



Republic of the Philippines
Department of Education
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Pasig City



Alternative Learning System K to 12 Basic Education Curriculum

Learning Strand 1 COMMUNICATION SKILLS: ENGLISH (BL to JHS)

May 2019

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

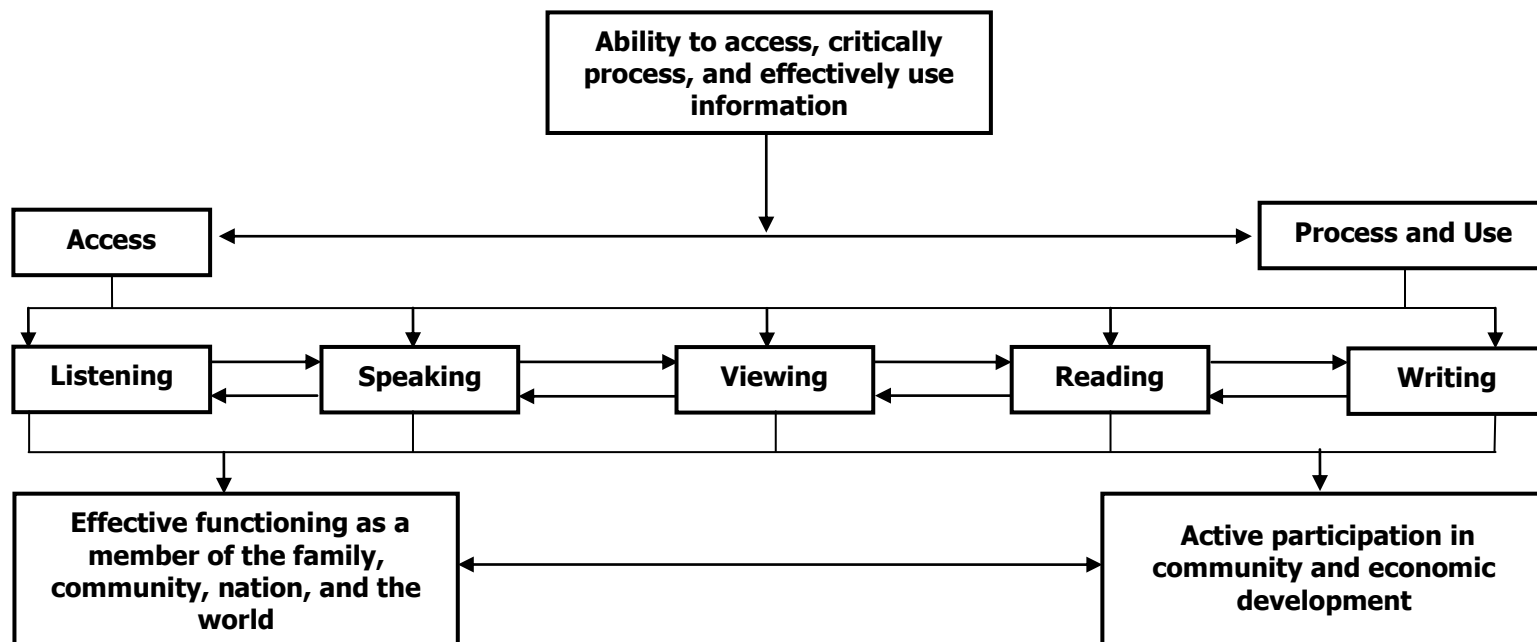
Learning Strand 1: Communication Skills English

The main thrust of Learning Strand (LS) 1, English is Communication Skills which seeks to develop the ability of out-of-school youth and adults to access, critically process, and effectively use available information in a variety of media so as to:

- function effectively as a member of the family, community, nation, and the world; and
- participate actively in community and economic development.

Learning Strand 1 involves the five macro skills namely, **listening** purposively and critically; **speaking** clearly and appropriately; **viewing** to demonstrate critical understanding and interpretation of visual media; **reading** to process and critically use information from a wide range of written materials and other forms of media, and express one's ideas and feelings clearly and effectively in **writing**.

The framework of Learning Strand 1, English is schematically presented below.



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The content and performance standards, and competencies and skills in this Learning Strand are sequenced from the simplest to the most complex. This is intended to provide the learners opportunities to experience success in developing their ability to access, critically process, and effectively make use of available information in a variety of media and express their ideas and feelings clearly and effectively in both oral and written forms. The gradual increase in scope and difficulty will help the learners develop self-confidence in using their communication skills at every level.

When a certain competency is spiraled or assigned to more than one level in any of the five macro skills of English language learning, progression in difficulty may be achieved through the choice of learning materials for developing it. Considerations will be in terms of:

- type of material
- length of the material
- choice of words and language structure
- concept load

The Basic Literacy Level (BL) competencies is a separate section in the Enhanced ALS Curriculum focused only on Basic Level competencies on Communication Skills (listening, speaking, viewing, reading, and writing) and numeracy.

This section for Basic Literacy competencies is not a stand-alone, since specific concepts/topics from other Learning Strands will be used as contents for the development of Basic Literacy skills.

Note how this is illustrated in the example below:

Performance Standard A, which focuses on the listening component of language learning is presented below:

Elementary Level (Lower)	:	Show an understanding of most conversations in the language being acquired (understanding conversations containing some familiar and unfamiliar vocabulary)
Elementary Level (Advanced)	:	Show an understanding of most conversations in the language being acquired (understanding conversations to recount details)
Junior High School Level	:	Show an understanding of most conversations in the language being acquired (understanding most conversations containing unfamiliar vocabulary but not necessarily all the details / Understanding conversations to recount accurately specific details)

In this example, the learner is expected to show an understanding of conversations of gradually increasing difficulty. He/she starts with understanding conversations with phrases containing familiar vocabulary, progresses to understanding conversations containing some familiar and unfamiliar vocabulary, and later to a more complex understanding of most conversations containing unfamiliar vocabulary and accurately specific details in the language being acquired.

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Progression in difficulty is also demonstrated below in Performance Standard B, which focuses on the speaking component of language learning.

Elementary Level (Lower)	:	Ask questions and correctly answer questions using W-H markers in responding to current issues and everyday inquiries
Elementary Level (Advanced)	:	Ask questions and correctly answer questions related to current issues presented in the classroom and community assemblies
Junior High School Level	:	Ask questions and correctly answer questions related to current issues presented in TV and radio programs, the internet, newspapers, magazines, books, billboard, video games, music, all other forms of media and encouraging audience participation

In this example, the degree of difficulty in the skill of questioning increases as the complexity and (or) range of information to be gathered or inquired about increases.

For Performance Standard C, which concentrates on Viewing, examples are as follows:

Elementary Level (Lower)	:	Make connections between information viewed and personal experiences
Elementary Level (Advanced)	:	Determine images/ideas that are explicitly used to influence viewers (stereotypes) and interpret properly simple and common written messages, signs, symbols, words, and phrases related to immediate needs or which are commonly used at work or which are found in the community
Junior High School Level	:	Deduce the purpose and value of visual media to immediate needs or work Demonstrate a critical understanding and interpretation of visual media such as movie clips, trailer, news flash, internet-based program, videos, documentaries, etc.

In this example, viewing skill supports literacy in language and serves as gateway to exploring complex ideas and open learner's eyes to other ways of looking at the world. Through it, multimedia resources can be used appropriately, efficiently, and effectively.

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For Performance Standard D, which focuses on Reading, the shift from easy to difficult is shown in the following examples:

- Elementary Level (Lower)** : Interpret simple written sentences, e.g., sentences with contents related to:
immediate needs
specific activities in the community or workplace
- Elementary Level (Advanced)** : Interpret complex written sentences, e.g., sentences whose contents are related to:
immediate needs
specific activities in the community or workplace
current goals
urgent matters
- Junior High School Level** : Interpret the parts of important documents and forms when necessary, e.g., bio-data, application form, tax-related documents, etc.
Interpret themes and messages that are not clearly and explicitly stated in the passage, text or selection

In this particular example, the sequencing is achieved by gradually increasing the difficulty of the material or concept load from one level to another, specifically from simple common written messages, signs, symbols, words, and phrases to simple written sentences, to the interpretation of the parts of important documents and forms, and finally to the interpretation of messages that are subtly expressed in passages, texts, or selections.

