



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



# **K to 12 Basic Education Curriculum for the Alternative Learning System (ALS-K to 12)**

## **Learning Strand 1**

COMMUNICATION SKILLS (ENGLISH)

2017

## K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)

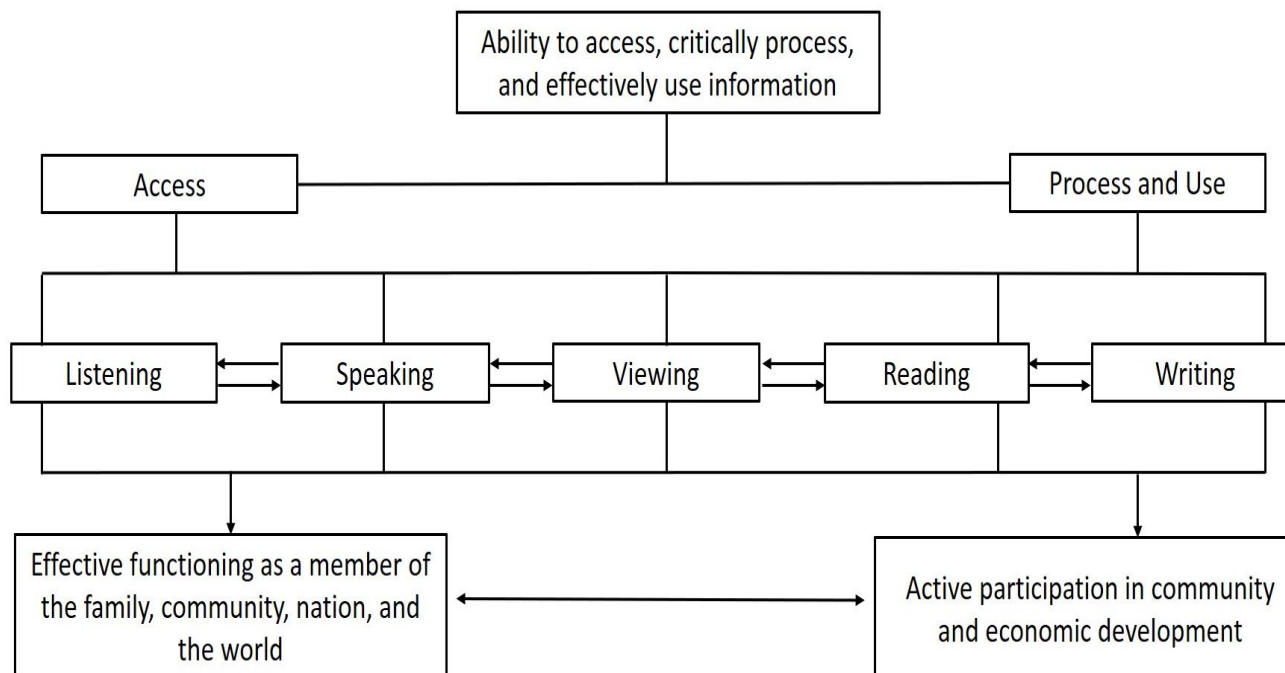
### LEARNING STRAND 1: COMMUNICATION SKILLS *ENGLISH*

The main thrust of Learning Strand (LS) 1 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; **reading** to process and critically use information from a wide range of written materials and other forms of media, expressing one's ideas and feelings clearly and effectively in **writing**, and **viewing** to demonstrate critical understanding and interpretation of visual media.

This provides the framework of Learning Strand 1, which 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, under Learning Competencies 6:

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

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being acquired.

Progression in difficulty is also demonstrated below in Performance Standard B, which focuses on the speaking component of language learning, under Learning Competency 2.

- |                                    |   |   |
|------------------------------------|---|---|
| <b>Elementary Level (Lower)</b>    | : | Ask questions and correctly answer questions using W-H markers in responding to current issues and everyday inquiries.  |
| <b>Elementary Level (Advanced)</b> | : | Ask questions and correctly answer questions related to current issues presented in the classroom and community assemblies.   |
| <b>Junior High School</b>          | : | Ask questions and correctly answer questions related to current issues presented in TV and radio programs encouraging audience participation.   |
| <b>Senior High School</b>          | : | 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, and all other forms of media. |

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

For Performance Standard C, which focuses on Reading, under Learning Competencies 12, 13, 14, and 16, the shift from easy to difficult is shown in the following examples:

- |                                    |   |  |
|------------------------------------|---|--|
| <b>Elementary Level (Lower)</b>    | : | Interpret simple written sentences, e.g., sentences whose contents are related to: <ul style="list-style-type: none"><li>• immediate needs</li><li>• specific activities in the community or workplace</li></ul>   |
| <b>Elementary Level (Advanced)</b> | : | Interpret complexly written sentences, e.g., sentences whose contents are related to: <ul style="list-style-type: none"><li>• immediate needs</li><li>• specific activities in the community or workplace</li><li>• current goals</li><li>• urgent matters</li></ul> |
| <b>Junior High School</b>          | : | Interpret the parts of important documents and forms when necessary, e.g., bio-data, application form, tax-related documents, etc.   |
| <b>Senior High School</b>          | : | 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.

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For Performance Objective D, which concentrates on Writing, under Learning Competencies 11, 25, 26, and 27, 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** : Write well-organized, coherent, and grammatically correct paragraphs that talk about oneself, country, and the world.
- Senior High School** : 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 simply to introduce oneself, to writing simple, compound, and complex sentences, to writing descriptive, narrative, expository, and persuasive paragraphs. This movement from easy to more difficult learning tasks will help the learner to experience success in developing communication skills.

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

- Elementary Level (Lower)** : Make connections between information viewed and personal experiences. (Competency #8)
- Elementary Level (Advanced)** : Determine images/ideas that are explicitly used to influence viewers (stereotypes) and interpret properly simple 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. (Competency # 19)
- Junior High School** : Deduce the purpose and value of visual media to immediate needs or work. (Competency # 24)
- Senior High School** : Demonstrate a critical understanding and interpretation of visual media such as movie clips, trailer, news flash, internet-based program, videos, documentaries, etc. (Competency # 24)

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.

There are objectives, competencies, and skills that are gradually being developed throughout the whole teaching-learning process in the three levels—basic, elementary, and secondary—in the Alternative Learning System (ALS).

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Increase in difficulty in terms of the medium or stimulus, for instance, initial listening activity could be an informal face-to-face conversation, which would then progress to simple announcements and later to radio and television interviews/programs, 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.

For that strategy to work, however, 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 perhaps planning activities for the conduct of regular or special learning group sessions and other such pursuits that would help attain the objectives as naturally as possible. Take, for instance, Performance Standard A, 5, of Learning Strand 1, which is 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 discussions**.
- Junior High School** : Listen in order to recount accurately specific details of informative oral messages in **religious leaders' sermons/homilies/preachings**.
- Senior High School** : Listen in order to recount accurately specific details of informative oral messages in **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 secondary 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.

### SENIOR HIGH SCHOOL

To complete SHS and meet the competencies for the middle skills development, entrepreneurship, and employment exits of the basic education curriculum, ALS learners must complete the competencies that are specified in English for Academic and Professional Purposes and Practical Research 1 and 2 (which are applied subjects). The topic of Practical Research 1 and 2 may be lifted from the other ALS learning strands. They should also complete the specialization subjects of any of the following Senior High School tracks: Sports, Arts and Design or Technical-Vocational-Livelihood.

College-bound ALS learners in SHS must also complete the core subjects Oral Communication, Reading and Writing and 21st Century Literature from the Philippines and the World (or their equivalents). They must also complete all the specialization subjects in any of the Academic Strands (Accountancy, Business and Management [ABM], Humanities and Social Sciences [HUMSS], Science, Technology, Engineering and Mathematics [STEM], or General Academic).

If an ALS learner who has completed the K to 12 curriculum wishes to proceed to higher education, this learner may return to the ALS program and take the core curriculum at any time.

## K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)

### Learning Strand 1: Communication Skills

#### BASIC LITERACY LEVEL

#### ***Content Standard: Listening***

**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.

Learning Competencies	Code	
	K to 12	ALS
1. Show understanding of simple phrases, spoken slowly with frequent repetitions in the language to be acquired in day-to-day listening occasions: <ul style="list-style-type: none"> <li>● Conversations</li> <li>● Telephone calls</li> <li>● Religious leaders' sermons/homilies/preaching</li> <li>● Formal and informal discussions of people on the streets, market place, etc.</li> <li>● Radio and television programs</li> <li>● Radio and television ads</li> <li>● Radio and television interviews</li> </ul>	LLKOL-00-10 MT1OL-Ie-i-5.1 EN1G-IIa-e-3.4 EN2G-IIIh-3.4 MT2OL-IIId-e-6.3 MT2OL-IIIb-c-6.3 MT2OL-Ii-i-9.1.1 EN3OL-Ib-3.6 EN3OL-Ia-3.8 MT3OL-IIIb-c-6.3 MT3OL-Ii-9.1.1	LS1CS/EN-L-PSA-BL-1
2. Show understanding of phrases containing familiar vocabulary in different contexts in the language being acquired.		LS1CS/EN-L-PSA-BL-2
3. Show understanding of conversations containing some familiar and unfamiliar vocabulary in the language being acquired.		LS1CS/EN-L-PSA-BL-3
4. Show understanding of most conversations in the language being acquired (not necessarily all the details if the subject is unfamiliar).		LS1CS/EN-L-PSA-BL-4
5. Listen in order to recount accurately specific details of informative oral messages: <ul style="list-style-type: none"> <li>● Conversations</li> <li>● Formal and informal discussions</li> </ul>		LS1CS/EN-L-PSA-BL-5

