



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)

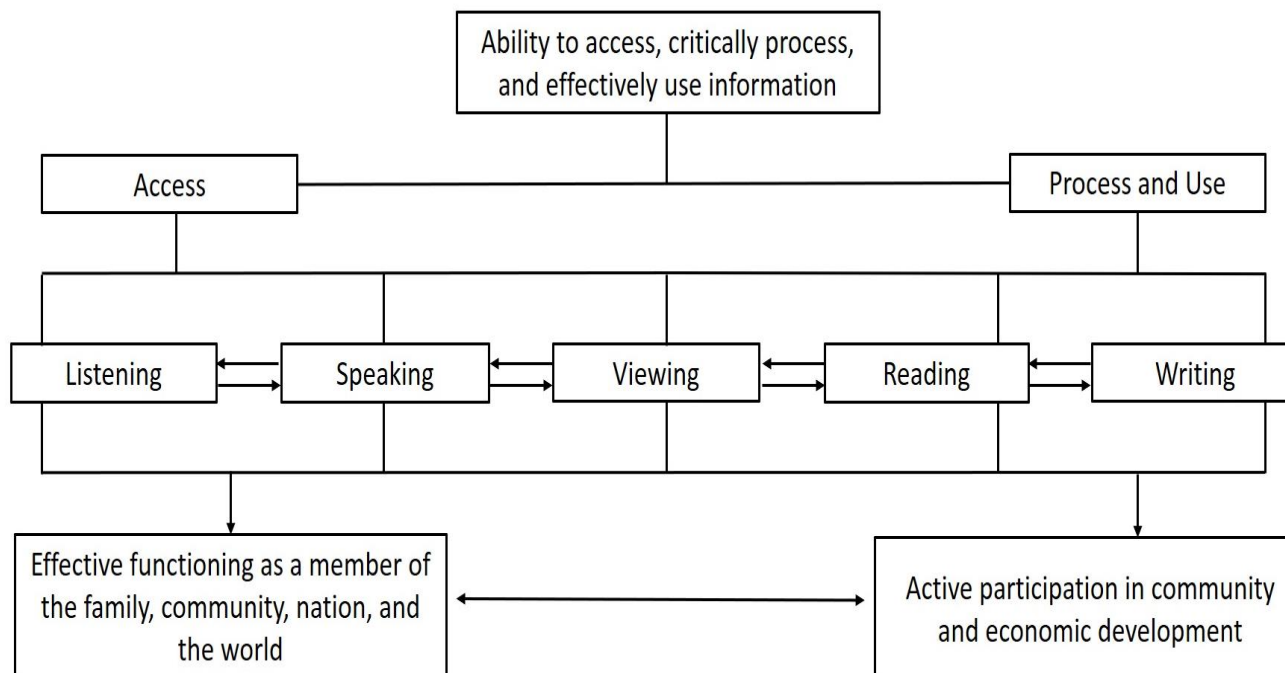
LEARNING STRAND 1: COMMUNICATION SKILLS *ENGLISH*

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.



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

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:

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| 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 | : | Show an understanding of most conversations in the language being acquired (understanding most conversations containing unfamiliar vocabulary but not necessarily all the details). |
| Senior High School | : | 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

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

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.

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| 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 | : | Ask questions and correctly answer questions related to current issues presented in TV and radio programs encouraging audience participation. |
| Senior High School | : | 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:

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

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

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).

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

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 | |
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| | 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"> ● Conversations ● Telephone calls ● Religious leaders' sermons/homilies/preaching ● Formal and informal discussions of people on the streets, market place, etc. ● Radio and television programs ● Radio and television ads ● Radio and television interviews | 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"> ● Conversations ● Formal and informal discussions | | LS1CS/EN-L-PSA-BL-5 |