For Performance Standard E, which concentrates on Writing, examples are as follows:

- Elementary Level (Lower)** : Write simple, compound, and complex sentences on different activities, issues or occasions
- Elementary Level (Advanced)** : Write simple paragraphs on different activities, issues, or occasions
- Junior High School Level** : Write well-organized, coherent, and grammatically correct paragraphs that talk about oneself, country, and the world
Write a composition with correctly sequenced paragraphs using appropriate paragraph/sentence structure and correct grammar, punctuation, capitalization, and spelling to talk about oneself, country, and the world

In this example, complexity in skills increases from writing simple sentences to introduce oneself, to writing simple, compound, and complex sentences, to writing descriptive, narrative, expository, and persuasive paragraphs. This progression from easy to more difficult learning tasks will help the learner to experience success in developing communication skills. Transition transference flow progression process.

There are objectives, competencies, and skills that are gradually developed throughout the whole teaching-learning process in the three levels—Basic, Elementary, and Junior High School in the Alternative Learning System (ALS)

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Increase in difficulty in terms of the medium or stimulus, will provide opportunities for the learners to widen the experience that would redound to the gradual development and attainment of the objectives, competencies, and skills as they progress through the three learning levels.

The curriculum users should consider the age level, experience, cultural context, and social milieu of the target learners. This is crucial to the process of developing or selecting learning materials, or in planning activities for the conduct of regular or special learning group sessions that would help attain the objectives. Take, for instance, Performance Standard A, of Learning Strand 1 as illustrated below.

- Elementary Level (Lower)** : Listen in order to recount accurately specific details of informative oral messages in **conversations**
- Elementary Level (Advanced)** : Listen in order to recount some specific details of informative oral messages in **formal and informal discussion**
- Junior High School Level** : Listen in order to recount accurately specific details of informative oral messages in **religious leaders' sermons/homilies/preaching/ radio/TV programs/speeches/advertisements**

At the basic level, a stimulus such as a simple informal conversation, which usually takes place at home between and among family members, may require not much concentration. It then progresses to a newscast—a more sophisticated medium, which requires greater concentration and focus at the elementary level. Finally, at the Junior High School level, the learners are taken to a larger environmental context, which increases their responsibility to fully concentrate and make use of more senses, and challenges their ability to critically analyze what has been seen, heard and observed, and viewed.

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Domain/Macro Skill: **Listening**

(Basic Literacy Level)

Content Standard: Demonstrate understanding of story elements, text structures, elements of literary and informational texts for effective oral communication

Performance Standard A: Listen attentively and critically in at *least two languages* to be able to function effectively as a member of the family, the community, the nation and the world and to participate in community and economic development

(Elementary and Junior High School Level)

Content Standard: Demonstrate understanding of information heard to make meaningful decisions, as well as understanding of text elements to see the relationship between known and new information to facilitate comprehension.

Performance Standard A: Listen attentively and critically in *English* to be able to function effectively as a member of the family, the community, the nation, and the world and to participate in community and economic development

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
1	Listen attentively and critically to day-to-day listening occasions and to short stories/poems/narrative and informational text to: Note important/ significant/ specific/ text listened to <ul style="list-style-type: none"> • short stories and poems pertaining to character, setting and events • narrative and informational text or poem • a variety of media (audio-tapes, videos and other age-appropriate publications) • a variety of literary and expository texts 	MT1RC-IIIa-1.1 EN1LC-IIIa-j-1.1 EN5LC-Ia-2.1 EN6LC-IIIa-2.2 EN1LC-Iva-j-2.1 EN2LC-Ia-j-1.1 EN3LC-Ia-j-2.1 EN4LC-Ia-17 EN7LC-II-c-2.1	LS1CS/EN-L-PSA-BL/LE/AE-1	✓ ✓	✓ ✓ ✓	✓ ✓	
2	Give one's reaction to an event or issues	EN1LC-IVa-j-3.12	LS1CS/EN-L-PSA-BL-2	✓			
3	Sequence a series of events/ at least 3 events using signal words/ mentioned in the text listened to	EN1LC-IIIa-j-1.1 EN3LC-III-j-2.7 EN4LC-Idc-2.7 EN7LC-III-f-2.7	LS1CS/EN-L-PSA-BL/LE/AE/JHS-3	✓	✓	✓	✓

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No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
4	Infer the character's feelings and traits based on what they say or do in a story listened to	MT1LC-Ie-f-3.1 MT2LC-Ic-3.1 EN1LC-IIIa-j-1.1 EN2LC-IIIa-j-1.1 EN3LC-Ia-j-2.8 EN3LC-Iva-j-2.8	LS1CS/EN-L-PSA-BL/LE-4	✓	✓		
5	Identify cause and/or effect of events/ relationship	EN1LC-IIIa-j-1.1 EN2LC-IIIa-j-1.1 EN3LC-Ia-j-2.16 EN4LC-IVh-2.16	LS1CS/EN-L-PSA-BL/LE/AE-5	✓	✓	✓	
6	Identify the speaker in the story or poem	MT1LC-Ig-4.1 EN1LC-IIIa-j-1.1 EN2LC-Ia-j-1.1	LS1CS/EN-L-PSA-BL/LE-6	✓	✓		
7	Predict/ give possible ending/ draw conclusions of a story about the contents of the texts listened to	MT1LC-IIe-5.1 MT2LC-Ih-i-5.1 EN1LC-IIIa-j-1.1 EN2LC-Ia-j-1.1 En3LC-Ia-i-2.17	LS1CS/EN-L-PSA-BL/LE-7	✓	✓		
8	Relate story events to one's experience	EN2LC-Ia-j-1.1 EN4OL-IIe-1.1	LS1CS/EN-L-PSA-LE/AE-8		✓	✓	
9	Retell/ Reenact events of some parts of a story listened to	EN1LC-IIIa-j-1.1 EN2LC-IIIa-j-1.1 EN3LC-Ia-j-2.6	LS1CS/EN-L-PSA-BL/LE-9	✓	✓		
10	Discuss, illustrate, dramatize specific events	EN1LC-IIIa-j-1.1 EN2LC-IIa-j-1.1 EN3LC-Ia-j-2.6	LS1CS/EN-L-PSA-BL/LE-10	✓	✓		
11	Infer dominant thoughts, feelings and intentions expressed by the speaker in the speech listened to/ delivered	EN4LC-If-2.8 EN8LC-IIb-6.2 EN9LC-Ib-6.2	LS1CS/EN-L-PSA-AE/JHS -11			✓	✓
12	Infer/ Determine the speaker's character's purpose and feelings expressed in the narrative/ text listened to	EN5LC-If-2.8.1 EN6LC-Id-2.11.13 EN7LC-II-f-2.13 EN8LC-IIId-2.13	LS1CS/EN-L-PSA-AE/JHS-12			✓	

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		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
13	Infer the theme of the long descriptive and narrative texts listened to	EN8LC-IIe-2.17	LS1CS/EN-L-PSA-JHS-13				√
14	Identify possible solutions to problems	EN1LC-IIIa-j-1.1 EN2LC-Ia-j-1.1 EN3LC-IIIb-2.19	LS1CS/EN-L-PSA-BL-14	√			
15	Follow a set of oral/ verbal instructions/ directions (2-3 steps) in a process in everyday life situations such as: <ul style="list-style-type: none"> • following procedures in the workplace • traveling to a destination • using organic fertilizers/ compost making • selecting inexpensive but nutritious food • following safety and precautionary measures • protecting the environment 	EN2LC-Ig-3.16 EN3LC-IIa-b-3.16 EN7LC-IIIe-3.6	LS1CS/EN-L-PSA-LE/JHS-15		√		√
16	Relate information and events in a selection listened to, to life experiences and vice-versa	EN2LC-Ii-i-1.2	LS1CS/EN-L-PSA-LE-16		√		
17	Identify/ discuss/ note the elements of a story (theme, setting, characters, and events)/ literary text listened to	EN2LC-IIa-b-2.2 EN4LC-IIa-19 EN5LC-Ib-2.17.1	LS1CS/EN-L-PSA-LE/AE-17		√	√	
18	Distinguish facts from opinion in a narrative/ news reports or cited in the text listened to	EN4LC-IIIi-23 EN5LC-IIId-2.10 EN8LC-IIIIf-2.10	LS1CS/EN-L-PSA-AE/JHS-18			√	√
19	Detect biases and propaganda devices used by speakers	EN6LC-IIIb-3.1.12	LS1CS/EN-L-PSA-AE-19			√	
20	Summarize the information from a text heard Summarize important points/ information discussed from various text types listened to	EN5LC-IVf-3.13 EN6LC-IVd-2.23 EN8LC-IVe-3.14 EN9LC-IIi-3.14 EN10LC-IIIc-3.14	LS1CS/EN-L-PSA-AE/JHS-20			√	√