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Learning Competencies	Code	
	K to 12	ALS
<ul style="list-style-type: none"> <li>● Telephone calls</li> <li>● Religious leader’s sermons/homilies/preaching</li> <li>● Announcements</li> <li>● Radio and television ads</li> </ul>		
6. Show understanding of oral messages: <ul style="list-style-type: none"> <li>● meant to inform, e.g., radio and TV programs, ads, newscasts;</li> <li>● meant to entertain, e.g., talk shows, soap opera, movies; and</li> <li>● meant to give directions (Do-it-yourself-materials):               <ul style="list-style-type: none"> <li>- games</li> <li>- recipes</li> <li>- projects</li> </ul> </li> </ul>	EN5OL-IVe-4	LS1CS/EN-L-PSA-BL-6
7. Show understanding and appreciation of conversation containing some familiar and unfamiliar vocabulary by: <ul style="list-style-type: none"> <li>● keeping eyes focused on the speaker, and</li> <li>● responding to what the speaker says and does through verbal and non-verbal cues.</li> </ul>	EN7LC-IVa-8.1	LS1CS/EN-L-PSA-BL-7
8. Show understanding of information from different oral sources: <ul style="list-style-type: none"> <li>● Newscast,</li> <li>● Radio broadcast</li> <li>● Weather forecast.</li> </ul>	EN5OL-IVe-4	LS1CS/EN-L-PSA-BL-8
9. Interpret verbal or nonverbal cues in conversation or oral presentations such as tone of voice, facial expression or body language.	EN7LC-IVa-8.1	LS1CS/EN-L-PSA-BL-9
10. Interpret properly auditory signals for warnings or “survival” messages. <ul style="list-style-type: none"> <li>● Ringing of church bells, etc.</li> <li>● Fire alarm</li> <li>● Typhoon signals.</li> </ul>		LS1CS/EN-L-PSA-BL-10
11. Show understanding and respect for ideas and feelings of others by responding appropriately, e.g., <ul style="list-style-type: none"> <li>● concentrating on the person speaking</li> <li>● showing interest in others’ spoken opinions</li> </ul>	EN7LC-IVa-8.1	LS1CS/EN-L-PSA-BL-11



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Learning Competencies	Code	
	K to 12	ALS
<ul style="list-style-type: none"> <li>● interpreting correctly the meaning of a speaker’s tone of voice</li> <li>● interpreting what a speaker has said.</li> </ul>		
12. Follow oral instructions/directions in everyday life situations such as: <ul style="list-style-type: none"> <li>● traveling to a destination</li> <li>● using organic fertilizers/compost making</li> <li>● selecting inexpensive but nutritious food</li> <li>● protecting the environment (see Learning Strand II)</li> <li>● using a recipe as a guide to food preparation</li> <li>● performing simple experiments (see LS II).</li> </ul>	EN3LC-IIa-b-3.16	LS1CS/EN-L-PSA-BL-12
13. Listen attentively and critically to radio and television broadcasts to keep abreast of current issues/happenings in the world: <ul style="list-style-type: none"> <li>● family conflict (relationship among family members, inheritance)</li> <li>● family planning</li> </ul>	EN5OL-IVe-4	LS1CS/EN-L-PSA-BL-13

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**Learning Strand 1: Communication Skills**

**BASIC LITERACY LEVEL**

***Content Standard: Speaking***

**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.**

Learning Competencies	Code	
	K to 12	ALS
1. Use everyday expressions correctly in appropriate situations. <ul style="list-style-type: none"> <li>● Introductions                             <ul style="list-style-type: none"> <li>- How do you do?</li> </ul> </li> <li>● Greetings                             <ul style="list-style-type: none"> <li>- How are you?</li> <li>- Hi!</li> <li>- Hello!</li> </ul> </li> <li>● Leave-taking                             <ul style="list-style-type: none"> <li>- Goodbye. May I leave for a while? May I leave now?</li> </ul> </li> <li>● Inviting someone                             <ul style="list-style-type: none"> <li>- Will you join us, Ana? Please join us.</li> <li>- Would you like some refreshments?</li> </ul> </li> <li>● Expressing apology.                             <ul style="list-style-type: none"> <li>- for hurting others' feelings (I'm sorry that... I'm sorry for...)</li> <li>- for the bad things done</li> </ul> </li> </ul>	LLKOL-Ia-1 LLKVPD-Ia-13 EN1OL-IIIa-e-1.5 MT1OL-IIb-c-3.1 EN2OL-Ia-e-1.5	LS1CS/EN-S-PSB-BL-1
2. Use basic words accurately in the language to be acquired.		LS1CS/EN-S-PSB-BL-2

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Learning Competencies	Code	
	K to 12	ALS
<p>3. Ask and answer questions correctly.</p> <p>3.1 Ask questions using markers correctly, e.g., who, what, how, why.</p> <p>3.2 Ask questions related to everyday urgent inquiries, e.g., locating places and people, purchasing items in the market</p> <p>3.3 Ask/answer questions related to current issues presented in:</p> <ul style="list-style-type: none"> <li>• home/family discussions/conversations</li> <li>• community assemblies</li> <li>• TV/radio program encouraging audience participation</li> </ul> <p>3.4 Ask concise direct questions on familiar and some unfamiliar subjects</p> <p>3.5 Respond appropriately to questions in given situations e.g. everyday situations and activities e.g. economic-livelihood, socio cultural activities, health problems</p>	EN1OL-IIIa-e-1.5	<p>LS1CS/EN-S-PSB-BL-3.1</p> <p>LS1CS/EN-S-PSB-BL-3.2</p> <p>LS1CS/EN-S-PSB-BL-3.3</p> <p>LS1CS/EN-S-PSB-BL-3.4</p> <p>LS1CS/EN-S-PSB-BL-3.5</p>
<p>4. Respond appropriately to ideas and feelings of others through verbal and non-verbal means.</p> <ul style="list-style-type: none"> <li>• Nodding of one’s head</li> <li>• Smiling, frowning and opening the eyes when surprised</li> <li>• Raising an eyebrow</li> <li>• Showing concentration on the person speaking</li> <li>• Showing interest in others’ spoken opinions</li> <li>• Interpreting correctly the meaning of a speaker’s tone of voice</li> <li>• Paraphrasing what a speaker has said</li> </ul>	EN2OL-IIb-1.5 MT3OL-IIId-e-3.6	LS1CS/EN-S-PSB-BL-4
<p>5. Use basic grammar correctly in the language being acquired. e.g.:</p> <ul style="list-style-type: none"> <li>• On conflict and violence “Violent video games are not good for children.” “There are many things that can cause conflict or anxiety.” “A non-violent solution is the best course of action.”</li> <li>• On environmental care and sanitation “Communities should attempt to recycle as much trash as possible.” “Recycling alone cannot solve the growing waste problem.” “Eliminating use of styrofoam in food packaging is a good practice.”</li> <li>• On recreation “My brother and I are going to a movie tonight.”</li> <li>• On election issues</li> </ul>		LS1CS/EN-S-PSB-BL-5

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Learning Competencies	Code	
	K to 12	ALS
"Politicians oftentimes have conflicting points of view."		
6. Relay correctly messages, commentaries, news accounts, announcements heard. <ul style="list-style-type: none"> <li>Weather forecast</li> <li>Survival messages such as typhoon signals, fire alarms, ringing of church bells, etc.</li> <li>News reports</li> <li>Advertisements</li> <li>Government rules, regulations, laws, etc.</li> </ul>	EN4OL-IIIh-19	LS1CS/EN-S-PSB-BL-6
7. Adjust one's words, rate of speaking and volume of voice to suit the topic, audience and situation.		LS1CS/EN-S-PSB-BL-7
8. Show understanding and respect for ideas and feelings of others by responding appropriately, e.g. <ul style="list-style-type: none"> <li>concentrating on the person speaking.</li> <li>showing interest in others' spoken opinions</li> <li>interpreting correctly the meaning of a speaker's tone of voice</li> <li>interpreting what a speaker has said.</li> </ul>	LLKOL-Ia-1 EN1OL-IIIa-e-1.5 MT2OL-Ie-f-3.2	LS1CS/EN-S-PSB-BL-8
9. Participate actively in conversations like the following using appropriate expressions. <ul style="list-style-type: none"> <li>Face-to-face conversations in the home, workplace and community</li> <li>Telephone conversation</li> <li>Extending/accepting an invitation</li> <li>Buying/shopping</li> </ul>	EN1OL-IIIa-e-1.5	LS1CS/EN-S-PSB-BL-9
10. Use appropriate vocabulary in expressing one's ideas and feelings in: <ul style="list-style-type: none"> <li>ordinary conversations</li> </ul>	MT1VCD-Ia-i-1.1 MT3OL-If-g-1.3	LS1CS/EN-S-PSB-BL-10
11. Present an oral summary of an oral or written message that is concise, complete, accurate and original. <p>11.1 Summarize orally:</p> <ul style="list-style-type: none"> <li>the main points in a meeting</li> </ul>		LS1CS/EN-S-PSB-BL-11 LS1CS/EN-S-PSB-BL-11.1
12. Use appropriate expressions in reacting to social situations such as: <ul style="list-style-type: none"> <li>happy events in family life</li> </ul>	EN2OL-Ia-e-1.5	LS1CS/EN-S-PSB-BL-12

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**Learning Strand 1: Communication Skills**

**BASIC LITERACY LEVEL**

***Content Standard: Reading***

**Performance Standard C: 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.**

Learning Competencies	Code	
	K to 12	ALS
1. Identify the letters of the alphabet.	LLKAK-Ih-3	LS1CS/EN-R-PSC-BL-1
2. Identify common sight words in a paragraph. <ul style="list-style-type: none"> <li>● name</li> <li>● address</li> <li>● one-syllable words such as: "go", "stop", "fish" and "farm"</li> </ul>	MT1PWR-IIIa-i-7.1 MT1PWR-IVa-i-7.1 EN2PWR-IIIi-j-12 MT2PWR-IVa-c-7.7 EN3F-IVa-j-1.8 EN3F-IIIe-f-1.8 EN3PWR-Ib-d-19.1	LS1CS/EN-R-PSC-BL-2
3. Interpret properly simple common written messages, signs, symbols, words and phrases related to immediate needs or which are commonly used at work or in the community. <ul style="list-style-type: none"> <li>● Written messages <ul style="list-style-type: none"> <li>- No blowing of horns.</li> <li>- Slow down.</li> <li>- Observe silence.</li> </ul> </li> <li>● Road signs <ul style="list-style-type: none"> <li>- School Zone</li> <li>- Danger Zone</li> <li>- Men at Work</li> </ul> </li> <li>● Names of: <ul style="list-style-type: none"> <li>- Hospitals/health centers/clinics</li> <li>- Barangay hall</li> <li>- Advertisements, etc.</li> </ul> </li> <li>● Traffic signs <ul style="list-style-type: none"> <li>- Colored lights (red, yellow, green)</li> <li>- Traffic enforcers' hand signals</li> </ul> </li> </ul>	F1PT-IIIb-2.1 F1PP-IIa-1 F1 PS-IIh-9 F1PT-IIIId-1.1 EN7SS-Ih-1.2	LS1CS/EN-R-PSC-BL-3

