DepEd MEMORANDUM
No.   65   , s. 2014

ADDITIONAL LEARNING RESOURCES IN THE IMPLEMENTATION OF GRADE 3 ENHANCED CURRICULUM UNDER THE K TO 12 PROGRAM

To: Undersecretaries
        Assistant Secretaries
        Bureau Directors
        Directors of Services, Centers and Heads of Units
        Regional Directors
        Schools Division Superintendents
        Heads, Public and Private Elementary Schools
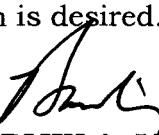   All Others Concerned

1.   To support the implementation of Grade 3 Enhanced Curriculum under the K to 12 Program, the Department of Education (DepEd) through the Bureau of Elementary Education (BEE), is providing the lists of available learning resources in schools as additional reference materials for planning instruction across the three subject areas, namely, English, Mathematics, and Filipino.

2.   The suggested lists of learning resources are contained in the following enclosures:

        Enclosure No. 1 – English;
        Enclosure No. 2 – Mathematics; and
        Enclosure No. 3 – Filipino.

3.   The regional and schools division offices are encouraged to conduct an inventory of existing materials available in their locality to supplement the lists of learning resources contained in this DepEd Memorandum. Likewise, they should ensure that every public elementary school be provided with these learning resources.

4.   Immediate dissemination of this Memorandum is desired.

BR. ARMIN A. LUISTRO FSC
Secretary

Encls.: As stated
Reference: DepEd Memorandum: No. 92, s. 2013
To be indicated in the Perpetual Index
        under the following subjects:

        CURRICULUM   PROGRAMS
        INVENTORY   PUPILS
        LISTS   SCHOOLS

Unit 1: Looking Around Me

GRADE THREE LEARNING COMPETENCY	LEARNING MATERIALS
	English for You and Me (Reading Textbook)
EN3LC-IIa-j-2.1 Note important details	pages 10-11
EN3LC-IIc-3.6 Follow one-to-three step directions	page 3
EN3OL-IId-e-1.17.1 Give one-to-three step directions	page 12
EN3LC-Ia-j-2 Activate prior knowledge based on the stories to be read	page 15
EN2V-Ie-14 Classify common words into conceptual categories (e.g. animals, foods, toys)	page 16
EN3RC-I0-2.2 Note details regarding character, setting and plot	pages 16-17
EN3RC-I0-2.2 Note details regarding character, setting and plot	page 22
EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean	page 23
EN1V-IVj-27 Read word with affixes	pages 36-40
EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean	Page 44, 70,86, 105, 111, 120, 128
EN3LC-IIa-j-2.1 Note important details	Pages 56-57
EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean	Page 70

Competency	English for You and Me (Language Textbook)
EN3V-IVa-j-12.3 Determine what words mean based on how they are used in a sentence	pages 87 - 110
EN3RC-IO -2.10 Sequence 3 events	
EN3RC-IIIa-b-2.13 Identify cause and effect	pages 112- 119, 121-126
EN3RC-If-j-2.8 Make and confirm predictions about texts	pages 136-141
EN3LC-IIIe-f-2.4 Propose several predictions about texts/stories listened to	
EN3RC-If-j-2.8 Make and confirm predictions about texts	pages 142-148
EN3RC-IIIa 2.11 Make inferences and draw conslusions based on texts (pictures, title	pages 150-154
EN3LC-Ia-j-2.17 Draw conclusions	
EN3LC-Ia-j-3.15 Differentiate real from make-believe	pages 156-161

GRADE THREE LEARNING COMPETENCY

Competency	English for You and Me (Language Textbook)
EN3G-Ia-1.1 Distinguish sentences from non-sentences	pages 4-5
EN3LC-Ic-2.18 Identify the rhyming words	Pages 10-16
EN3WC-IIa-j-6 Write a thank you letter	Pages 28-33
EN3PWR-IIa-b-22 Read words with initial consonant blends (l, r and s blends)	Pages 39-40,
EN3OL-IId-e-1.17.1 Give one-to-three step directions	Pages 40-46