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		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
21	Extract information from the text listened to	EN7LC-II-a-6.1 EN9LC-IIIa-6.1	LS1CS/EN-L-PSA-JHS -21				✓
22	Recognize main/ key ideas	EN7LC-II-b-3.3	LS1CS/EN-L-PSA-JHS-22				✓
23	Recognize main points/ key sentences and supporting ideas/details in the text listened to	EN4LC-IIIq-1.1 EN7LC-III-b-3.3	LS1CS/EN-L-PSA-AE/JHS-23			✓	✓
24	Give a simple paraphrase	EN3LC-Ic-3.11	LS1CS/EN-L-PSA-LE-24		✓		
25	Paraphrase information/ ideas listened to	EN8LC-IIq-3.12 EN9LC-Ic-3.12	LS1CS/EN-L-PSA-JHS-25				✓
26	Give/ react and share one's reaction/ personal opinion to an event/ issue/ text heard and ideas listened to	EN4LC-IVg-35 EN9LC-IIg-3.13	LS1CS/EN-L-PSA-AE/JHS-26			✓	✓
27	Ask and answer simple questions (who, what, where, when, why, and how) about text listened to	EN2LC-IIc-2.1	LS1CS/EN-L-PSA-LE-27		✓		
28	Restate sentences/portions of a text heard in one's own words Make a stand on statements/ issues/ text listened to/ heard	EN5LC-IVa-3.11 EN6LC-IVa-3.1.14 EN6LC-IIIId-3.1.13 EN9LC-IIe-12	LS1CS/EN-L-PSA-AE/JHS-28			✓	✓
29	Determine/ Distinguish whether a story is a reality or a fantasy/ make-believe	EN5LC-IIIg-h-3.15 EN4LC-IIh-22 EN5LC-Ig-2.3	LS1CS/EN-L-PSA-AE-29			✓	
30	Determine the stand of the speaker on a given issue presented in the text listened to/ explicit in statements made	EN7LC-IIIq-7.1 EN8LC-IIIe-7.1	LS1CS/EN-L-PSA-JHS-30				✓
31	Accept or reject ideas of the speaker/ mentioned	EN9LC-ID-8.4	LS1CS/EN-L-PSA-JHS-31				✓
32	Analyze sound devices(onomatopoeia, alliteration, assonance, personification, irony, and hyperbole) in a text heard	EN6LC-Ia-2.3.7	LS1CS/EN-L-PSA-AE-32			✓	

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		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
33	Determine/ Get the different sides/ viewpoints of various local or global issues, social, moral, and economic affecting the nation discussed in the text listened to	EN8LC-IIIh-7.4 EN9LC-IVb-13.1 EN10LC-IIIId-3.18	LS1CS/EN-L-PSA-JHS-33				✓
34	Provide appropriate and critical feedback/reaction to a specific context or situation	EN9LC-IIIe-3.13	LS1CS/EN-L-PSA-JHS-34				✓
35	Differentiate biases from prejudices Show appreciation for songs, poems, plays, etc.	EN9LC-IVf-13.3 EN10LC-IIIg-14.3	LS1CS/EN-L-PSA-JHS-35				✓

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Domain/Macro Skill: Speaking

(Basic Literacy Level)

Content Standard: Demonstrate understanding of familiar words used to communicate personal experiences, ideas, thoughts, actions and feelings.

Performance Standard B: Speak clearly and appropriately in at least two languages to be able to function effectively as a member of the family, community, nation and the world and to participate in community and economic development.

(Elementary and Junior High School Level)

Content Standard: Demonstrate understanding of speech cues for clear expressions of ideas, processes, information and verbal or non-verbal cues for effective presentation.

Performance Standard B: Speak clearly and appropriately in English so as to function effectively as a member of the family, community, nation, and the world, and to participate in community and economic development.

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
1	Use everyday expressions correctly in appropriate situations: Introductions (e.g., talk about one’s personal <ul style="list-style-type: none"> • greetings (e.g., How do you do, How are you, Hi, and Hello) • Leave takings (e.g., Goodbye, May I leave for a while, and May I leave now?) • Expressing gratitude and apology • Seeking directions (e.g., How Can I get to...) • Offering help (e.g., Can I help you?) • Query and clarification (e.g., May I know...) • Expressing/Asking permission, obligation, and prohibition 	EN1OL-IIIa-e-1.5 EN1OL-IIIa-e-1.5 MT1OL-IIb-c-3.1 EN2OL-Ia0e-1.5	LS1CS/EN-S-PSB-BL/LE-1	√	√		

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No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
2	Talk about oneself and one's family/one's personal experiences	EN1OL-IIIb-c-1.3.3	LS1CS/EN-S-PSB-BL/LE-2	√	√		
	Relate one's activities/responsibilities at home and in the community	EN1OL-IIIC-1.1.7.1 EN2OL-IIa-b-1.3.3					
3	Talk about: <ul style="list-style-type: none"> • topics of interest (likes and dislikes) • stories heard (when and where it took place, the characters, some important details of the story) • texts identifying major points and key themes 	EN1OL-IVd-1.3.4 EN2OL-IIc-d-1.3.4 EN1IOL-IVa-j-1.3.1 EN2OL-IVa-b-3.3	LS1CS/EN-S-PSB-BL/LE-3	√	√		
	4	Ask a simple question					
5	Follow one-to-two step directions	EN1OL-IVg-h-3.6 EN2OL-IIg-3.6	LS1CS/EN-S-PSB-BL/LE-5	√	√		
6	Give oral one-to-three- step directions	EN1OL-IVi-j-1.17.1 EN2OL-IIh-1.17.1 EN3OL-IId-e-1.17.1 EN4OL-Ie-1.13.1					
7	Answer questions about a story read/listened to (environment, health, how-to's, etc.)	EN4OL-IIc-12	LS1CS/EN-S-PSB-AE-7			√	
8	Relate story events to one's experience	EN4OL-IIe-1.1					
9	React to what the characters said in the story	EN4OL-III-2.6	LS1CS/EN-S-PSB-AE-9			√	
10	Retell best-liked part of the story heard, news report	EN4OL-IIi-2.6					
11	Use appropriate expressions to talk about famous events, current issues/ events, famous places and people	EN4OL-IIIa-b-14	LS1CS/EN-S-PSB-AE-11			√	

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		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
12	State a fact and opinion about a particular topic (advertisement, announcement)	EN4OL-IVa-20	LS1CS/EN-S-PSB- AE-12			√	
13	Express ideas opinions and feelings about other's ideas/ on text listened to	EN3OL-IIIE-1.16.4 EN7OL-IIIQ-3.4.1	LS1CS/EN-S-PSB-LE/JHS-13		√		√
14	Express whether an action or event is reality or fantasy	EN4OL-IVc-22	LS1CS/EN-S-PSB-AE-14			√	
15	State the effects of a given cause / the cause of a given effect	EN4OL-IVh-27 EN4OL-IVi-28	LS1CS/EN-S-PSB-AE-15			√	
16	Recognize/ Distinguish sentences and non sentences	EN1G-IIIA-e-1 EN2G-Ia-e-1 EN3G-Ia-1.1	LS1CS/EN-S-PSB-BL/LE-16	√	√		
17	Recognize simple sentence	EN1G-IIIB-1.4 EN2G-Ib-c-1.4	LS1CS/EN-S-PSB-BL/LE-17	√	√		
18	Recognize telling and asking sentences	EN1G-Ic-e-1.3	LS1CS/EN-S-PSB-BL-18	√			
19	Identify and use concrete nouns and abstract nouns	EN4G-Ig-e-36	LS1CS/EN-S-PSB-AE-19			√	
20	Use collective nouns	EN4G-Ih-3.9	LS1CS/EN-S-PSB-AE-20			√	
21	Identify and use mass nouns and count nouns	EN4G-Id-33	LS1CS/EN-S-PSB-AE-21			√	
22	Identify and use quantifiers of mass noun	EN4G-Ie-34	LS1CS/EN-S-PSB-AE-22			√	
23	Identify and use possessive nouns	EN4G-If-35	LS1CS/EN-S-PSB-AE-23			√	
24	Identify and use personal pronouns (e.g., I, you, she, it, we, they) in sentences	EN4G-IIa-4.2.1	LS1CS/EN-S-PSB-AE-24			√	
25	Use demonstrative pronouns (this/ that, these/ those)	EN3G-IIIA-b-4.2.1	LS1CS/EN-S-PSB-LE-25		√		
26	Use commonly used possessive pronouns, showing possessions or ownership: my, your/yours, his, hers, its, their/theirs	EN3G-IIIE-f-4.2.4 EN4G-IIIC-14	LS1CS/EN-S-PSB-LE/AE-26		√	√	