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Learning Competencies	Code	
	K to 12	ALS
4. Interpret simple written sentences, e.g., sentences whose contents are related to: <ul style="list-style-type: none"> <li>● immediate needs</li> <li>● specific activities in the community or workplace</li> </ul>	LLKSS-00-3	LS1CS/EN-R-PSC-BL-4
5. Interpret the parts of important documents and forms when necessary. <ul style="list-style-type: none"> <li>● Bio-data               <ul style="list-style-type: none"> <li>● Bank forms (withdrawal, deposit, loans)</li> <li>● Commission on Election form, voter's registration forms</li> </ul> </li> </ul>	MT3SS-Ia-b-8.2	LS1CS/EN-R-PSC-BL-5
6. Follow simple written directions related to various household or work activities such as: <ul style="list-style-type: none"> <li>● medicine labels and instructions for use</li> <li>● sanitation labels (waste management/segregation)</li> <li>● recipes</li> </ul>	MT2SS-Ih-i-1.3 EN3SS- IVa -1.3 MT3SS-Ie-f-1.4	LS1CS/EN-R-PSC-BL-6
7. Interpret important points in commonly found written materials in the household, workplace or community. <ul style="list-style-type: none"> <li>● Work-related documents such as contracts, pay slips, bank forms</li> </ul>	MT3SS-Ia-b-8.2	LS1CS/EN-R-PSC-BL-7
8. Give one's own opinion on materials read. <ul style="list-style-type: none"> <li>● I think this story was quite unrealistic. It puts the Filipino culture in a very bad light.</li> <li>● I think that the story about the Snowwhite and the Seven Dwarfs is not appropriate for adults. It is more appropriate for children.</li> </ul>	MT2OL-Ie-f-3.2 EN3OL-IIIe-1.16.4	LS1CS/EN-R-PSC-BL-8
9. Point out positive values in materials read. <ul style="list-style-type: none"> <li>● The Color Purple teaches us about courage in the face of great trials and the importance of faith and friendship.</li> <li>● The Boy Who Cried Wolf teaches us the value of always being truthful and honest.</li> </ul>	EN8VC-IIa-17	LS1CS/EN-R-PSC-BL-9

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Learning Competencies	Code	
	K to 12	ALS
10. State messages taken from different types of materials. <ul style="list-style-type: none"> <li>● Short stories</li> <li>● Parables</li> <li>● Folk songs</li> <li>● Proverbs</li> <li>● Fables</li> <li>● Folktales</li> <li>● Myths</li> <li>● Poems</li> <li>● Legends</li> <li>● Advertisements</li> </ul>	EN8VC-IIa-17	LS1CS/EN-R-PSC-BL-10
11. Sequence steps in the activities or the events in written materials, e.g.: <ul style="list-style-type: none"> <li>● Preparing land for planting</li> <li>● Following recipe</li> </ul>	MT2RC-IIIIf-g-9.2	LS1CS/EN-R-PSC-BL-11
12. Gather information using available information technology (IT) e.g., cellphones (text messages), compact discs (CDs), web sites	EN10SS-IVa-1.5	LS1CS/EN-R-PSC-BL-12
13. Critically read written materials (e.g., newspaper articles, advertisements, essays, magazine articles, books, posters and letters) 13.1 Analyze information gathered in terms of: authenticity, relevance and worth. <ul style="list-style-type: none"> <li>● Current issues (local, national, international)</li> <li>● Results of community/health surveys</li> </ul>	MT2RC-IIIf-g-3.4	LS1CS/EN-R-PSC-BL-13 LS1CS/EN-R-PSC-BL-13.1
14. Demonstrate love for reading by participating in activities like: <ul style="list-style-type: none"> <li>● Attending book fairs</li> <li>● Going to bookstores</li> <li>● Going to libraries</li> </ul>		LS1CS/EN-R-PSC-BL-14

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

Learning Competencies	Code	
	K to 12	ALS
15. Analyze information from a number of sources. <ul style="list-style-type: none"> <li>● Written and multi-media materials                             <ul style="list-style-type: none"> <li>- books</li> <li>- posters, brochures, billboards</li> <li>- video clips</li> <li>- audio tapes</li> </ul> </li> </ul>	MT2RC-IIf-g-3.4	LS1CS/EN-R-PSC-BL-15



## K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)

### Learning Strand 1: Communication Skills

#### BASIC LITERACY LEVEL

**Content Standard: Writing**

**Performance Standard D:**

**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.**

Learning Competencies	Code	
	K to 12	ALS
1. Write letters of the alphabet and numbers correctly in writing information about: <ul style="list-style-type: none"> <li>● oneself</li> <li>● names of other family members</li> <li>● one’s and other people’s address</li> <li>● birth dates and other dates important to the family</li> <li>● numbers 1 to 99 (See Learning Strand 2 –Numeracy skills)</li> </ul>	LLKH-00-3	LS1CS/EN-W-PSD-BL-1
2. Write simple words legibly, accurately and neatly.	MT1PWR-Ib-i-3.1 MT1PWR-IIa-i-3.1	LS1CS/EN-W-PSD-BL-2
3. Write simple sentences to: <ul style="list-style-type: none"> <li>● introduce oneself, e.g., I am _____.</li> <li>● tell something about members of the family</li> </ul>	MT1PWR-IVa-i-8.1 MT1C-IVa-i-2.1 MT2GA-Ih-i-5.1 EN3G-Ib-1.4	LS1CS/EN-W-PSD-BL-3
4. Write correctly and clearly for personal purposes. <ul style="list-style-type: none"> <li>● Thank you note</li> <li>● Letter of sympathy</li> <li>● Invitations and family-related announcements</li> <li>● Diary or journal entries of significant events</li> <li>● Notes to family/community members regarding chores and other household matters</li> <li>● Love letters</li> </ul>	MT2GA-Ih-i-5.1	LS1CS/EN-W-PSD-BL-4

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

Learning Competencies	Code	
	K to 12	ALS
5. Write legibly, neatly and accurately in filling out forms. <ul style="list-style-type: none"> <li>● Bank forms (deposit, withdrawal, loan)</li> <li>● Commission on Election (COMELEC) forms (registration, voters ID, sample ballots)</li> <li>● Bio-data</li> <li>● Survey forms</li> </ul>	MT2SS-Ia-d-8.1	LS1CS/EN-W-PSD-BL-5
6. Use written language to express one's ideas and feelings clearly and appropriately.	MT1PWR-IVa-i-8.1 MT1C-IVa-i-2.1 MT2GA-Ih-i-5.1 EN3G-Ib-1.4 MT2SS-Ia-d-8.1	LS1CS/EN-W-PSD-BL-6
7. Show appreciation for prose and poetry by composing: <ul style="list-style-type: none"> <li>● rhymes</li> <li>● jingles</li> </ul>		LS1CS/EN-W-PSD-BL-7

## K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)

### LEARNING STRAND 1: COMMUNICATION SKILLS (ENGLISH)

**Content Standard:** Listening

**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		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
1	React intelligently and creatively to the text listened to	EN10LC-IVe-2.9	LS1CS/EN-L-PSA-LS-1			√	
1.1	Raise questions and seek clarifications on issues discussed in the text listened to:	EN10LC-IVf-2.12	LS1CS/EN-L-PSA-AS-1.1				√
2	Show understanding of simple phrases, spoken slowly with frequent repetitions in the language to be acquired in day-to-day listening occasions:		LS1CS/EN-L-PSA-LE-2	√			
	• Follow a set of verbal two-step directions with picture cues (noun form)	EN2LC-Ib-3.16		√			
	• Telephone calls			√			
3	Ask and answer simple questions (who, what, where, when, why, and how) about text listened to	EN10L-IVf-1.17.2 EN2LC-IIc-2.1	LS1CS/EN-L-PSA-AE-3		√		
4	Validate ideas made after listening	EN3OL-IIa-b-1.17.2	LS1CS/EN-L-PSA-AE-4		√		√
	• Religious leaders' sermons/homilies/preachings				√		
	• Formal and informal discussions of people in the marketplace, etc.					√	
	• Radio and television programs					√	
	• Radio and television ads				√		
5	Listen in order to recount accurately specific details of informative oral messages: • conversations (EL-LE) • formal and informal discussions (EL-AE) • religious leaders' sermons/homilies/preachings (SL-LS) • radio/TV programs/speeches/advertisements (SL-AS)	EN7LC-IIc- 2.1	LS1CS/EN-L-PSA-LE/AE/LS/AS-5	√	√	√	√

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
5.1	Listen to short stories/ poems	EN1LC-IIIa-j- 1.1	LS1CS/EN-L-PSA- LE-5.1	√			
5.1.2	Note important details pertaining to character, setting, and events	EN1LC-IIIa-j- 1.1 MT1RC-IIIa-1.1	LS1CS/EN-L-PSA- AE-5.1.2		√		
5.1.3	Give the correct sequence of three events	LLKLC-00-7 EN1LC-IIIa-j- 1.1	LS1CS/EN-L-PSA- AE-5.1.3		√		
5.1.4	Infer the character’s feelings and traits	LLKLC-Ig-8 EN1LC-IIIa-j- 1.1 MT1LC-Ie-f-3.1 MT1RC-IIIId-3.1 EN2LC-IIIa-j-1.1 MT2RC-Ic-3.1 MT2LC-Iic-3.1 EN3LC-Ia-j-2.8 EN3LC-IVa-j-2.8 MT3RC-Ii-i-3.3 EN4RC-Ii-2.8	LS1CS/EN-L-PSA- AE-5.1.4		√		
5.1.5	Identify cause and/or effect of events	EN1LC-IIIa-j- 1.1 MT1LC-IIc-d-4.2 EN2LC-IIIa-j-1.1 EN3RC-IIIa 2.7.1 EN4RC-IVh-2.16 EN5G-IVe-1.9.1 EN5WC-IIc-2.2.5 EN6WC-IIf-2.2.5 EN8G-IIh-9	LS1CS/EN-L-PSA- AE-5.1.5		√		
5.1.6	Identify the speaker in the story or poem	LLKLC-Ig-8 EN1LC-IIIa-j- 1.1 MT1LC-Ig-4.1 EN2LC-Ia-j-1.1	LS1CS/EN-L-PSA- LE-5.1.6	√			

