources effectively *card catalog, atlas, almanac and other general references *computer technology</p> <p>13. Getting information from newspapers *parts of a newspaper and the information one gets from each part</p>
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	<p>series of pictures / events * telling what would happen next to a set of pictures</p> <p>13. Inferring what a person or animal does *what happened before / after an event</p> <p>14. Organizing ideas *grouping pictures based on similar ideas *select appropriate heading (set of related pictures , set of words / phrases , set of sentences)</p>	<p>presented through pictures *giving events that could happen next</p> <p>12. Inferring what a person or animal does</p> <p>13. Organize ideas *group pictures with similar ideas *identify words / phrases / sentences that go with a given concept / idea</p> <p>14. Using simple commonly used idioms</p> <p>15. Using simple affixes</p>	<p>*tell whether an action or event is reality or fantasy *identify irrelevant ideas in a passage</p> <p>15. Drawing conclusion using picture - stimuli passages</p> <p>16. Use commonly-used idiomatic expressions</p> <p>17. Identifying figurative language used (simile and metaphor)</p> <p>18. Using of suffixes and prefixes</p>	<p>*give a heading or title for texts read *outline a 2-paragraph passage</p> <p>16. Evaluating ideas and make judgments *tell whether an action or event is reality or fantasy *distinguish between facts or opinion *evaluate the likelihood that a story could really happen</p> <p>17. Drawing conclusions based on given information</p> <p>18. Using figurative language (personification)</p> <p>19. Using affixes</p>	<p>14. Using affixes</p> <p>15. Using the dictionary: *interpret stress marks *selecting appropriate meanings *locating words using guide words</p> <p>16. Locating information in a book, magazine , newspaper</p>	<p>14. Using figures of speech *alliteration</p> <p>15. Use prefixes and suffixes</p> <p>16. Using the dictionary: *interpreting stress marks *selecting appropriate meanings *locate words using guide words</p> <p>17. Locating information in a book, magazine , newspaper</p>
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				20. Using the dictionary: *interpret stress marks *select appropriate meanings *locate words using guide words 21. Locating information in a book, magazine, newspaper		
KINDER	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Writing	Writing	Writing	Writing	Writing	Writing	Writing
1. Writing the names of pictures 2. Completing sentences using pictures and context clues 3. Using a /an in naming things 4. Using a /an to write sentences	1. Writing readiness skills *free hand writing *connecting copy lines *trace and copy lines *copy letters 2. Writing legibly/ correctly in manuscript form the letters of the alphabet 3. Writing the letters of the alphabet	1. Copying legibly, accurately and neatly in manuscript form *words used in listening and speaking *sentences *paragraph 2. Copying poems, rhymes, and paragraphs accurately 3. Using capital letters in writing	1. Writing legibly and neatly observing correct letter form Copy 2 - 3 short paragraphs from a model observing correct capitalization, punctuation and spelling 2. Writing different kinds of sentences	1. Writing the correct spelling of words *with stressed / unstressed syllables *silent letters *ph sounded as f 2. Writing sentences / paragraphs giving simple directions in doing something e.g. making a project, playing a game	1. Writing the correct spelling of words learned during listening, speaking and reading activities 2. Filling out school forms correctly *information sheet *deposit / withdrawal slips	1. Writing a composition with *introduction *body *conclusion 2. Writing specific directions on given situations *interpreting a diagram / a road map 3. Writing a model composition