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

| Learning Competencies | Code | |
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| | K to 12 | ALS |
| <ul style="list-style-type: none"> ● Telephone calls ● Religious leader’s sermons/homilies/preaching ● Announcements ● Radio and television ads | | |
| 6. Show understanding of oral messages: <ul style="list-style-type: none"> ● meant to inform, e.g., radio and TV programs, ads, newscasts; ● meant to entertain, e.g., talk shows, soap opera, movies; and ● meant to give directions (Do-it-yourself-materials): <ul style="list-style-type: none"> - games - recipes - projects | 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"> ● keeping eyes focused on the speaker, and ● responding to what the speaker says and does through verbal and non-verbal cues. | 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"> ● Newscast, ● Radio broadcast ● Weather forecast. | 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"> ● Ringing of church bells, etc. ● Fire alarm ● Typhoon signals. | | 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"> ● concentrating on the person speaking ● showing interest in others’ spoken opinions | EN7LC-IVa-8.1 | LS1CS/EN-L-PSA-BL-11 |

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

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

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: 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 | |
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| | K to 12 | ALS |
| 1. Use everyday expressions correctly in appropriate situations. <ul style="list-style-type: none"> ● Introductions <ul style="list-style-type: none"> - How do you do? ● Greetings <ul style="list-style-type: none"> - How are you? - Hi! - Hello! ● Leave-taking <ul style="list-style-type: none"> - Goodbye. May I leave for a while? May I leave now? ● Inviting someone <ul style="list-style-type: none"> - Will you join us, Ana? Please join us. - Would you like some refreshments? ● Expressing apology. <ul style="list-style-type: none"> - for hurting others' feelings (I'm sorry that... I'm sorry for...) - for the bad things done | 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 |

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

| Learning Competencies | Code | |
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| | 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"> • home/family discussions/conversations • community assemblies • TV/radio program encouraging audience participation <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"> • 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 | 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"> • 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.” • 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.” • On recreation “My brother and I are going to a movie tonight.” • On election issues | | LS1CS/EN-S-PSB-BL-5 |

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

| Learning Competencies | Code | |
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| | 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"> Weather forecast Survival messages such as typhoon signals, fire alarms, ringing of church bells, etc. News reports Advertisements Government rules, regulations, laws, etc. | 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"> concentrating on the person speaking. showing interest in others' spoken opinions interpreting correctly the meaning of a speaker's tone of voice interpreting what a speaker has said. | 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"> Face-to-face conversations in the home, workplace and community Telephone conversation Extending/accepting an invitation Buying/shopping | 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"> ordinary conversations | 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"> the main points in a meeting | | 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"> happy events in family life | EN2OL-Ia-e-1.5 | LS1CS/EN-S-PSB-BL-12 |

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: 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 | |
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| | 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"> ● name ● address ● one-syllable words such as: "go", "stop", "fish" and "farm" | 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"> ● Written messages <ul style="list-style-type: none"> - No blowing of horns. - Slow down. - Observe silence. ● Road signs <ul style="list-style-type: none"> - School Zone - Danger Zone - Men at Work ● Names of: <ul style="list-style-type: none"> - Hospitals/health centers/clinics - Barangay hall - Advertisements, etc. ● Traffic signs <ul style="list-style-type: none"> - Colored lights (red, yellow, green) - Traffic enforcers' hand signals | 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 |

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

| Learning Competencies | Code | |
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| | K to 12 | ALS |
| 4. Interpret simple written sentences, e.g., sentences whose contents are related to: <ul style="list-style-type: none"> ● immediate needs ● specific activities in the community or workplace | 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"> ● Bio-data <ul style="list-style-type: none"> ● Bank forms (withdrawal, deposit, loans) ● Commission on Election form, voter's registration forms | 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"> ● medicine labels and instructions for use ● sanitation labels (waste management/segregation) ● recipes | 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"> ● Work-related documents such as contracts, pay slips, bank forms | 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"> ● I think this story was quite unrealistic. It puts the Filipino culture in a very bad light. ● I think that the story about the Snowwhite and the Seven Dwarfs is not appropriate for adults. It is more appropriate for children. | 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"> ● The Color Purple teaches us about courage in the face of great trials and the importance of faith and friendship. ● The Boy Who Cried Wolf teaches us the value of always being truthful and honest. | EN8VC-IIa-17 | LS1CS/EN-R-PSC-BL-9 |