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
5.1.7	Predict possible ending of a story read	LLKLC-00-12 EN1LC-IIIa-j- 1.1 MT1LC-IIe-5.1 EN2LC-Ia-j-1.1 MT2LC-Ih-i-5.1	LS1CS/EN-L-PSA- AE-5.1.7		√		
5.1.8	Relate story events to one’s experience	LLKLC-Ig-4 MT1LC-Ih-i-6.1 EN2LC-Ia-j-1.1 MT3RC-IIe-6.1 EN4OL-IIe-1.1	LS1CS/EN-L-PSA- AE-5.1.8		√		
5.1.9	Discuss, illustrate, dramatize specific events	EN1LC-IIIa-j- 1.1 EN2LC-IIIa-j-1.1	LS1CS/EN-L-PSA- LS-5.1.9			√	
5.1.10	Identify the problem and solution	EN4RC-IIIc-36 EN5G-IVg-1.9.2	LS1CS/EN-L-PSA- LS-5.1.10			√	
5.1.11	Retell a story listened to	EN1LC-IIIa-j- 1.1 EN2LC-IIIa-j-1.1 MT3RC-IIIi-8.1	LS1CS/EN-L-PSA- LE-5.1.11	√			
5.2	Note important details in narrative and informational text of poem listened to	MT1RC-IVa-1.2 MT1LC-IVa-b-1.2 EN2LC-IIIh-3.1 EN2LC-IIIa-j-1.1 MT2RC-IVa-2.11 MT3LC-IIIa-1.2.1	LS1CS/EN-L-PSA- AE-5.2		√		
5.2.1	Note important details	EN1LC-IVa-j-2.1 MT1RC-IVa-1.2 MT1LC-IVa-b-1.2 EN2LC-IIIh-3.1 EN2LC-IIIa-j-1.1 MT2RC-IVa-2.11 MT3LC-IIIa-1.2.1	LS1CS/EN-L-PSA- AE-5.2.1		√		

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
5.2.2	Give one’s reaction to an event or issues	EN1LC-IVa-j-3.12 MT2RC-IVb-c- 2.2.1 MT3RC-IVb-c- 2.2.1	LS1CS/EN-L-PSA- AE-5.2.2		√		
5.2.3	Infer important details	EN1LC-IVa-j-2.8	LS1CS/EN-L-PSA- AE-5.2.3		√		
5.2.4	Sequence events when appropriate	EN1LC-IVa-j-2.7 MT1LC-IIIc-d-9.1	LS1CS/EN-L-PSA- AE-5.2.4		√		
5.2.5	Listen and respond through discussion, illustrations, songs, dramatization, and art	EN1LC-IVa-j- 1.13.2.1	LS1CS/EN-L-PSA- AS-5.2.5				√
5.3	Restate portions of a text heard in conversations to clarify meaning	EN6LC-IVa-3.1.14	LS1CS/EN-L-PSA- AE-5.3		√		
5.3.1	Summarize the information from a text heard	EN10LC-IVi-3.14	LS1CS/EN-L-PSA- AE-5.3.1		√		
5.3.2	Listen to formal and informal discussions		LS1CS/EN-L-PSA- AE-5.3.2		√		
5.3.3	Use indirect speech to clarify the speaker’s ideas	EN5LC-IVf-3.13	LS1CS/EN-L-PSA- LS-5.3.3			√	
5.3.4	Restate sentences heard in one’s own words during telephone calls	EN5LC-IVa-3.11	LS1CS/EN-L-PSA- LS-5.3.4			√	
5.4	Religious leaders’ sermons, homilies, and preachings		LS1CS/EN-L-PSA- LE-5.4	√			
5.4.1	Identify and recount the key messages from sermons, homilies, and preachings		LS1CS/EN-L-PSA- LE-5.4.1	√			
5.4.2	Relate the messages to your own life experiences		LS1CS/EN-L-PSA- LS-5.4.2			√	
5.5	Announcements						
5.5.1	Note important details from the announcement heard	EN4SS-IVb-16	LS1CS/EN-L-PSA- AE-5.5.1		√		

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
5.6	Variety of Media						
5.6.1	Identify the elements of literary texts	EN5LC-Id- 2.17.3	LS1CS/EN-L-PSA-AE-5.6.1		√		
5.6.2	Listen to a variety of media including books, audiotapes, videos, and other age-appropriate publications	EN2LC-Ia-j-1.1 EN2LC-IIa-j-1.1 EN2LC-IIIa-j-1.1	LS1CS/EN-L-PSA-LE-5.6.2	√			
5.6.2.1	Note important details pertaining to character, settings, and events	EN1LC-IVa-j-2.1 MT1RC-IVa-1.2 MT1LC-IVa-b-1.2 EN2LC-IIIh-3.1 EN2LC-IIIa-j-1.1 MT2RC-IVa-2.11 MT3LC-IIIa-1.2.1	LS1CS/EN-L-PSA-AE-5.6.2.1		√		
5.6.2.2	Give correct sequence of three events	LLKLC-00-7 EN1LC-IIIa-j- 1.1 MT1RC-IIIb-c-2.1 EN2RC-IVc-3.1.3	LS1CS/EN-L-PSA-LE-5.6.2.2	√			
5.6.2.3	Infer the character, feelings, and traits	LLKLC-Ig-8 EN1LC-IIIa-j- 1.1 EN2LC-IIa-j-1.1 MT3RC-Ii-i-3.3	LS1CS/EN-L-PSA-AE-5.6.2.3		√		
5.6.2.4	Identify cause and/or effect of events	EN1LC-IIIa-j- 1.1 MT1LC-IIc-d-4.2 EN2LC-IIIa-j-1.1 EN3RC-IIIa 2.7.1 EN4RC-IVh-2.16 EN5G-IVe-1.9.1 EN5WC-IIc-2.2.5 EN6WC-IIf-2.2.5 EN8G-IIh-9	LS1CS/EN-L-PSA-AE-5.6.2.4		√		
5.6.2.5	Identify the speaker in the story of poem	LLKLC-Ig-8 EN1LC-IIIa-j- 1.1 EN2LC-IIIa-j-1.1	LS1CS/EN-L-PSA-LE-5.6.2.5	√			

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
5.6.2.6	Predict possible ending of story read	EN1LC-IIIa-j- 1.1 MT1RC-IIIg-h-6.1 EN2LC-IIIa-j-1.1 MT3RC-IIc-d-5.1	LS1CS/EN-L-PSA- AE-5.6.2.6		√		
5.6.2.7	Describe the setting of the story	EN3RC-Ic-e-2.1	LS1CS/EN-L-PSA- LE-5.6.2.7	√			
5.6.2.8	Retell a story listened to	EN1LC-IIIa-j- 1.1 EN2LC-IIIa-j-1.1	LS1CS/EN-L-PSA- AE-5.6.2.8		√		
5.6.2.9	Use an understanding of characters, incidents, and settings to make predictions	EN2LC-IVa-b-2.4	LS1CS/EN-L-PSA- LS-5.6.2.9			√	
5.6.2.10	Identify informational text-types based on the variety of media listened to		LS1CS/EN-L-PSA- AE-5.6.2.10		√		
5.7	Radio and television ads and programs						
5.7.1	Sequence a series of events viewed/ listened to		LS1CS/EN-L-PSA- AE-5.7.1		√		
5.7.2	Recall details from texts viewed/ listened to	EN10LC-Ia-11.1	LS1CS/EN-L-PSA- AE-5.7.2		√		
5.8	News and Commentaries						
5.8.1	Identify important details in expository text listened	EN10LC-Ia-11.1	LS1CS/EN-L-PSA- AE-5.8.1		√		
5.8.2	Recognize the difference between “made-up” and “real” texts listened to to distinguish fact from opinion	EN4LC-IIi-23 EN5LC-IIIa- 2.10 EN7RC-IIIh-2.13	LS1CS/EN-L-PSA- AE-5.8.2		√		
5.8.3	Detect biases and propaganda devices used by speakers	EN6LC-IIIc- 3.1.12 EN8RC-IIIb-12.1	LS1CS/EN-L-PSA- AS-5.8.3				√
5.8.4	Use personal experiences to make predictions about text viewed and listened to	EN2LC-IIIId-e-2.4	LS1CS/EN-L-PSA- LS-5.8.4			√	
6	Show an understanding of conversations containing some familiar and unfamiliar vocabulary in the language being acquired		LS1CS/EN-L-PSA- LE-6	√			
	• understanding conversations containing some familiar and unfamiliar vocabulary			√			



**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
	<ul style="list-style-type: none"> <li>• understanding conversations to recount details</li> </ul>				√		
	<ul style="list-style-type: none"> <li>• understanding most conversations containing unfamiliar vocabulary but not necessarily all the details</li> </ul>					√	
	<ul style="list-style-type: none"> <li>• understanding conversations to recount accurately specific details</li> </ul>						√
7	Show an understanding of oral messages intended/ meant to inform, entertain, and give directions (e.g., radio and TV programs, ads, newscasts; talk shows, soap opera, movies; do-it-yourself tasks such as games, recipes, and projects)		LS1CS/EN-L-PSA-LS-7			√	
7.1	Determine the purpose of the oral message		LS1CS/EN-L-PSA-LE-7.1	√			
7.2	Infer important details	EN1LC-IVa-j-2.8	LS1CS/EN-L-PSA-AE-7.2		√		
7.3	Relate the oral message to one’s experience		LS1CS/EN-L-PSA-AE-7.3		√		
8	Respond to what the speaker says and does through verbal and nonverbal cues		LS1CS/EN-L-PSA-AE-8		√		
8.1	Interpret verbal or nonverbal cues in conversation or oral presentations such as tone of voice, facial expression, or body language		LS1CS/EN-L-PSA-AE-8.1		√		
9	Interpret properly auditory signals for warnings or “survival” messages such as ringing of church bells, fire alarms, and typhoon signals		LS1CS/EN-L-PSA-LE-9	√			
10	Show understanding and respect for ideas and feelings of others by responding appropriately (e.g., concentrating on the speaker, showing interest in others’ opinions, and interpreting the speaker’s tone of voice)		LS1CS/EN-L-PSA-LE-10	√			

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
11	<p>Follow oral instructions/directions in everyday life situations such as</p> <ul style="list-style-type: none"> <li>• following procedures in the workplace</li> <li>• traveling to a destination</li> <li>• using organic fertilizers/compost making</li> <li>• selecting inexpensive but nutritious food</li> <li>• following safety and precautionary measures</li> <li>• protecting the environment</li> <li>• using a recipe as guide to food preparation</li> <li>• following medical advice and prescriptions</li> <li>• performing simple experiments</li> </ul>		LS1CS/EN-L-PSA-AS-11				√
12	<p>Listen attentively and critically to radio and television broadcasts to keep abreast of current issues</p> <ul style="list-style-type: none"> <li>• gender issues</li> <li>• family planning / early pregnancy</li> <li>• family conflict</li> <li>• moral issues</li> <li>• citizenship issues (elections, community participation)</li> <li>• environmental issues (water, air, and soil pollution/soil erosion)</li> <li>• substance abuse</li> <li>• prices of commodities</li> <li>• bullying</li> <li>• road traffic / traffic problem</li> <li>• human rights violations</li> <li>• Philippine tourism</li> <li>• K to 12 / Grades 11–12</li> </ul>		LS1CS/EN-L-PSA-AS-12				√