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		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
27	Use reflexive and intensive pronouns (myself, yourself, ourselves, himself, herself, oneself, itself, themselves) Reflexive pronouns and intensive pronouns are like identical twins. They look the same, but they're actually different. Both of them end in-self or -selves	EN10G-Ib-27	LS1CS/EN-S-PSB-JHS-27				√
28	Identify and use descriptive adjectives in sentences	EN3G-IIIf-g-5.3.1 EN4G-IIIf-13	LS1CS/EN-S-PSB-LE/AE-28		√	√	
29	Give the synonyms and antonyms of common adjectives	EN3G-IVh-5.6	LS1CS/EN-S-PSB-LE-29		√		
30	Identify and use words that show degrees or adjectives in making comparisons (positive, comparative, superlative) in sentences	EN3G-IVi-j-5.2 EN4G-IIIf-14 EN5G-IIg-5.2 EN6G-IIa-5.2	LS1CS/EN-S-PSB-LE/AE-30		√	√	
31	Identify and use the correct order of adjectives in sentences	EN4G-IIIf-15 EN5G-IIIf-5.5 EN6G-IIb-5.2.1	LS1CS/EN-S-PSB-AE-31			√	
32	Recognize/Identify common action words (verbs) in stories listened to	EN1G-IVa-e-3 EN2G-IIIf-3.1	LS1CS/EN-S-PSB-BL/LE-32	√	√		
33	Use verbs in simple present tense (on environmental care and sanitation) in sentences	EN3G-IIe-f3.2.1.1 EN4G-IIi-3.2.2.1.1 EN6G-Ic-3.2	LS1CS/EN-S-PSB-LE/AE-33		√	√	
34	Use the present form of verbs that agree with the subject	EN4G-IIIf-3.2.1 EN6G-Ic-3.2	LS1CS/EN-S-PSB-AE-34			√	
35	Use correct time expressions to tell an action in the present	EN4G-IIIf-10 EN6G-Ic-3.2	LS1CS/EN-S-PSB-AE-35			√	
36	Use the past form of regular verbs	EN4G-IIIf-3.2 EN6G-Ic-3.2	LS1CS/EN-S-PSB-AE-36			√	
37	Use the past form of irregular verbs	EN4G-IIIf-11 EN6G-Ic-3.2	LS1CS/EN-S-PSB-AE- 37			√	
38	Use verbs in simple future tense	EN3G-IIi-j-3.2.2 EN6G-Ic-3.2	LS1CS/EN-S-PSB-LE/AE-38		√	√	
39	Use the past and past perfect tenses correctly in varied contexts	EN7G-III-h-3 EN8G-IVd-3	LS1CS/EN-S-PSB-JHS-39				√
40	Recognize adverbs of manner	EN3G-IVi-j-6.1 EN6G-IIe-6.8	LS1CS/EN-S-PSB-LE/AE-40		√	√	

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
41	Identify and use adverbs of place in sentences	EN4G-IIIe-16 EN6G-IIIf-6.5	LS1CS/EN-S-PSB-AE-41			√	
42	Use appropriate adverbs of time in sentences	EN4G-IIIf-17	LS1CS/EN-S-PSB-AE-42			√	
43	Use appropriate adverbs of intensity in sentences	EN6G-IIc-6.6	LS1CS/EN-S-PSB-AE-43			√	
44	Use appropriate adverbs of frequency	EN6G-IIId-6.7	LS1CS/EN-S-PSB-AE-44			√	
45	Use the most frequently occurring prepositions (e.g., in, on, under, above, to, from, towards, beside, into, among, between, etc.) in sentences	EN3G-IVg-h-7.3 EN4G-IVb-7.3 EN4G-IVd-7.3 EN5G-IIIf-7.3.1 EN6G-IIg-7.3.2	LS1CS/EN-S-PSB-LE/AE-45		√	√	
46	Use a particular kind of sentences for a specific purpose and audience: <ul style="list-style-type: none"> • asking permission • making requests • responding to questions • following and giving directions • giving information • explaining • expressing opinions/ emotions • making assertions 	EN4G-IIIf-19 EN5G-IIIf-1.8.3 EN6G-IIIf-1.8.1	LS1CS/EN-S-PSB-AE-46			√	
47	Use simple sentence: Simple subject and predicate	EN4G-IVf-22	LS1CS/EN-S-PSB-AE-47			√	
48	Use simple sentence: Compound subject and simple predicate	EN4G-IVg-23	LS1CS/EN-S-PSB-EA -48			√	
49	Use simple sentence: Simple subject and compound predicate	EN4G-IVh-24	LS1CS/EN-S-PSB-LE-49		√		
50	Use compound sentences to show: <ul style="list-style-type: none"> • cause and effect • problem-solution relationship of ideas 	EN4G-IVi-25 EN6G-IVa-1.8 EN5G-IVa-1.8.1 EN8G-IIa-9 EN5G-IVc-1.8.2 EN9G-IIa-9	LS1CS/EN-S-PSB-AE/JHS-50			√	√

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
51	Use appropriate conjunctions (but, and, yet, because, nor, although, since, unless, while, where, etc.) in sentences	EN5G-Ie-8.3/8.4 EN6G-IIb-8.4	LS1CS/EN-S-PSB-AE-51			√	
52	Use complex sentences to show: <ul style="list-style-type: none"> • cause and effect • problem-solution relationship of ideas 	EN5G-IVe-1.9.1 EN6G-IVb-1.9 EN5G-IVh-1.9.2	LS1CS/EN-S-PSB-AE-52			√	
53	Use compound – complex sentences	EN6SS-IVd-1.10	LS1CS/EN-S-PSB-AE-53			√	
54	Observe correct subject–verb agreement	EN7G-I-a-11	LS1CS/EN-S-PSB-JHS-54				√
55	Use the passive and active voice meaningfully in varied contexts	EN7G-III-c-11 EN9G-IVa-22	LS1CS/EN-S-PSB-JHS-55				√
56	Use verbal's (verbal is a word formed from a verb but functioning as a different part of speech 3 Verbal's are: <ol style="list-style-type: none"> 1. gerund – is a verbal ending in-ing 2. infinitives – is a verbal that act as an adjective, adverb or noun. It is usually accompanied by to act/ to read 3. participles – is a verb that ends in ing or ed, -d, -t, -en, -n 	EN9G-IIIId-1	LS1CS/EN-S-PSB-JHS-56				√
57	Describe people, objects, things and places using simple adjectives (color, shape, size, height, weight, length, distance, etc.)	EN1G-IVf-j-5 EN2G-IIIf-j-5.1 EN2G-IIIi-j-5.1	LS1CS/EN-S-PSB-BL/LE-57	√	√		
58	Recognize/ Use different kinds of sentences: declarative (telling), and interrogative (asking)	EN2G-Id-e-1.3 EN2G-IIIb-1.3	LS1CS/EN-S-PSB-LE-58		√		
59	Recognize punctuation marks (period, question mark)	EN2G-IIIc-1.6	LS1CS/EN-S-PSB-LE-59		√		
60	Use personal pronouns (e.g., I, you, he, she, it, we, they) in dialogues	EN2G0IVa-b-4.2.1	LS1CS/EN-S-PSB-LE-60		√		
61	Construct simple sentences	EN3G-Ib-1.4	LS1CS/EN-S-PSB-LE-61		√		