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

| Learning Competencies | Code | |
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| | K to 12 | ALS |
| 10. 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 | 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"> ● Preparing land for planting ● Following recipe | 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) <p>13.1 Analyze information gathered in terms of: authenticity, relevance and worth.</p> <ul style="list-style-type: none"> ● Current issues (local, national, international) ● Results of community/health surveys | 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"> ● Attending book fairs ● Going to bookstores ● Going to libraries | | LS1CS/EN-R-PSC-BL-14 |

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

| Learning Competencies | Code | |
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| | K to 12 | ALS |
| 15. Analyze information from a number of sources. <ul style="list-style-type: none"> ● Written and multi-media materials <ul style="list-style-type: none"> - books - posters, brochures, billboards - video clips - audio tapes | 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"> ● oneself ● names of other family members ● one’s and other people’s address ● birth dates and other dates important to the family ● numbers 1 to 99 (See Learning Strand 2 –Numeracy skills) | 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"> ● 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 EN3G-Ib-1.4 | LS1CS/EN-W-PSD-BL-3 |
| 4. Write correctly and clearly for personal purposes. <ul style="list-style-type: none"> ● Thank you note ● Letter of sympathy ● Invitations and family-related announcements ● Diary or journal entries of significant events ● Notes to family/community members regarding chores and other household matters ● Love letters | 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"> ● Bank forms (deposit, withdrawal, loan) ● Commission on Election (COMELEC) forms (registration, voters ID, sample ballots) ● Bio-data ● Survey forms | 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"> ● rhymes ● jingles | | 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-IIId-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"> • understanding conversations to recount details | | | | √ | | |
| | <ul style="list-style-type: none"> • understanding most conversations containing unfamiliar vocabulary but not necessarily all the details | | | | | √ | |
| | <ul style="list-style-type: none"> • understanding conversations to recount accurately specific details | | | | | | √ |
| 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"> • 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 • using a recipe as guide to food preparation • following medical advice and prescriptions • performing simple experiments | | 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"> • gender issues • family planning / early pregnancy • family conflict • moral issues • citizenship issues (elections, community participation) • environmental issues (water, air, and soil pollution/soil erosion) • substance abuse • prices of commodities • bullying • road traffic / traffic problem • human rights violations • Philippine tourism • K to 12 / Grades 11–12 | | 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"> • Introductions (e.g., talk about one’s personal information) • Greetings (e.g., How do you do, How are you, Hi, and Hello) • Leaving (e.g., Goodbye, May I leave for a while, and May I leave now?) • Inviting someone (e.g., Will you join us, Ana?) • Expressing apology (e.g., I’m sorry that...), gratitude/ appreciation • Seeking directions (e.g., How can I get to...) • Asking for help (e.g., Can I ask your assistance...) • Query and clarification (e.g., May I know...) | 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 | | √ | | |