## K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)

### LEARNING STRAND 1: COMMUNICATION SKILLS (ENGLISH)

**Content Standard:** Speaking

**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		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
1	Use everyday expressions correctly in appropriate situations: <ul style="list-style-type: none"> <li>• Introductions (e.g., talk about one’s personal information)</li> <li>• Greetings (e.g., How do you do, How are you, Hi, and Hello)</li> <li>• Leaving (e.g., Goodbye, May I leave for a while, and May I leave now?)</li> <li>• Inviting someone (e.g., Will you join us, Ana?)</li> <li>• Expressing apology (e.g., I’m sorry that...), gratitude/ appreciation</li> <li>• Seeking directions (e.g., How can I get to...)</li> <li>• Asking for help (e.g., Can I ask your assistance...)</li> <li>• Query and clarification (e.g., May I know...)</li> </ul>	LLKOL-Ia-1 LLKVPD-Ia-13 EN1OL-IIIa-e-1.5 MT1OL-IIb-c-3.1 EN2OL-Ia-e-1.5	LS1CS/EN-S- PSB-AE-1		√		
	• Express permission, obligation, and prohibition	EN9G-IVc-23			√		
2	Ask and answer questions correctly	EN1OL-IIIg-h-3.2 EN1OL-IVf-1.17.2 EN2LC-IIc-2.1 EN2LC-IIh-i-2.1 EN3OL-IIa-b- 1.17.2 F1PN-IIIa-1.3 F1PN-IIa- 3 F1PN-IVh-3	LS1CS/EN-S- PSB-LE-2	√			
2.1	Ask and correctly answer questions using W-H markers in the responding to current issues and everyday inquiries		LS1CS/EN-S- PSB-LE-2.1	√			
2.2	Ask and correctly answer questions related to current issues presented in the classroom and community assemblies		LS1CS/EN-S- PSB-AE-2.2		√		

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No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
2.3	Ask and correctly answer questions related to current issues presented in TV and radio programs encouraging audience participation		LS1CS/EN-S-PSB-LS-2.3			√	
2.4	Ask and correctly answer questions related to current issues presented in TV, radio programs, newspaper, magazines, books, billboard, video games, music, and other forms of media		LS1CS/EN-S-PSB-AS-2.4				√
2.5	Change statements into questions and vice versa Statement: I often look for job openings in the classified ads section of newspapers. Question: Do I often look for job openings in the classified ads of the newspaper? Statement: We can now turn to the community's problem of garbage disposal. Question: Can we now turn to the community's problem of garbage disposal?		LS1CS/EN-S-PSB-LE-2.5	√			
2.6	Use tag questions (e.g., The weather today is bad, <b>isn't it?</b> )	EN7OL-If-1.14.4	LS1CS/EN-S-PSB-AE-2.6		√		
2.7	Identify ways to simplify questions/statements (rephrasing, repeating, etc.) • "As I understand it..." • "What you're saying is..." • "To summarize..."	EN6OL-IIa-3.7 EN6OL-IIb-3.7 EN6OL-IIc-3.7	LS1CS/EN-S-PSB-LS-2.7			√	
2.8	Asking follow-up questions for clarifications		LS1CS/EN-S-PSB-LS-2.8			√	
2.9	Formulate short replies	EN7G-IV-h-6.1	LS1CS/EN-S-PSB-LE-2.9	√			
3	Use appropriate vocabulary in expressing one's ideas and feelings in formal situations (e.g., speeches and presentations) and informal situations (e.g., ordinary conversations)		LS1CS/EN-S-PSB-AE-3		√		

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
4	Use appropriate expressions in different social contexts such as happy events in family life, relaying critical information, embarrassing and/or sad events		LS1CS/EN-S-PSB-LE-4	√			
5	Use a particular kind of sentence for a specific purpose and audience: <ul style="list-style-type: none"> <li>• asking permission</li> <li>• making requests</li> <li>• responding to questions</li> <li>• following and giving directions</li> <li>• giving information</li> <li>• explaining</li> <li>• expressing opinions/emotions</li> <li>• making assertions</li> </ul>	EN5G-IIIa-1.8.3 EN6S-IIIa-1.8.1	LS1CS/EN-S-PSB-LS-5			√	
5.1	Use simple sentence	EN4G-IVg-23	LS1CS/EN-S-PSB-LE-5.1	√			
5.2	Use compound sentence	EN4G-IVi-25	LS1CS/EN-S-PSB-AE-5.2		√		
5.3	Use complex sentence	EN6SS-IVj-1.10	LS1CS/EN-S-PSB-AE-5.3		√		
5.4	Use compound-complex sentence	EN6SS-IVj-1.10	LS1CS/EN-S-PSB-AE-5.4		√		
6	Respond appropriately to ideas and feelings through verbal and nonverbal means (nodding, smiling and frowning, raising an eyebrow, interpreting and responding correctly to the meaning of a speaker's tone of voice, paraphrasing, citing, clarifying)		LS1CS/EN-S-PSB-LE-6	√			
7	Use basic grammar correctly in the language being acquired <ul style="list-style-type: none"> <li>• Subject-verb agreement</li> <li>• Simple sentence construction</li> <li>• Simple tenses</li> </ul>	EN7G-Ia-11	LS1CS/EN-S-PSB-LE-7	√			
8	Use verbals	EN9G-IIIa-21	LS1CS/EN-S-PSB-AE-8		√		

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
9	Relay correctly messages, commentaries, news accounts, announcement heard, advertisements, government rules and regulations, laws		LS1CS/EN-S-PSB-AE-9		√		
9.1	Synthesize and relate information shared by others	EN3OL-Ie-1.10	LS1CS/EN-S-PSB-AE-9.1		√		
10	Retell a chosen myth or legend in a series of simple paragraphs		LS1CS/EN-S-PSB-AE-10		√		
11	Identify and use words that show degrees of comparison of adjectives in sentences	EN4G-IIIc-14	LS1CS/EN-S-PSB-LE-11	√			
12	Identify and use the correct order of adjectives in a series in sentences	EN4G-IIIId-15	LS1CS/EN-S-PSB-AE-12		√		
13	Identify and use adverbs of place and time in sentences	EN4G-IIIE-16	LS1CS/EN-S-PSB-AE-13		√		
14	Clarify general meaning by rewording concisely The Philippines has many beautiful places to be proud of. - It has numerous beautiful beaches. - It has picturesque mountains and hills. - It has a lot of mysterious caves.		LS1CS/EN-S-PSB-AE-14		√		
15	Observe correct grammar in formulating definitions	EN10G-IIa-29	LS1CS/EN-S-PSB-LS-15			√	
16	Use words and expressions that affirm or negate	EN10G-IIe-28	LS1CS/EN-S-PSB-LS-16			√	
17	Share observation/ opinions with others		LS1CS/EN-S-PSB-AS-17				√
18	Speak with clarity, accuracy, and appropriateness		LS1CS/EN-S-PSB-AS-18				√
18.1	Pronounce words properly		LS1CS/EN-S-PSB-AE-18.1		√		
18.2	Use proper intonation when asking questions or stating facts	EN3F-Id-e-1.10	LS1CS/EN-S-PSB-LS-18.2			√	
	• Pause at the right time within sentences and paragraphs			√			
18.3	Express feelings and ideas using proper intonation, contrastive stress, and variation of tone and tempo	LLKOL-Ig-9 EN10L-IIIE-1.5.5	LS1CS/EN-S-PSB-AE-18.3		√		

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
	• Use appropriate words in expressing ideas and feelings	EN2OL-Ia-e-1.5 EN4OL-Ig-10			√		
	• Analyze situations and determine appropriate responses					√	
	• Express yourself clearly and confidently when responding to given situations				√		
18.4	Recognize some expressions appropriate in opening a discourse		LS1CS/EN-S- PSB-AE-18.4		√		
	• Use proper expressions for opening, carrying out, and closing conversations				√		
	• Identify ways of making individuals understand you better when asking and answering questions				√		
	• Observe nonverbal signals in conversations				√		
	• Observe verbal and nonverbal clues used to signal other discussants to take turns during a discussion or a forum				√		
	• Use proper techniques to close a discourse				√		
	• Recap the topic taken up				√		
	• Cite a quotation to sum up the discourse					√	
	• State the next step or plan of action						√
	• Introduce the activity to wrap up the discourse						√
19	Use reflexive and intensive pronouns	EN10G-Ia-27	LS1CS/EN-S- PSB-LE-19	√			
20	Use the past and past perfect tenses correctly in varied contexts	EN7G-III-h-3	LS1CS/EN-S- PSB-AE-20		√		
21	Use the progressive tenses correctly in varied contexts		LS1CS/EN-S- PSB-AE-21		√		
22	Employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	EN6OL-IIa-3.7 EN6OL-IIb-3.7 EN6OL-IIc-3.7	LS1CS/EN-S- PSB-LS-22			√	
23	Use appropriate strategies to keep a discussion going		LS1CS/EN-S- PSB-AS-23				√
24	Use appropriate language in expressing ideas and feelings		LS1CS/EN-S- PSB-LS-24			√	

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
25	Participate actively in conversations using appropriate expressions		LS1CS/EN-S-PSB-AE-25		√		
26	Use the passive and active voice meaningfully in varied contexts	EN7G-III-c-2 EN9G-IVa-22	LS1CS/EN-S-PSB-AE-26		√		
27	Recall and share experiences, film viewed, and story read/listened to initiate the conversation		LS1CS/EN-S-PSB-AE-27		√		
28	Relay information in creative ways (e.g., role playing, show and tell, radio play/ podcast/ broadcast/ reporting/ poster presentations)		LS1CS/EN-S-PSB-AS-28				√
29	Present an oral summary of an oral or written message that is concise, complete, accurate, and original		LS1CS/EN-S-PSB-AS-29				√
30	Preside over / participate in meetings		LS1CS/EN-S-PSB-LS-30			√	
31	Present organized oral reports about a position on an issue (e.g., a project or an investigation conducted using simple experiments)	EN4A-IIe-25	LS1CS/EN-S-PSB-AS-31				√
31.1	Make an oral presentation on a topic using graphs and other visual images as supporting details		LS1CS/EN-S-PSB-AS-31.1				√
	• Explain how to plan and organize your thoughts for an oral presentation						√
	• Deliver effective oral presentations						√
31.2	Employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	EN4A-IIe-25	LS1CS/EN-S-PSB-AS-31.2				√
32	Make and prepare for an oral presentation		LS1CS/EN-S-PSB-AS-32				√
	* Explain how to plan and organize your thoughts for an oral presentation						√
	* Create effective visual aids for oral presentations						√