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
62	Use different kinds of sentences (e.g., declarative, interrogative, exclamatory, imperative) with appropriate punctuation marks	EN3G-Ic-1.3	LS1CS/EN-S-PSB-LE-62		√		
63	Use a declarative sentence	EN3G-Ib-1.4.1	LS1CS/EN-S-PSB-LE-63		√		
64	Differentiate a declarative from an interrogative sentence	EN3G-Ib-1.4.1.1	LS1CS/EN-S-PSB-LE-64		√		
65	Use proper punctuation for declarative and interrogative sentence	EN3G-Ib-1.6	LS1CS/EN-S-PSB-LE-65		√		
66	Construct declarative and interrogative sentences	EN3G-Ib-1.4.7	LS1CS/EN-S-PSB-LE-66		√		
67	Identify an exclamatory sentence	EN3G-Ib-1.4.8	LS1CS/EN-S-PSB-LE-67		√		
68	Identify an imperative sentence	EN3G-Ic-1	LS1CS/EN-S-PSB-LE-68		√		
69	Use the be-verbs (am, is, are, was were) correctly in sentences	EN3G-IIa-b-3.4	LS1CS/EN-S-PSB-LE-69		√		
70	Identify and use action words in simple sentences	EN3G-IIc-d-3.4	LS1CS/EN-S-PSB-LE-70		√		
71	Form and use the past tense of frequently occurring regular verbs (walk-walked, etc.)	EN3G-IId-f-3.2	LS1CS/EN-S-PSB-LE-71		√		
72	Recount/Relate an experience/events appropriate to the occasion effectively	EN5OL-Ig-1.8 EN6OL-Ic-1.17	LS1CS/EN-S-PSB-AE-72			√	
73	Provide evidence to support opinion/fact	EN5OL-IIIf-3.5.1 EN6OL-IIIf-1.27	LS1CS/EN-S-PSB-AE-73			√	
74	Make a stand base on informed opinion	EN5OL-IIh-4 EN6OL-IIIf-1.28	LS1CS/EN-S-PSB-AE-74			√	
75	React on the content of the material presented	EN6OL-IIh-6	LS1CS/EN-S-PSB-AE-75			√	
76	Present a coherent, comprehensive report on differing viewpoints on an issue	EN6OL-IIIf-1.19	LS1CS/EN-S-PSB-AE-76			√	
77	Summarize information conveyed through discussion	EN6OL-IVa-3.6	LS1CS/EN-S-PSB-AE-77			√	

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
78	Use the rising intonation pattern with Yes-No tag questions; the rising-falling intonation with information-seeking questions and with statements	EN7OL-If-1.14.4	LS1CS/EN-S-PSB-JHS-78				√
79	Use appropriate verbal and non-verbal when developing, maintaining and ending, cues, conversations, dialogs, speech and interviews <ul style="list-style-type: none"> • Nodding of one's head • Smiling, frowning and opening the eyes when surprised • Raising an eyebrow • Showing concentration on the person speaking • Showing interest in others' spoken opinions • Interpreting correctly the meaning of a speaker's tone of voice • Paraphrasing what a speaker has said 	EN7OL-IIa-4 EN7OL-IIb-4.1 EN8OL-IIIi-4.1 EN9F-IIIIf-2	LS1CS/EN-S-PSB-JHS-79				√
80	Observe and use correct juncture/phrasing and rate of speech when reading sample passages (prose or poetry)	EN7OL-Ih-1.14.5	LS1CS/EN-S-PSB-JHS-80				√
81	Deliver a self-composed entertainment/persuasive/ informative speech using all needed <u>speech conventions</u> <ul style="list-style-type: none"> • introduction (interesting to make audience want to listen) • middle (main points to persuade the audience) • conclusion (summarize ideas, and make conclusion, always link back to opening theme) 	EN8SOL-IIh-3 EN8OL-IIIIf-3 EN8OL-Id-3	LS1CS/EN-S-PSB-JHS-81				√

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
82	Produce the English sounds correctly and effectively when delivering lines in a one act play	EN9F-IIIb-3.11	LS1CS/EN-S-PSB-JHS-82				√
83	Identify/Employ the factors/techniques of public speaking (confidence, passion, be yourself, voice modulations, keep it short and simple connect with your audience, paint a picture through storytelling and repetition)	EN10F-OL-Ia-3.14 EN10L-Id-3.16.1	LS1CS/EN-S-PSB-JHS-83				√
84	Use appropriate language when delivering campaign speeches on advocacies, social issues and concerns	EN10OL-IVa-3.9 EN10OL-IVh-1.16	LS1CS/EN-S-PSB-JHS-84				√

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

Domain/Macro Skill: Viewing

(Elementary and Junior High School Level)

Content Standard: Demonstrate understanding of connections between information viewed and personal experiences, infer thoughts, feelings and intentions in the materials viewed.

Performance Standard C: View attentively and critically a wide range of multimedia materials in English to be able to function effectively as a member of the family, the community, the nation, and the world, and to participate in community and economic development.

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
1	Determine images/ideas that are explicitly used by media to influence viewers <ul style="list-style-type: none"> • Stereotype – a set of idea that people have about what someone or something is like (e.g., overworked mother, a male who loves to drink beer and watch sports) • Point of view (position of the narrator in relation to the story) • Propaganda – information used to promote or publicize a point of view or a cause – (e.g., an advertisement that promotes one brand to toothpaste over another. <ul style="list-style-type: none"> - spreading of ideas, information or rumor for the purpose of helping or injuring an institution, a cause or a person (e.g., election commercials on TV) 	EN5VC-IIa-7 EN6VC-IVc-7.3 EN5VC-IIa-7.1 EN6VC-IVa-7.1 EN5VC-IIa-7.2 EN6VC-IVa-7.2 EN5VC-IIa-7.3 EN6VC-Iva-7.3	LS1CS/EN-V-PSC-AE-1			√	
2	Infer the target audience <ul style="list-style-type: none"> • young minds • all levels of society • women/ men unemployed 	EN5VC-IIIe-3.7 EN6VC-IIa-3.7	LS1CS/EN-V-PSC-AE-2			√	

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
3	Infer purpose of the visual media/information <ul style="list-style-type: none"> gain attention create meaning facilitate retention 	EN5VC-IIIIf-3.8 EN6VC-IIId-3.8	LS1CS/EN-V-PSC-AE-3			√	
4	Make connection between information viewed and personal experiences	EN5VC-IVh-2.4 EN6VC-IVd-1.4	LS1CS/EN-V-PSC-AE-4			√	
5	Identify the values suggested in the visual media	EN6VC-IIIc-7.1	LS1CS/EN-V-PSC-AE-5			√	
6	Identify the visual elements used in print/non-print materials		LS1CS/EN-V-PSC-AE-6			√	
7	Evaluate narratives in a media material based on how the writer developed the element		LS1CS/EN-V-PSC-AE-7			√	
8	Analyze the characters used in print and non-print learning materials: <ul style="list-style-type: none"> age and gender race and nationality attitude and behavior other attributes (ie, physically, intellectually, emotionally) 	EN6VC-Ii-3.3.1 EN6VC-Ii-3.3.2 EN6VC-Ii-3.3.3	LS1CS/EN-V-PSC-AE-8			√	
9	Analyze the setting used in print and non-print learning materials: <ul style="list-style-type: none"> urban or rural affluent or poor past, present, futuristic 	EN6VC-Ii-3.3.4	LS1CS/EN-V-PSC-AE-9			√	
10	Determine the meaning of unfamiliar words or expressions from the material viewed	EN7VC-I-a-8: Use structural analysis	LS1CS/EN-V-PSC-JHS-10				√
11	Give the meaning of given signs and symbols (road signs, prohibited signs, etc.)	EN7VC-Ic-3.1.3	LS1CS/EN-V-PSC-JHS-11				√