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 |
| 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, isn't it?) | 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"> • asking permission • making requests • responding to questions • following and giving directions • giving information • explaining • expressing opinions/emotions • making assertions | 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"> • Subject-verb agreement • Simple sentence construction • Simple tenses | 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-IIId-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"> • Idiomatic expressions (e.g., pain in the neck, this is my bread and butter) • Proverbs (e.g., A stitch in time saves nine, An ounce of prevention is better than a pound of cure) Figurative language such as: <ul style="list-style-type: none"> • Simile: e.g., The moon looks like a lamp in the air. • Metaphor: e.g., The moon was a ghostly galleon tossed upon cloudy seas. • Personification: e.g., And this same flower that smiles today, tomorrow will be dying. • Hyperbole: e.g., I've told you that a million times! | 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"> · to encourage others · to inspire positive actions | | 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"> • Delivering an invocation or prayer • Conducting a meeting (e.g., “What do you think of...”) • Selling products and providing services (e.g., “Your suggestions make a lot of sense. They will help us improve our products.”) • Conducting an interview (e.g., “Thank you for giving us your time.”) | | 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-IIf-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-IIIId-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"> • 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 | | 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 | |
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| | | K to 12 | ALS | LE (Gr.2–3) | AE (Gr.4–6) | JUNIOR HIGH SCHOOL | SENIOR HIGH SCHOOL |
| | <ul style="list-style-type: none"> • Bank forms (withdrawal, deposit, loans, ATM, credit cards) • Civil registry forms (birth/marriage/baptismal certificates) | | | | | | |
| 15 | Read simple directions 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) • recipes • preparation and use of fertilizers, pesticides, and animal feeds • health and sanitation requirements on food handling and preservation • doctor’s prescription | | 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"> • Simple written messages • Letters • Newspapers, advertisements • Posters or community announcements • Sections from the Bible or the Koran • Work-related documents such as contracts, pay slips, bank forms • Business-related documents such as deed of sale, forms used in cooperatives and associations, quotations • Reports on community problems | | 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 | |
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| | | 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"> • Food shortage • Air pollution • Water contamination • Soil erosion • Drying up of streams, springs, and rivers | | 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"> • organize information from materials read • note details from the text • identify major ideas and supporting details • identify the basic sequence of events and make relevant predictions about stories • identify cause and effect • outline information • summarize information • make generalizations | 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 | |
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| | | 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"> • Folk tale (“The Monkey and the Turtle” by José 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 (<i>El Filibusterismo</i>[<i>The Reign of Greed</i>] by José Rizal) • Poetry (“Last Farewell” by José Rizal , “Nine Thousand Thrill by Bernard F. Asuncion) | | 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 | |
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| | | 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"> • oneself • names of other family members • one’s and other people’s address • birth dates and other dates important to the family • numbers 1 to 99 | 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 | |
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| | | 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- 1.3EN1G-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"> • aspects of verbs • modals • conjunctions • subject-verb agreement • kinds of adjectives • order of adjectives • degrees of adjectives | 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 | |
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| | | 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"> • asking permission • making requests • responding to questions • following and giving directions • giving information • explaining • expressing opinions/emotions • making assertions | 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"> • compound sentences • complex sentences • compound-complex sentences | 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"> • pluralization of regular nouns • tenses of verbs • aspects of verbs • subject-verb agreement • adverbs of intensity • adverbs of frequency • adverbs of manner • adverbs of place and time | 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 | |
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| | | 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"> • minutes of meetings • written reports • financial reports • project proposals • lectures • speeches • radio or television broadcast | | | | | | |
| | • 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 | |
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| | | 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"> • Letter of application (print and nonprint) • Letter ordering goods/commodities • Letter of complaint • Letter of apology • Notices of meetings/meeting agenda (e.g., barangay meetings) <ul style="list-style-type: none"> • Flyers, posters, pamphlets, or brochures on <ul style="list-style-type: none"> - a health campaign - a community development program - a community socioeconomic profile - advertising a business • Appeals • Minutes of a meeting or workshop proceedings <ul style="list-style-type: none"> - family planning - clean-up drive - clean and green program - beautification programs/campaign - waste segregation • Letter to barangay officials, mayor, etc. to: <ul style="list-style-type: none"> - obtain a business permit - advertise a new product - apply for a market stall - announce the opening of a store/restaurant, etc. • Simple proposal for a community project <ul style="list-style-type: none"> - construction of a basketball court - construction of a barangay/community learning center | | 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 | |
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| | | K to 12 | ALS | LE (Gr.2–3) | AE (Gr.4–6) | JUNIOR HIGH SCHOOL | SENIOR HIGH SCHOOL |
| | <ul style="list-style-type: none"> - organization of cooperatives for market vendors - organization of a basketball league / fun run • Simple report on a project completed or barangay proceedings <ul style="list-style-type: none"> - cleanliness campaign/drive project of market vendors - road construction of the market • Community or agricultural survey reports • Blogs, wikis | | | | | | |
| 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**

| LEGEND | | SAMPLE | |
|--------------------|--------------------------|----------------------------------------------------|----------|
| 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 |

| Learning Area | Code |
|----------------------|-------------|
| English | EN |

| Content Standard | Code |
|-------------------------|-------------|
| Listening | L |
| Reading | R |
| Speaking | S |
| Viewing | V |
| Writing | W |