**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
	* Deliver effective oral presentations	EN9G-IIe-20					√
33	Use conditionals in expressing arguments	EN10G-Ic-26	LS1CS/EN-S- PSB-LS-33			√	
	• Use words and expressions that emphasize a point				√		
34	Use appropriate idiomatic expressions and figurative language to describe people, places, events, and situations (used in context) <ul style="list-style-type: none"> <li>• Idiomatic expressions (e.g., pain in the neck, this is my bread and butter)</li> <li>• Proverbs (e.g., A stitch in time saves nine, An ounce of prevention is better than a pound of cure)</li> </ul> Figurative language such as: <ul style="list-style-type: none"> <li>• Simile: e.g., The moon looks like a lamp in the air.</li> <li>• Metaphor: e.g., The moon was a ghostly galleon tossed upon cloudy seas.</li> <li>• Personification: e.g., And this same flower that smiles today, tomorrow will be dying.</li> <li>• Hyperbole: e.g., I've told you that a million times!</li> </ul>	MT3VCD-IVf-h- 3.6	LS1CS/EN-S- PSB-LS-34			√	
35	Explain a constructive oral feedback		LS1CS/EN-S- PSB-LS-35			√	
35.1	Identify the purpose for giving constructive oral feedback <ul style="list-style-type: none"> <li>· to encourage others</li> <li>· to inspire positive actions</li> </ul>		LS1CS/EN-S- PSB-AE-35.1		√		
35.2	Enumerate the steps in giving constructive oral feedback		LS1CS/EN-S- PSB-AE-35.2		√		
35.3	Use common expressions in giving constructive oral feedback (e.g., "The project needs improvement...")		LS1CS/EN-S- PSB-AE-35.3		√		
35.4	Give constructive oral feedback		LS1CS/EN-S- PSB-AE-35.4		√		
36	Use words to express evaluation	EN9G-IVh-24	LS1CS/EN-S-		√		

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
			PSB-AE-36				
37	Use polite statements in group meetings, resolving conflicts, and arriving at conclusions		LS1CS/EN-S- PSB-AE-37		√		
38	Use appropriate language expressions in a given situation <ul style="list-style-type: none"> <li>• Delivering an invocation or prayer</li> <li>• Conducting a meeting (e.g., “What do you think of...”)</li> <li>• Selling products and providing services (e.g., “Your suggestions make a lot of sense. They will help us improve our products.”)</li> <li>• Conducting an interview (e.g., “Thank you for giving us your time.”)</li> </ul>		LS1CS/EN-S- PSB-LS-38			√	
39	Use appropriate expression in presenting an argument or position persuasively	EN4OL-IIIc-15	LS1CS/EN-S- PSB-LS-39			√	
40	Observe the language of research, campaigns, and advocacies	EN10G-IVa-32	LS1CS/EN-S- PSB-AS-40				√

## K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)

### LEARNING STRAND 1: COMMUNICATION SKILLS (ENGLISH)

**Content Standard:** Viewing

**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		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
1	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-LE-1	√			
2	Infer thoughts, feelings, and intentions in the material viewed	EN9VC-Ia-3.8	LS1CS/EN-V-PSC-AE-2		√		
3	Predict the gist of the material viewed based on the title, pictures, and excerpts	EN7VC-IIIf-1.3	LS1CS/EN-V-PSC-AE-3		√		
4	Raise questions about a particular aspect of a material viewed	EN7VC-IIh-12	LS1CS/EN-V-PSC-LS-4			√	
5	Use multimedia resources appropriately, effectively, and efficiently		LS1CS/EN-V-PSC-LS-5			√	
6	Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose		LS1CS/EN-V-PSC-AS-6				√
7	Identify the visual elements used in print/ nonprint materials		LS1CS/EN-V-PSC-LE-7	√			
8	Make connections between information viewed and personal experiences		LS1CS/EN-V-PSC-AE-8		√		
9	Describe different forms and conventions of film and moving pictures (lights, blocking, direction, characterization, acting, dialog, and settingor setup)	EN5VC-Ia-5.1	LS1CS/EN-V-PSC-AS-9				√
10	Determine images/ideas that are explicitly used to influence viewers (stereotypes, points of view, propaganda)	EN5VC-IIa-7 EN5VC-IIa7.1 EN5VC-IIa7.2 EN5VC-IIa7.3	LS1CS/EN-V-PSC-AS-10				√
11	Evaluate narratives in a media material based on how the writer developed the element		LS1CS/EN-V-PSC-AS-11				√

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
12	Analyze the characters used in print and nonprint learning materials • Age and gender • Race and nationality • Attitude and behavior • Other attributes (ie, physically, intellectually, emotionally)	EN6VC-IIi3.3.1 EN6VC-IIi3.3.2 EN6VC-IIi3.3.3	LS1CS/EN-V- PSC-LE-12	√			
13	Analyze the setting used in print and nonprint learning materials • Urban or rural • Affluent or poor • Past, present, futuristic	EN6VC-IIi3.3.4	LS1CS/EN-V- PSC-LE-13	√			
14	Infer the target audience	EN5VC-IIIe3.7	LS1CS/EN-V- PSC-AE-14		√		
15	Infer purpose of the visual media	EN5VC-IIIf3.8	LS1CS/EN-V- PSC-AE-15		√		
16	Identify real or make-believe, and fact or nonfact images	EN6VC-IIIa6.1 EN6VC-IIIa6.2	LS1CS/EN-V- PSC-AE-16		√		
17	Identify the values suggested in the visual media	EN6VC-IIIc7.1	LS1CS/EN-V- PSC-LE-17	√			
18	Make connections between information viewed and personal experiences	EN5VC- IVi 2.4	LS1CS/EN-V- PSC-LE-18	√			
19	Determine images/ideas that are explicitly used to influence viewers and interpret properly simple, common written messages, signs, symbols, words, and phrases related to immediate needs, are commonly used at work, or are found in the community (e.g., hospital/health centers/clinics, barangay hall, advertisements, traffic signs)		LS1CS/EN-V- PSC-AE-19		√		
20	Critically evaluate viewed multimedia materials to explore, analyze, and react to ideas presented		LS1CS/EN-V- PSC-AS-20				√
21	Compare and contrast viewed media representations with reality / outside sources of information		LS1CS/EN-V- PSC-AE-21		√		
22	Recognize arguments employed in a media material and provide counterarguments		LS1CS/EN-V- PSC-LS-22			√	

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
23	Recognize the effect of multimedia materials on one’s own life		LS1CS/EN-V- PSC-LS-23			√	
24	Deduce the purpose and value of visual media to immediate work needs		LS1CS/EN-V- PSC-LS-24			√	
25	Demonstrate a critical understanding and interpretation of visual media such as movie clips, trailer, news flash, internet-based programs, videos, documentaries, etc.		LS1CS/EN-V- PSC-AS-25				√

## K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)

### LEARNING STRAND 1: COMMUNICATION SKILLS (ENGLISH)

**Content Standard:** Reading

**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		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
1	Identify the letters of the alphabet	LLKAK-Ih-3	LS1CS/EN-R-PSD-LE-1	√			
2	Read aloud the sound of each letter	LLKAK-Ih-7	LS1CS/EN-R-PSD-LE-2	√			
3	Recognize common sight words / DOLCH	MT1PWR-IVa-i-7.1 MT2PWR-IIIa-c-7.7 EN3PWR-Ib-d-19.1	LS1CS/EN-R-PSD-LE-3	√			
4	Recognize common action words in stories read	EN1G-IVa-e-3.4	LS1CS/EN-R-PSD-LE-4	√			
5	Recognize describing words for people, objects, things, and places (color, shape, size, height, weight, length, distance, etc.)	EN1G-Ivf-j-5	LS1CS/EN-R-PSD-LE-5	√			
6	Recognize the use of a/an + noun	EN2G-Ii-9.2	LS1CS/EN-R-PSD-LE-6	√			
7	Interpret written messages, signs, symbols, words, and phrases commonly used at work or in the community		LS1CS/EN-R-PSD-AE-7		√		
8	Read simple sentences		LS1CS/EN-R-PSD-LE-8	√			
8.1	Recognize the parts of a sentence	MT2GA-Ie-f-2.5	LS1CS/EN-R-PSD-LE-8.1	√			
9	Recognize active and passive voice		LS1CS/EN-R-PSD-LE-9	√			
10	Identify the kinds of sentences (i.e., declarative, interrogative)	EN2G-Id-e-1.3	LS1CS/EN-R-PSD-AE-10		√		
10.1	Recognize sentences and nonsentences	EN1G-IIIa-1.1	LS1CS/EN-R-PSD-LE-10.1	√			
10.2	Recognize simple sentences	EN1G-IIIb-1.4	LS1CS/EN-R-	√			

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
			PSD-LE-10.2				
10.3	Recognize telling and asking sentences	EN1G-IIIC-1.3; EN1G-IIId-1.3; ENG1G-IIIE-1.3	LS1CS/EN-R- PSD-LE-10.3	√			
10.4	Recognize simple, compound, complex, and compound-complex sentences	EN6SS-IVc-1.10	LS1CS/EN-R- PSD-LS-10.4			√	
10.5	Recognize declarative, imperative, interrogative, and exclamatory sentences	EN3G-Ic-1.3	LS1CS/EN-R- PSD-LE-10.5	√			
11	Recognize punctuation marks (period, question mark, exclamation point)	EN2G-IIIC-1.6	LS1CS/EN-R- PSD-LE-11	√			
12	Interpret simple written sentences		LS1CS/EN-R- PSD-LE-12	√			
	e.g.,sentences whose contents are related to: -immediate needs -specific activities in the community or workplace						
13	Interpret elaborately written sentences		LS1CS/EN-R- PSD-AE-13		√		
	e.g.,sentences whose contents are related to: -immediate needs -specific activities in the community or workplace -current goal -urgent matters						
14	Interpret the parts of important documents and forms when necessary <ul style="list-style-type: none"> <li>• Application form</li> <li>• Bio-data/ Resume/ Curriculum Vitae</li> <li>• Passport / Visa</li> <li>• Land title</li> <li>• Deed of Sale</li> <li>• Tax-related documents (TIN, community tax certificate)</li> <li>• Commission on Elections form, voter’s registration forms</li> </ul>		LS1CS/EN-R- PSD-AS-14				√