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
12	Identify the genre of a material viewed (such as movie clip, trailer, news flash, internet-based program, documentary, video, etc.)	EN7VC-Id-6	LS1CS/EN-V-PSC-JHS-12				√
13	Organize information from a material viewed	EN7VC-I-g-9 EN8VC-Id-9	LS1CS/EN-V-PSC-JHS-13				√
14	Infer thoughts, feelings, and intensions about a material viewed	EN3LC-IIIf-h-EN9VC-Ia-3.8 EN9VC-Ib-3.8	LS1CS/EN-V-PSC-LE/JHS-14		√		√
15	Note details in materials viewed	EN7VC-IIa-b-1	LS1CS/EN-V-PSC-JHS-15				√
16	Sequence events based on materials viewed	EN7VC-IIb-1	LS1CS/EN-V-PSC-JHS-16				√
17	Predict the gist of the material viewed base on the title, pictures, and excerpts of the material viewed	EN7VC-IIIf-1.3 EN8VC-IIb-1.3	LS1CS/EN-V-PSC-JHS-17				√
18	Raise questions to clarify issues about a particular aspect covered in a material viewed	EN7VC-IIh-12 EN8VC-IVb-12 EN10VC-IIIa-12	LS1CS/EN-V-PSC-JHS-18				√
19	Determine the key message conveyed in the material viewed	EN7VC-III-b-13	LS1CS/EN-V-PSC-JHS-19				√
20	Make a stand on the material viewed	EN7VC-IIIe-14	LS1CS/EN-V-PSC-JHS-20				√
21	Differentiate reality from fantasy based on a material viewed	EN7VC-IV-a-6.1	LS1CS/EN-V-PSC-JHS-21				√
22	Discern positive and negative messages conveyed in a material	EN8VC-IIb-17	LS1CS/EN-V-PSC-JHS-22				√
23	Determine the target audience of a material viewed	EN8VC-IIIb-3.4/4.4/5.4	LS1CS/EN-V-PSC-JHS-23				√
24	Determine the issue and stand presented in the material viewed	EN8VC-IIIId-18	LS1CS/EN-V-PSC-JHS-24				√
25	Express insights base on the ideas presented in the material viewed	EN10VC-If-25	LS1CS/EN-V-PSC-JHS-25				√

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
26	Draw generalizations and conclusions based on the materials viewed	EN10VC-Ii-1.5/2.5	LS1CS/EN-V-PSC-JHS-26				√
27	Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose	EN10VC-IIc-3.8	LS1CS/EN-V-PSC-JHS-27				√
28	Detect bias and prejudice in the material viewed	EN10VC-IIf-26	LS1CS/EN-V-PSC-JHS-28				√

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

Domain/Macro Skill: Reading

(Basic Literacy Level)

Content Standard: Demonstrate understanding of processes insight word recognition or phonic analysis to read and understand words.

Performance Standard D: Acquire and critically process information from a wide range of written and multi-media materials in at least two languages to function effectively as a member of the family, community, nation and the world, and to participate in community and economic development.

(Elementary and Junior High School Level)

Content Standard: Demonstrate an understanding of text elements to comprehend various texts, that reading in a wide range of texts provides pleasure and an avenue for self-expression and personal development.

Performance Standard D: Acquire and critically process information from a wide range of written and multimedia materials in the English language to function effectively as a member of the family, community, nation, and the world, and to participate in community and economic development.

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
1	Read the alphabets of English	EN2AK-If-g-1	LS1CS/EN-R-PSD-LE-1		√		
2	Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa	EN2AK-Ih-j-2	LS1CS/EN-R-PSD-LE-2		√		
3	Identify letters of the alphabet in words that are related to self, family, community, and concepts such as the names for colors, shape, and numbers	EN1V-IIIa-e-5	LS1CS/EN-R-PSD-BL-3	√			
4	Identify and read common sight words in a paragraph, name, address one-syllable words such as: go, stop, fish and farm	MT1PWR-IIIa-i-7.1 MT1PWR-IVa-i-7.1 MT2PWR-IIIId-f-9 EN3F-IIIf-f-1.8 EN3PWR-Ib-d-19.1	LS1CS/EN-R-PSD-BL/LE-4	√	√		
5	Recognize rhyming words in nursery rhymes, poems, songs heard	EN1PA-IIIa-e-2.2	LS1CS/EN-R-PSD-BL-5	√			
6	Give the number of syllables of given words	EN1PA-IIIa-b-3.1	LS1CS/EN-R-PSD-BL-6	√			

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
18	Identify meanings of unfamiliar words through structural analysis (e.g., compound words and their components: one-word compound [backyard], two-word compound [security guard], hyphenated compound word [sister-in-law])	EN4V-IIa-32	LS1CS/EN-R-PSD-AE-18			√	
19	Sequence steps in stories read or events in written materials (e.g., preparing land for planting, following a recipe, arranging historical events, and in implementing a project)	EN2RC-IVc-3.1.3 EN3RC-IO-2.10 EN7RC-IV-e-2.10 EN7RC-IV-i-10.5	LS1CS/EN-R-PSD-LE/JHS-19		√		√
20	Infer/predict outcomes of situations presented in written materials	EN2RC-IVd-2.8 EN7RC-III-e-2.8	LS1CS/EN-R-PSD-LE/JHS-20		√		√
21	Use clues to make and justify predictions before, during and after reading (titles, pictures,)	EN2RC-IVe-2.16	LS1CS/EN-R-PSD-LE-21		√		
22	State messages taken from different types of materials: <ul style="list-style-type: none"> • Short stories • Parables • Folk songs • Proverbs • Fables • Folktales • Myths • Poems • Legends • Advertisements 	EN8VC-IIa-17 EN9RC-Ia-16 EN9RC-Ib-16	LS1CS/EN-R-PSD-JHS-22				√
23	Interpret and follow one-to-three-step directions/instructions/notices, rules and regulations related to various household or work activities such as: <ul style="list-style-type: none"> • medicine labels and instructions for use • sanitation labels (waste management/ segregation) 	MT2SS-Ih-i-1.3 EN3SS-IIc-3.6 EN3SS-IIIa-2.7.1 EN3SS-IVa-1.3 EN7RC-IVb-10.1 EN8RC-IVd-14.1	LS1CS/EN-R-PSD-LE/JHS-23		√		√

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
	<ul style="list-style-type: none"> • recipes • preparation and use of fertilizers, pesticides, and animal feeds • health and sanitation requirements on food handling and preservation • doctor's prescription 						
24	Identify several effects based on a given cause	EN3RC-IIIa-2.7.1	LS1CS/EN-R-PSD-LE-24		√		
25	Make inferences and draw conclusions from a set of details/based on texts/passages (pictures, title and content words)	EN3RC-IIIa-2.11 EN8RC-IVh-2.12 EN10RC-IVf-2.12	LS1CS/EN-R-PSD-LE/JHS-25		√		√
26	Distinguish/Differentiate facts from opinions/beliefs fantasy from reality in the text	EN3RC-IIa-2.13 EN7RC-III-g-2.13 EN8RC-IIIc-2.13 EN10RC-IVd-2.13	LS1CS/EN-R-PSD- LE/JHS-26		√		√
27	Identify/Describe cause-and-effect relationships about common problems in materials read: <ul style="list-style-type: none"> • Food shortage • Air pollution • Water contamination • Soil erosion • Drying up of streams, springs, and rivers 	EN3RC-IIIa-b-2.13 EN5RC-IIIe-3.2.6 EN6RC-IVa-3.2.6	LS1CS/EN-R-PSD-LE/AE-27		√	√	
28	Interpret simple maps of unfamiliar places, signs and symbols	EN3RC-IVc-d-1.2 EN4SS-IVe-5.4 EN7RC-IIi-14	LS1CS/EN-R-PSD-LE/AE/JHS-28		√	√	√
29	Interpret pictographs	EN3RC-IVe-g-1.2	LS1CS/EN-R-PSD-LE29		√		
30	Interpret simple graphs/ bar graphs, line graphs and tables	EN3RC-IVh-j-1.2 EN3SS-IVg-h-1.2.1	LS1CS/EN-R-PSD-LE-30		√		
31	Organize and present information using tables, graphs and maps	EN4SS-IVf-45 EN8RC-IIj-2.15 EN10RC-IIc-5.4	LS1CS/EN-R-PSD-AE/JHS-31			√	√