<p>5. Writing simple sentences with simple subject-verb agreement</p> <p>6. Completing sentences using pictures and context clues</p> <p>7. Illustrating a story read</p> <p>8. Writing simple sentences about a story read or heard</p>	<p>*according to sequence</p> <p>4. Writing the letters of the alphabet without models</p> <p>5. Write words / phrases *names *school *address</p> <p>6. Writing names of common objects learned in listening and speaking *simple signs in the classroom , school and community</p> <p>7. Copying sentences with correct punctuation marks</p> <p>8. Copying a 2 - 3 sentence paragraph</p>	<p>one's address, names of persons, subjects, the beginning letter of the first word in a sentence</p> <p>4. Writing common abbreviations e.g. Mr. Mrs. Dr.</p> <p>5. Copying a paragraph observing indention, capitalization and punctuation</p> <p>6. Demonstrating readiness skills in cursive writing Write one's own address correctly</p> <p>7. Writing important dates, abbreviations , birthday, days of the week , months</p>	<p>with correct punctuation marks *telling *asking</p> <p>3. Writing the correct spelling of words learned in listening, speaking and reading</p> <p>4. Writing from dictation</p> <p>5. Writing utterances on a given situation / comic strip presented</p> <p>6. Writing a different story ending</p> <p>7. Writing simple letters for a given purpose</p> <p>8. Filing out forms correctly *library form</p>	<p>3. Writing from dictation</p> <p>4. Writing paragraphs according to order of time , events and location</p> <p>5. Writing a simple friendly letter observing correct format</p> <p>6. Writing a paragraph based on an outline</p> <p>7. Writing a variety of texts *letters , paragraphs using a variety of sentences Riddles, sayings , proverbs</p> <p>8. Writing a paragraph / short story from one's experience</p>	<p>3. Writing a paragraph about a picture drawn *beginning / middle / ending sentences</p> <p>4. Arranging sentences according to order of time / importance when writing a paragraph</p> <p>5. Writing rhymes, jingles , related to the selection read</p> <p>6. Writing reports e.g. science reports , current events</p> <p>7. Writing an ending to an incomplete story</p> <p>8. Writing a variety of texts *descriptive paragraph</p>	<p>*arrange details in order *home reading report *diaries *minutes of meeting</p> <p>4. Writing a summary of what was read</p> <p>5. Writing from dictation *reconstructing a dictated text by taking down important notes</p> <p>6. Writing reported statements in a story form *changing statements, questions , requests and commands to reported sentences</p> <p>7. Writing an ending to a given situation</p>
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	<p>9. Writing from dictation *words *simple sentences</p> <p>10. Writing sentences using synonyms / antonyms to describe objects</p> <p>11. Writing sentences about one's self, family and home</p> <p>12. Composing greetings in cards e.g. Happy Birthday</p> <p>13. Writing short notes to friends or family member</p>	<p>8. Writing from dictation *phrases *simple sentences</p> <p>9. Writing sentences / short paragraph about the picture</p> <p>10. Copying words in alphabetical order</p> <p>11. Writing sentences from a stimulus</p> <p>12. Writing a different story ending to a story read or heard</p> <p>13. Writing a composition about a given topic</p>	<p>*information sheet</p> <p>9. Writing a simple short story based on a given situation</p>	<p>9. Composing riddles , slogan and announcements from given stimuli , e.g. semantic maps , planned activities, programs</p> <p>10. Writing sentences on situations / comic strip presented</p> <p>11. Writing paragraphs from given stimuli *descriptive *narrative *diaries *journals</p> <p>12. Composing riddles, slogans announcement from given stimuli</p>	<p>*letters of invitation / request *telegrams *announcements</p> <p>9. Responding in writing based on stimuli *result of an observation / experiment</p> <p>10. Writing reported statements in paragraph form</p> <p>11. Changing direct discourse to indirect</p> <p>12. Writing a paragraph / story *narrative *descriptive *advertisement</p>	<p>8. Writing a model composition *writing about one's feelings / reactions using the correct form of the verbs</p> <p>9. Writing an outline of a story read</p> <p>10. Organizing one's thoughts in writing *information *description *resume</p> <p>11. Responding in writing based on stimuli and triggers *application letter *directions *ads for work *editorials</p> <p>12. Filling out forms *information sheet *community tax certificate</p>
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LOURDES SCHOOL OF MANDALUYONG

Shaw Boulevard corner Saint Francis Street, Greenhills East, Barangay Wack-Wack, Mandaluyong City 1552
P.O. Box 12959, Ortigas Center, Pasig City 1605
PAASCU ACCREDITED Level II



		<p>14. Prepare a simple invitation card based on a model</p> <p>15. Writing short notes to friends or family member</p>				<p>*bank notes</p>
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