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
	<ul style="list-style-type: none"> <li>• Bank forms (withdrawal, deposit, loans, ATM, credit cards)</li> <li>• Civil registry forms (birth/marriage/baptismal certificates)</li> </ul>						
15	Read simple directions related to various household or work activities such as: <ul style="list-style-type: none"> <li>• medicine labels and instructions for use</li> <li>• sanitation labels (waste management/segregation)</li> <li>• recipes</li> <li>• preparation and use of fertilizers, pesticides, and animal feeds</li> <li>• health and sanitation requirements on food handling and preservation</li> <li>• doctor’s prescription</li> </ul>		LS1CS/EN-R-PSD-LS-15			√	
16	Interpret themes and messages that are not clearly and explicitly stated in the passage, text, or selection		LS1CS/EN-R-PSD-AS-16				√
17	Interpret important points in commonly found written materials in the household, workplace, or community <ul style="list-style-type: none"> <li>• Simple written messages</li> <li>• Letters</li> <li>• Newspapers, advertisements</li> <li>• Posters or community announcements</li> <li>• Sections from the Bible or the Koran</li> <li>• Work-related documents such as contracts, pay slips, bank forms</li> <li>• Business-related documents such as deed of sale, forms used in cooperatives and associations, quotations</li> <li>• Reports on community problems</li> </ul>		LS1CS/EN-R-PSD-LS-17			√	
18	Give one’s opinion on materials read (e.g., literary materials, newspapers, magazines, ebook)	EN3A-IIIIf-g-1	LS1CS/EN-R-PSD-LS-18			√	
19	Point out positive values in materials read		LS1CS/EN-R-PSD-LE-19	√			



**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
20	Interpret common abbreviations, clipped words, acronyms, titles, contractions, etc.: · common abbreviations (e.g., Phil., Prov., Mun.) · titles (e.g., Hon., Rev., Brgy. Capt., Dr., Mr., Mrs., Atty., Sgt., Col.) · contractions (e.g., don't, isn't, doesn't, etc.) · acronyms (e.g., DepEd, DOH, DSWD, LTO, DPWH, HIV/AIDS) · clipped words e.g., (jeep, ID, gym, memo)	MT2VCD-Ii-i-4.1 EN3V-IIIa-7	LS1CS/EN-R- PSD-AE-20		√		
21	State messages taken from print and nonprint materials (e.g., literary texts, ebooks, blogs)		LS1CS/EN-R- PSD-AE-21		√		
22	Use skimming and scanning to locate specific information from various materials	EN7RC-Ia-7	LS1CS/EN-R- PSD-AE-22		√		
23	Develop scanning ability		LS1CS/EN-R- PSD-AE-23		√		
	* Define memory				√		
	* Describe some techniques for improving memory				√		
	> practice the techniques to improve your memory				√		
	* Apply the six Rs of memorizing in your daily life				√		
24	Interpret correctly the information gathered from various sources		LS1CS/EN-R- PSD-LS-24			√	
25	Interpret simple map to locate places, interpret pictographs, and recognize signs and symbols (e.g., barangays, municipalities, cities, provinces, and capitals)	EN3RC-IVC-d-1.2 EN3RC-IVe-g-1.2 EN7RC-Ii-14	LS1CS/EN-R- PSD-AS-25				√
26	Sequence steps in the activities or events in written materials (e.g., preparing land for planting, following a recipe, arranging historical events, and implementing a project)		LS1CS/EN-R- PSD-LS-26			√	

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
27	Describe cause-and-effect relationships about common problems in materials read <ul style="list-style-type: none"> <li>• Food shortage</li> <li>• Air pollution</li> <li>• Water contamination</li> <li>• Soil erosion</li> <li>• Drying up of streams, springs, and rivers</li> </ul>		LS1CS/EN-R-PSD-AS-27				√
28	Gather information from materials read using available information technology (IT) e.g., cellphones (text messages), compact discs (CDs), websites <ul style="list-style-type: none"> <li>• organize information from materials read</li> <li>• note details from the text</li> <li>• identify major ideas and supporting details</li> <li>• identify the basic sequence of events and make relevant predictions about stories</li> <li>• identify cause and effect</li> <li>• outline information</li> <li>• summarize information</li> <li>• make generalizations</li> </ul>	EN3RC-11c-e-2.2 EN4RC-Ia-2.2 EN3RC-IO-2.10 EN4RC-ID-e-24 EN2RC-IVe-f-2.4 EN7RC-IVe-2-2.10 EN7RC-Nf-10.3 EN5RC-IN-2.15.1 EN5RC-IIi-2.15.2 EN7RC-IVn-2.15.1	LS1CS/EN-R-PSD-AS-28				√
29	Make an outline from a selection read	EN5RC-IIi-2.15.1	LS1CS/EN-R-PSD-LS-29			√	
29.1	Use appropriate graphic organizers for texts read	EN4SS-IIIe-12 EN6RC-IVf-2.15.2	LS1CS/EN-R-PSD-LS-29.1			√	
29.2	Interpret the messages of the different authentic texts		LS1CS/EN-R-PSD-LS-29.2			√	
29.3	Evaluate a variety of information texts		LS1CS/EN-R-PSD-AS-29.3				√
30	Analyze information gathered in terms of: authenticity, relevance, and worth from current issues (local, national, international)		LS1CS/EN-R-PSD-AS-30				√
30.1	Distinguish fact from opinion	EN5LC-IIId- 2.10	LS1CS/EN-R-PSD-AE-30.1		√		

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
30.2	Analyze views, ideas, and values presented		LS1CS/EN-R-PSD-LS-30.2			√	
30.3	Make inferences from passages		LS1CS/EN-R-PSD-LS-30.3			√	
30.4	Draw conclusions from materials read		LS1CS/EN-R-PSD-AE-30.4		√		
30.5	Predict outcomes of situations presented in written materials		LS1CS/EN-R-PSD-LS-30.5			√	
31	Demonstrate love for reading by participating in activities like attending book fairs, visiting libraries, and subscribing to publications/buying books of interest		LS1CS/EN-R-PSD-LS-31			√	
32	Identify different Filipino and English literary forms <ul style="list-style-type: none"> <li>• Folk tale ("The Monkey and the Turtle" by José Rizal)</li> <li>• Speech ("I Am A Filipino" by Carlos P. Romulo)</li> <li>• Biography (Ferdinand Marcos, dictator, President, 1917–1989)</li> <li>• Drama ("Dyesebel", "Darna")</li> <li>• Essay ("Heritage of Smallness" by Nick Joaquin)</li> <li>• Short story (e.g., "The Happiest Boy in the World" by N.V.M. Gonzales)</li> <li>• Novel (<i>El Filibusterismo</i>[ <i>The Reign of Greed</i>] by José Rizal)</li> <li>• Poetry ("Last Farewell" by José Rizal , "Nine Thousand Thrill by Bernard F. Asuncion)</li> </ul>		LS1CS/EN-R-PSD-AS-32				√
33	Show an understanding and appreciation of various literary forms		LS1CS/EN-R-PSD-AE-33		√		
33.1	Analyze a narrative in terms of its characters, setting, and sequence of events		LS1CS/EN-R-PSD-LS-33.1			√	
33.2	Infer the theme of literary text	EN5RC-Ib-2.9.1	LS1CS/EN-R-PSD-AE-33.2		√		
33.3	Identify main idea, key sentences, and supporting details of a given paragraph	EN5RC-IIb-2.21 EN7WC-IIg-5.2	LS1CS/EN-R-PSD-LE-33.3	√			

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
33.4	Analyze figures of speech (simile, metaphor, personification, hyperbole) in a given text	EN5RC-If-2.3 EN6RC-Ie-6.10	LS1CS/EN-R- PSD-LS-33.4			√	
33.5	Summarize narrative texts based on elements		LS1CS/EN-R- PSD-AE-33.5		√		
34	Improve library use		LS1CS/EN-R- PSD-LS-34			√	
34.1	Identify the various resources found in a library	EN7SS-IIa-1	LS1CS/EN-R- PSD-LS-34.1			√	
	> use a card catalog efficiently in searching for a particular topic					√	
34.2	Utilize the different services in a library for optimum results	EN7SS-IIa-1	LS1CS/EN-R- PSD-LS-34.2			√	

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

**LEARNING STRAND 1: COMMUNICATION SKILLS (ENGLISH)**

**Content Standard:** Writing

**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		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
1	Generate ideas through prewriting activities	EN2WC-IVa-c-1/ EN3WC-IIa-b-1	LS1CS/EN-W- PSE-LE-1	√			
1.1	Brainstorming	EN3WC-IIa-1.1	LS1CS/EN-W- PSE-LS-1.1			√	
1.2	Webbing	EN3WC-IIb-1.2	LS1CS/EN-W- PSE-LE-1.2	√			
1.3	Drawing	EN3WC-IIc-1.3	LS1CS/EN-W- PSE-LE-1.3	√			
1.4	Formulate who, what, when, where, why, and how questions	EN7G-IV-f-6.2	LS1CS/EN-W- PSE-LE-1.4	√			
2	Write letters of the alphabet and numbers correctly in writing information about: <ul style="list-style-type: none"> <li>• oneself</li> <li>• names of other family members</li> <li>• one’s and other people’s address</li> <li>• birth dates and other dates important to the family</li> <li>• numbers 1 to 99</li> </ul>	EN4WC-IIIa-26 EN10L-IIIa-b – 1.17	LS1CS/EN-W- PSE-LE-2	√			
3	Write simple words legibly, accurately, and neatly	EN3WC-IIIa-1	LS1CS/EN-W- PSE-LE-3	√			
4	Use reflexive and intensive pronouns	EN10G-Ia-27	LS1CS/EN-W- PSE-LE-4	√			
5	Identify and use words that show degrees of comparison of adjectives in sentences	EN4G-IIIc-14	LS1CS/EN-W- PSE-LE-5	√			
6	Identify and use the correct order of adjectives in a series in sentences	EN4G-IIIId-15	LS1CS/EN-W- PSE-LE-6	√			