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
32	Use punctuations including, commas, periods and question marks to guide reading for fluency	EN3F-IVa-j-1.11	LS1CS/EN-R-PSD-LE-32		√		
33	Read poems with fluency, appropriate rhythm, pacing and intonation	EN3F-IVi-j-5	LS1CS/EN-R-PSD-LE-33		√		
34	Identify/Explain the meaning of words with/ through prefixes un-, in-, im-, dis-, mis-, and re-	EN4V-IIId-33 EN8V-IIIa-15.3	LS1CS/EN-R-PSD-AE/JHS-34			√	√
35	Identify meaning of word with suffixes -ful and -less; -er and -or; -ly and y; -able and -ible	EN4V-IIg-34 EN8V-IIIb-15.3	LS1CS/EN-R-PSD-AE/JHS-35			√	√
36	Use context clues (synonym) and antonym) to find/arrive at meanings of unfamiliar words	EN4V-IIIa-13.2 EN5V-Ib-12-13 EN8V-IIIIf-12.3	LS1CS/EN-R-PSD-AE/JHS-36			√	√
37	Use a glossary to get the meaning of words	EN4SS-IVg-21	LS1CS/EN-R-PSD-AE-37			√	
38	Use strategies in taking tests A. Before the test B. During the test	EN4SS-IVg-22	LS1CS/EN-R-PSD-AE-38			√	
39	Share information through a variety of ways (e.g. role playing, reporting, summarizing, retelling and show and tell)	EN2SS-If-j-1.2	LS1CS/EN-R-PSD-LE-39		√		
40	Perform dialogues drama, mock interview, TV talk show etc.	EN2A-If-j-7.4	LS1CS/EN-R-PSD-LE-40		√		
41	Identify/ Analyze figures of speech that show: <ul style="list-style-type: none"> • comparison (simile, metaphor, personification, hyperbole) in a given text • contrast (irony, oxymoron, paradox) 	EN5RC-If-2.3 EN6RC-Ie-6.10 EN7V-II-c-10.1.2 EN8V-IIIf-10.1.4 EN7VC-IIIf-10.1.3	LS1CS/EN-R-PSD-AE/JHS-41			√	√

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
42	Infer/determine the meaning of idiomatic expressions/borrowed words using - context clues and collocations (heavy drinker, strong coffee, light sleeper, early riser, deep pockets, deep sleep, heavy snow, etc.) - affixes	EN6V-Ia-12.3.1 EN6V-IIa-12.3.3 EN8V-Ia-10.2 EN6V-Ib-12.4.2.1	LS1CS/EN-R-PSD-AE/JHS-42			√	√
43	Interpret the parts of important documents and forms when necessary: <ul style="list-style-type: none"> • Application form • Bio-data/ Resume/ Curriculum Vitae • Passport / Visa • Land title • Deed of Sale • Tax-related documents (TIN, community tax certificate) • Commission on Elections form, voter's registration forms • Bank forms (withdrawal, deposit, loans, ATM, credit cards) • Civil registry forms (birth/marriage/baptismal certificates) 		LS1CS/EN-R-PSD-AE/JHS-43			√	√
44	Fill out forms following instructions appropriately	EN4SS-Iif-10	LS1CS/EN-R-PSD-AE-44			√	
45	Make an outline from a selection read	EN5RC-IIi-2.15.1	LS1CS/EN-R-PSD-AE-45			√	
46	Use appropriate graphic organizers to show understanding of texts read	EN3SS-IIc-d-2.15 EN4SS-IIie-12 EN6RC-IVf-2.15.2 EN8WC-Ia-1.1.6.1 EN9RC-IIi-2.15 EN10RC-IIc-5.4	LS1CS/EN-R-PSD-LE/AE/LJHS/JHS-46		√	√	√

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
47	Distinguish text-types according to purpose <ul style="list-style-type: none"> - to persuade - problem and solution - comparison and contrast 	EN5RC-IIIa-3.2.4 EN5RC-IIIc-3.2.5 EN5RC-IIIe-3.2.6 EN5RC-IIIf-3.2.7	LS1CS/EN-R-PSD-AE-47			√	
48	Use the card catalog, the online public access catalog or electronic search engine to locate specific resources	EN5SS-IIb-1.5.3	LS1CS/EN-R-PSD-AE-48			√	
49	Get information from different parts of a book and from general references in the library	EN7SS-II-e-1.3/1.4	LS1CS/EN-R-PSD-JHS-49				√
50	Gather/ Get current information from various print media like brochures, pamphlets, newspapers and other print and non-print media	EN7SS-II-h-2.1 EN9RC-IIc-19	LS1CS/EN-R-PSD-JHS-50				√
51	Conduct short research projects on a self-selected topic/ on a relevant issue	EN5SS-IVh-2.3 EN6SS-IVh-2.3	LS1CS/EN-R-PSD-AE-51			√	
52	Get vital information from various websites on the internet	EN10SS-IVb-1.7	LS1CS/EN-R-PSD-JHS-52				√
53	Use dictionaries, thesaurus, and/ or online resources in getting the meaning of the words	EN4SS-IIh-1.4 EN5V-Ij-8.1/8.2/8.3	LS1CS/EN-R-PSD-AE-53			√	
54	Use skimming and scanning to: <ul style="list-style-type: none"> • locate specific information from various materials • determine the text type • determine key ideas 	EN3SS-Ia-6 EN7RC-Ia-7 EN8RC-If-7 and 7.2 EN8RC-Ic-1.5.1 EN9RC-Ie-1.5.1 EN9SS-Ie-1.5.1 EN10RC-IIId-1.5.2	LS1CS/EN-R-PSD-LE/JHS-54			√	√
55	Identify the distinguishing of features of proverbs, myths, and legends	EN7LT-I-a-2.1	LS1CS/EN-R-PSD-JHS-55				√

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
56	Interpret properly simple, common written messages, signs, symbols, words, and phrases related to immediate needs, words commonly used at work, or are found in the community (e.g., hospital/health centers/clinics, barangay hall, advertisements, traffic signs, road signs, prohibited signs , etc.)	EN7SS-I-g-1.2 EN7SS-Ih-1.2	LS1CS/EN-R-PSD-JHS-56				√
57	Analyze information from a number of sources: Written and multi-media materials <ul style="list-style-type: none"> - books - posters, brochures, billboards - video clips - audio tapes 		LS1CS/EN-R-PSD-LE/AE/JHS-57		√	√	√
58	Identify different Filipino and English literary forms: <ul style="list-style-type: none"> • Folk tale (The Monkey and the Turtle by Jose Rizal) • Speech (I Am A Filipino by Carlos P. Romulo) • Biography (Ferdinand Marcos, dictator, President, 1917-1989) • Drama (Dyesebel, Darna) • Essay (Heritage of Smallness by Nick Joaquin) • Short story (e.g., The Happiest Boy in the World by N.V.M. Gonzales) • Novel (El Filibusterismo [The Reign of Greed] by Jose Rizal) • Poetry (-Last Farewell by Jose Rizal; Nine Thousand Thrill by Bernard F. Asuncion) 		LS1CS/EN-R-PSD-JHS-58				√

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
59	Distinguish between slang and colloquial expressions in conversations	EN7V-I-a-22	LS1CS/EN-R-PSD-JHS-59				√
60	Analyze intention of words or expressions used in propaganda techniques	EN8V-IIIg-26	LS1CS/EN-R-PSD-JHS-60				√

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

Domain/Macro Skill: Writing

(Basic Literacy Level)

Content Standard: Demonstrate understanding of simple sentences in expressing ideas.

Performance Standard E: Express one’s ideas and feelings clearly and appropriately in writing in at least two languages to be able to function as a member of the family, the community, the nation, and the world, and to participate in community and economic development.

(Elementary & Junior High School Level)

Content Standard: Demonstrate understanding of writing as a process and importance of using varied sources of information.

Performance Standard E: Express one’s ideas and feelings clearly and appropriately in writing in the English language to be able to function as a member of the family, the community, the nation, and the world, and to participate in community and economic development.

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
1	Show understanding of a story showed about one’s family through the following writing activities: Write letters of the alphabet/ simple words/ numbers correctly in writing information about: <ul style="list-style-type: none"> • oneself • names of other family members • one’s and other people’s address • birth dates and other dates important to the family • numbers 0 to 100 (See Learning Strand 3 – Numeracy Skills) 	EN2WC-IIIa-c-1 EN3WC-IIIa-1	LS1CS/EN-WR-PSE-LE-1		√		
2	Write simple sentences to: <ul style="list-style-type: none"> • introduce oneself, e.g., I am • tell something about members of the family 	MT1PWR-Iva-i-8.1 MT1C-Iva-i-2.1 MT2GA-Ih-i-5.1	LS1CS/EN-W-PSE-BL/LE-2	√	√		
3	Write different forms of simple composition as a response to stories/ poems listened to: using appropriate punctuation marks <ul style="list-style-type: none"> • note of advice 	En3WC-Ia-j-5					

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
	<ul style="list-style-type: none"> • Thank you letter • descriptive paragraph • another ending for a story • a diary • friendly letter • a short paragraph, etc. 	EN3WC-Ia-j-6 EN3WC-Ia-j-7 EN3WC-Ia-j-8 EN3WC-Ia-j-2.2 EN3WC-Ia-j-9 EN4WC-Ic-2.4 EN3WC-IIId-e2.6 EN4WC-Ig-18	LS1CS/EN-W-PSE-LE/AE-3		√	√	
4	Compose a personal letter to a friend, relative, and other people	EN7WC-III-h 2.2.15	LS1CS/EN-W-PSE-JHS-4				√
5	Write sentences on different issues, activities, or occasions (e.g., at home, in the community, in the workplace, local, national, and international issues) <ul style="list-style-type: none"> • simple sentences • compound sentences • complex sentences 		LS1CS/EN-W-PSE-JHS-5				√
6	Write a paragraph about one's personal experience	EN4WC-IIg-23	LS1CS/EN-W-PSE-AE-6			√	
7	Write a simple short story with its complete elements	EN3WC-IVa-e-22 EN4WC-IIe-21	LS1CS/EN-W-PSE-LE/AE-7		√	√	
8	Write 2-3 sentences about the characters in a literary text listened to or read or a reaction about a character in a story read	EN4WC-Ia-b-15 EN4WC-IIf-22	LS1CS/EN-W-PSE-LE/AE-8		√	√	
9	Write in correct sequence the steps/instructions or directions for an activity (e.g., preparing land for planting, following a recipe, arranging historical events, and implementing a project)	EN4WC-Id-33	LS1CS/EN-W-PSE-AE-9			√	
10	Write a news report using the given facts	EN4WC-IIi-25	LS1CS/EN-W-PSE- AE-10			√	
11	Write/compose clear and coherent sentences describing persons, places, things, and animals using: <ul style="list-style-type: none"> • correct order of adjectives • adverbs of time • adverbs of place 	EN4WC-IIId-26 EN4WC-IIId-29 EN4WC-IIId-30 EN4G-IIg-18	LS1CS/EN-W-PSE- AE-11			√	

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
12	Write paragraphs showing cause and effect	EN5WC-IIb-2.2.5	LS1CS/EN-W-PSE- AE-12			√	
13	Fill-out forms accurately <ul style="list-style-type: none"> • (School forms, deposit and withdrawal slips etc.) • (Bio-data, application forms, etc.) 	EN5WC-IIj-3.7 EN6WC-IIa-3.7	LS1CS/EN-W-PSE- AE-13			√	
14	Write a 3- line, 4 –stanza poem	EN6WC-Ia-2.2.2	LS1CS/EN-W-PSE- AE-14			√	
15	Write a 4 - paragraph composition showing – problem and solution	EN6WC-IIh-2.2.9	LS1CS/EN-W-PSE- AE-15			√	
16	Recognized/ Identify the parts of a simple paragraph (topic sentences, support sentences, conclusions)	EN7WC-I-e-2.8.1	LS1CS/EN-W-PSE-JHS-16				√
17	Identify and write the key ideas and supporting details	EN7WC-II-d-5.1	LS1CS/EN-W-PSE-JHS-17				√
18	Identify supporting details	EN7WC-II-f-5.2	LS1CS/EN-W-PSE-JHS-18				√
19	Compose a series of journal entries	EN7WC-III-c2.8.5	LS1CS/EN-W-PSE-JHS-19				√
20	Compose a capsule biography of a person interviewed	EN7WC-IV-e-2.8.6.1	LS1CS/EN-W-PSE-JHS-20				√
21	Compose an informative essay	EN8WC-IIIId-2.2.16	LS1CS/EN-W-PSE-JHS-21				√
22	Show respect for intellectual property rights by acknowledging citations by preparing a bibliography	EN8SS-IIIIf-1.6 EN10SS-IIId-1.6.3	LS1CS/EN-W-PSE-JHS-22				√
23	Distinguish between and among informative, journalistic, and literary writing. 1. <u>Informative essay</u> – educates a reader on a topic <ul style="list-style-type: none"> • define a term • compare and contrast something • analyze data • provide a how- to 	EN9WC-Ia-8	LS1CS/EN-W-PSE-JHS-23				√

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

No.	Learning Competency	Code		BASIC LITERACY (K-G1)	ELEMENTARY		JUNIOR HIGH SCHOOL (Gr.7-10)
		K to 12	ALS		LE (Gr.2-3)	AE (Gr.4-6)	
	<p>2. <u>Journalistic writing</u> – is used to report news stories in a variety of media formats this style includes short, simple sentences and paragraphs that present objective stories based on facts</p> <p>3. <u>Literary writing</u> – is defined as creating new creative work, such as poems, or words, and compilations or volumes of creative work</p>						
24	Compose forms of literary writing	EN9WC-Ie-9	LS1CS/EN-W-PSE-JHS-24				√
25	Compose a persuasive text of three paragraphs expressing one’s stand on an issue	EN10WC-If-12.3	LS1CS/EN-W-PSE-JHS-25				√
26	Use quotation marks or hanging indentations for direct quotes	EN10SS-IIIf-1.6.6	LS1CS/EN-W-PSE-JHS-26				√
27	Compose a research report on a relevant social issue	EN10SS-IVe-2.3	LS1CS/EN-W-PSE-JHS-27				√
28	Compose a book review		LS1CS/EN-W-PSE-JHS-28				√
29	Write a job application letter and resume		LS1CS/EN-W-PSE-JHS-29				√
30	Write a reflection paper (reflection on the learning insights related to the contents of one’s presentation portfolio)		LS1CS/EN-W-PSE-JHS-30				√
31	Organize ideas in a written outline		LS1CS/EN-W-PSE-JHS-31				√
32	Take notes while reading a book or listening to a speaker/oral presentation		LS1CS/EN-W-PSE-JHS-32				√
33	Use academic referencing when preparing an essay or research report		LS1CS/EN-W-PSE-JHS-33				√
34	Prepare a bibliography of books/articles read or used as references in preparing a written report or essay		LS1CS/EN-W-PSE-JHS-34				√

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

CODE LEGEND

Learning Strand Code

Learning Strand 1	Communication Skills	LS1CS
Learning Strand 2	Scientific and Critical Thinking Skills	LS2SC
Learning Strand 3	Mathematical and Problem Solving Skills	LS3MP
Learning Strand 4	Life and Career skills	LS4LC
Learning Strand 5	Understanding the Self and Society	LS5US
Learning Strand 6	Digital Citizenship	LS6DC

ALS Level Code

Basic Literacy	BL
Elementary Level (Lower)	LE
Elementary Level (Advanced)	AE
Junior High School Level	JHS

Filipino	
Antas Elementarya (Mababa)	AEMB
Antas Elementarya (Mataas)	AEMT
Antas Junior High School	AJHS

Alternative Learning System K to 12 Basic Education Curriculum (ALS K to 12 BEC)

LEARNING STRAND 1: COMMUNICATION SKILLS

ENGLISH

Sample: **LS1CS/EN-L-PSA-AE/JHS-4**

LEGEND		SAMPLE	
First Entry	Learning Strand and Area	Learning Strand 1 Communication Skills English	LS1CS/EN
Uppercase Letter/s	Domain/Macro Skill	Listening	L
	Performance Standard	Performance Standard	PSA
	Level	Basic Literacy (BL) Elementary Level (Lower: LE) (Advanced: AE) Junior High School Level (JHS)	AE/JHS
Arabic Number	Learning Competency	Learning Competency	4

Learning Area	Code
English	EN

Domain/Macro Skill	Code
Listening	L
Speaking	S
Viewing	V
Reading	R
Writing	W