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
7	Identify and use adverbs of place and time in sentences	EN4G-IIIe-16	LS1CS/EN-W-PSE-LE-7	√			
8	Write simple sentences to:	EN7WC-IIIa-2.2					
8.1	* introduce oneself, e.g., "I am _____"		LS1CS/EN-W-PSE-LE-8.1	√			
8.2	* tell something about members of the family		LS1CS/EN-W-PSE-LE-8.2	√			
9	Formulate short replies	EN7G-IV-h-6.1	LS1CS/EN-W-PSE-LE-9	√			
10	Write a phrase then a sentence on different issues, activities, or occasions (e.g., at home, in the community, in the workplace, local, national, and international issues)	EN1G-IIIa-1.1 EN1G-IIIb-1.4 EN1G-IIIc-1.3 EN1G-IIId-1.3 EN1G-IIIE-1.3	LS1CS/EN-W-PSE-LE-10	√			
11	Write simple, compound, and complex sentences on different activities, issues, or concerns		LS1CS/EN-W-PSE-LE-11	√			
12	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)	EN5WC-IIi-1.8.3 EN7WC-Ia-4.1	LS1CS/EN-W-PSE-AE-12		√		
13	Compare clear and coherent sentences using appropriate grammatical structures: <ul style="list-style-type: none"> <li>• aspects of verbs</li> <li>• modals</li> <li>• conjunctions</li> <li>• subject-verb agreement</li> <li>• kinds of adjectives</li> <li>• order of adjectives</li> <li>• degrees of adjectives</li> </ul>	EN5G-Ia-3.3	LS1CS/EN-W-PSE-AE-13		√		

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
14	Use a particular kind of sentence for a specific purpose and audience: <ul style="list-style-type: none"> <li>• asking permission</li> <li>• making requests</li> <li>• responding to questions</li> <li>• following and giving directions</li> <li>• giving information</li> <li>• explaining</li> <li>• expressing opinions/emotions</li> <li>• making assertions</li> </ul>	EN5G-IIIa-1.8.3 EN6SS-IIIa-1.8.1	LS1CS/EN-W- PSE-LS-14			√	
15	Use various types and kinds of sentences for effective communication of information/ideas <ul style="list-style-type: none"> <li>• compound sentences</li> <li>• complex sentences</li> <li>• compound-complex sentences</li> </ul>	EN6SS-IVa-1.8	LS1CS/EN-W- PSE-LS-15			√	
16	Compose clear and coherent sentences using appropriate grammatical structures: <ul style="list-style-type: none"> <li>• pluralization of regular nouns</li> <li>• tenses of verbs</li> <li>• aspects of verbs</li> <li>• subject-verb agreement</li> <li>• adverbs of intensity</li> <li>• adverbs of frequency</li> <li>• adverbs of manner</li> <li>• adverbs of place and time</li> </ul>	EN6G-Ia-2.3.1	LS1CS/EN-W- PSE-LS-16			√	
17	Observe correct subject-verb agreement	EN7G-I-a-11	LS1CS/EN-W- PSE-LE-17	√			
18	Observe correct grammar in formulating definitions	EN10G-IIa-29	LS1CS/EN-W- PSE-AE-18		√		
19	Use words and expressions that affirm or negate	EN10G-IIe-28	LS1CS/EN-W- PSE-AE-19		√		
20	Use the past and past perfect tenses correctly in varied contexts	EN7G-III-h-3	LS1CS/EN-W- PSE-AE-20		√		

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
21	Use words to express evaluation	EN9G-IVh-24	LS1CS/EN-W- PSE-AS-21				√
22	Identify the parts of a paragraph	EN7WC-IIf-5.2 EN7WC-IIe-5.1 EN7WC-If-2.8.1	LS1CS/EN-W- PSE-AE-22		√		
23	Organize ideas in an outline		LS1CS/EN-W- PSE-AE-23		√		
24	Organize ideas through an outline/ graphic organizer / graph in preparing:	EN4WC-IVa-34 EN7WC-IVc-1.3 EN8WC-Ig-6.2	LS1CS/EN-W- PSE-LS-24			√	
	<ul style="list-style-type: none"> <li>• minutes of meetings</li> <li>• written reports</li> <li>• financial reports</li> <li>• project proposals</li> <li>• lectures</li> <li>• speeches</li> <li>• radio or television broadcast</li> </ul>						
	• Pick out key words / key ideas						
	• Identify supporting details						
	• Sequence ideas correctly						
	• Make summary statements						
• Choose a consistent format							
25	Write simple paragraphs on different activities, issues, or concerns		LS1CS/EN-W- PSE-AE-25		√		
26	Write in well-organized, coherent, and grammatically correct paragraphs that talk about oneself, country, and the world	EN5WC-Ia-1.1.6.1 EN3WC-III-j-2.6 EN3WC-IIIId-e-2.6 EN8WC-IIId-2.8 EN8WC-Ib-1.1.6	LS1CS/EN-W- PSE-LS-26			√	
27	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	EN3WC-Ia-j-4 EN7WC-If-2.8.1 EN7WC-Ig-4.4	LS1CS/EN-W- PSE-AS-27				√



**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
28	Use the passive and active voice meaningfully in varied contexts	EN7G-III-c-2	LS1CS/EN-W-PSE-AE-28		√		
29	Use adverbs in narration	EN9G-IIa-19	LS1CS/EN-W-PSE-LS-29			√	
30	Share ideas using opinion-marking signals	EN8RC-IIIa-10	LS1CS/EN-W-PSE-LS-30			√	
31	<p>Write correctly and clearly letters/notices for business or community participation purposes</p> <ul style="list-style-type: none"> <li>• Letter of application (print and nonprint)</li> <li>• Letter ordering goods/commodities</li> <li>• Letter of complaint</li> <li>• Letter of apology</li> <li>• Notices of meetings/meeting agenda (e.g., barangay meetings)                             <ul style="list-style-type: none"> <li>• Flyers, posters, pamphlets, or brochures on                                     <ul style="list-style-type: none"> <li>- a health campaign</li> <li>- a community development program</li> <li>- a community socioeconomic profile</li> <li>- advertising a business</li> </ul> </li> </ul> </li> <li>• Appeals</li> <li>• Minutes of a meeting or workshop proceedings                             <ul style="list-style-type: none"> <li>- family planning</li> <li>- clean-up drive</li> <li>- clean and green program</li> <li>- beautification programs/campaign</li> <li>- waste segregation</li> </ul> </li> <li>• Letter to barangay officials, mayor, etc. to:                             <ul style="list-style-type: none"> <li>- obtain a business permit</li> <li>- advertise a new product</li> <li>- apply for a market stall</li> <li>- announce the opening of a store/restaurant, etc.</li> </ul> </li> <li>• Simple proposal for a community project                             <ul style="list-style-type: none"> <li>- construction of a basketball court</li> <li>- construction of a barangay/community learning center</li> </ul> </li> </ul>		LS1CS/EN-W-PSE-LS-31			√	

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
	<ul style="list-style-type: none"> <li>- organization of cooperatives for market vendors</li> <li>- organization of a basketball league / fun run</li> <li>• Simple report on a project completed or barangay proceedings               <ul style="list-style-type: none"> <li>- cleanliness campaign/drive project of market vendors</li> <li>- road construction of the market</li> </ul> </li> <li>• Community or agricultural survey reports</li> <li>• Blogs, wikis</li> </ul>						
32	Write clearly for business / academic purpose (e.g., business correspondence, research, book reviews, proposals, etc.)		LS1CS/EN-W-PSE-AS-32				√
	• Use different models of paragraph development						√
	• Make use of different sense impressions to heighten visualization						√
	• Suit the language to the purpose of the writing activity						√
33	Use written language to express one’s ideas and feelings clearly and appropriately	EN3WC-IIIb-c-3 EN4WC-IIa-15 EN7WC-IVa-2.8.4	LS1CS/EN-W-PSE-AE-33		√		
34	Use the passive and active voice meaningfully in varied contexts	EN7G-III-c-2 EN9G-Iva-22	LS1CS/EN-W-PSE-AE-34		√		
35	Use verbals	EN9G-IIIa-21	LS1CS/EN-W-PSE-AE-35		√		
36	Use appropriate modifiers	EN8G-IVa-15	LS1CS/EN-W-PSE-AE-36		√		
37	Use appropriate cohesive devices in composing an informative speech	EN8G-Ia-8	LS1CS/EN-W-PSE-LS-37			√	
38	Use appropriate cohesive devices in composing a persuasive speech		LS1CS/EN-W-PSE-AE-38		√		
39	Use emphasis markers for persuasive purposes	EN8G-IIIe-12	LS1CS/EN-W-PSE-AE-39		√		
40	Use appropriate cohesive devices in composing a speech for special occasions		LS1CS/EN-W-PSE-LS-40			√	
41	Use appropriate logical connectors for emphasis	EN8G-IVa-16	LS1CS/EN-W-PSE-AS-41				√

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

No.	Learning Competency	Code		EL		SL	
		K to 12	ALS	LE (Gr.2–3)	AE (Gr.4–6)	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
42	Use a variety of informative, persuasive, and argumentative writing techniques	EN2WC-IVa-e-22 EN7WC-Ia-4.1	LS1CS/EN-W- PSE-AS-42				√
43	Use conditionals in expressing arguments	EN9G-IIe-20	LS1CS/EN-W- PSE-LS-43			√	
	• Use words and expressions that emphasize a point	EN10G-Ic-26				√	
44	Use normal and inverted word order in creative writing	EN9G-Ia-17	LS1CS/EN-W- PSE-AS-44				√
45	Show appreciation of prose and poetry by composing rhymes, jingles, poems, and essays	EN3WC-IIIh-2.4	LS1CS/EN-W- PSE-AE-45		√		
46	Observe the language of research, campaigns, and advocacies	EN10G-IVa-32	LS1CS/EN-W- PSE-AS-46				√

## K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)

### CODE LEGEND

#### Learning Strand Code

Learning Strand 1	Communication Skills	LS1CS
Learning Strand 2	Scientific Literacy 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 Literacy	LS6DL

#### ALS Level Code

Basic Literacy	BL
Elementary Level (Lower)	LE
Elementary Level (Advanced)	AE
Junior High School	LS
Senior High School	AS

Filipino	
Antas Elementarya (Mababa)	AEMB
Antas Elementarya (Mataas)	AEMT
Junior High School	ASMB
Senior High School	ASMT

**K TO 12 BASIC EDUCATION CURRICULUM FOR THE ALTERNATIVE LEARNING SYSTEM (ALS-K TO 12)**

**LEARNING STRAND 1: COMMUNICATION SKILLS**

***ENGLISH***

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

<b>LEGEND</b>		<b>SAMPLE</b>	
First Entry	Learning Strand and Area	Learning Strand 1 Communication Skills English	LS1CS/EN
Uppercase Letter/s	Content Standard	Listening	L
	Performance Standard	Performance Standard	PSA
	Level	Elementary Level (Advanced)/ Senior High School	AE/AS
Arabic Number	Learning Competency	Learning Competency	4

<b>Learning Area</b>	<b>Code</b>
English	EN

<b>Content Standard</b>	<b>Code</b>
Listening	L
Reading	R
Speaking	S
Viewing	V
Writing	W