Standard	Description	Pages
EN3OL-IIa-b-1.17.2	Ask simple questions	Pages 48-54
EN2G-Ig-h-2 .3	Use plural form of regular nouns by adding /s/ or /es/ (e.g., dog, dogs, nouns ending in y)	Pages 55-61
EN3G-IIi-j-2.4	Use plural from of frequently occurring irregular nouns (e.g. children, feet, teeth)	
EN3G-IIa-b-3.4	Use the be-verbs (am, is, are was, were) correctly in sentences	Pages 64-69
EN3G-IIIe-f-4.2.4	Use commonly used possessive pronouns	pages 70-75
EN3G-IIIc-d-4.2.3	Use personal pronouns (e.g. I, you, he, she, it, we, they)	pages 84-90
EN3G-IIIc-d-4.2.3	Use personal pronouns (e.g. I, you, he, she, it, we, they)	page 94
EN3G-IIe-f-3.2.1.1	Use verbs in simple present tense	pages 100- 104
EN3G-IId-f-3.2	Form and use the past tense of frequently occurring regular verbs (walk – walked, etc) **EN3G-IIe-f-3.2.1.1** Use verbs in simple present and past tense	pages 107-113
EN3G-IIi-j-3.2.2	Use verbs in simple future tense	pages 123-127
EN3G-Ib-1.4 Construct simple sentences **EN3G-Ib-1.4.1** Use a declarative sentence **EN3G-ib-1.4.1.1** Differentiate a declarative from an interrogative sentence **EN3G-Ib-1.6** Use proper punctuation for declarative and interrogative sentences **EN3G-Ib-1.4.7** Construct declarative and interrogative sentences		pages 128-134

EN3G-Ib-1.4.8 Identify an exclamatory sentence	
EN3G-Ic-1 Identify an imperative sentence	
EN3G-Ic-1.3 Use different kinds of sentences (e.g. declarative, interrogative, exclamatory, imperative)	
EN3G-Ib-1.4 Construct simple sentences	pages 136- 142
EN3G-IIIf-g-5.3.1 Use descriptive adjectives	pages 143-149
EN3G-IVi-j-5.2 Use the degrees of adjectives in making comparisons (positive, comparative, superlative)	pages 150-155
EN3G-IVi-j-5.2 Use the degrees of adjectives in making comparisons (positive, comparative, superlative)	pages 156-162
EN3G-IVg-h-7.3 Use the most frequently occurring prepositions(e.g. towards, beside,, into, etc.)	pages 167-172

Analyzed by:

[signature]

GALILEO L. GO

Senior Education Program Specialist

Grade 3 Mathematics Competencies and Learning Materials

LEARNING COMPETENCY	LEARNING MATERIALS			
The learner...	Mathematics for Everyday Life Grade 3 Textbook by Adoracion M. Acuna	Math for Today's Children Grade 3 Textbook by Maura G. Tangco and Dalisay T. Villaluz	Discovering Mathematics Today Grade 3 Textbook by Ruth G. de Lara	Discovering Mathematics Today Grade 3 Textbook by Ruth G. de Lara
1. visualizes numbers up to 10 000 with emphasis on numbers 1001 – 10 000.			pp. 4 - 6	
2. gives the place value and value of a digit in 4- to 5-digit numbers.	pp. 8 - 9			pp. 2 - 3
3. reads and writes numbers up to 10 000 in symbols and in words.	pp. 2 - 7	pp. 1 - 7	pp. 10 - 11	pp. 8 - 9
4. rounds numbers to the nearest ten, hundred and thousand.	pp. 12 - 13		pp. 12 - 17	pp. 10 - 15
5. compares numbers up to 10 000 using relation symbols.	pp. 10 - 11	pp. 8 - 10	pp. 24 – 26	pp. 22 - 23
6. orders 4- to 5-digit numbers in increasing or decreasing order.	pp. 10 - 11			
7. identifies ordinal numbers from 1st to 100th with emphasis on the 21st to 100th object in a given set from a given point of reference.				
8. recognizes coins and bills up to PhP1 000.	pp. 16 - 17			
9. reads and writes money in symbols and in words through PhP1 000 in pesos and centavos.	pp. 18 - 19	pp. 16 - 19	pp. 21 - 23	pp. 20 - 21
10. compares values of the different denominations of coins and bills through PhP1 000 using relation symbols.	pp. 20 - 21	pp. 183; 185		
11. adds 3- to 4-digit numbers up to three addends with sums up to 10 000 without and with regrouping.	pp. 28 – 31	pp. 38 – 41; 47 - 58		
12. estimates the sum of 3- to 4-digit addends with reasonable results.		pp.	pp. 38 - 39	pp. 34 - 35
13. adds mentally 2-digit and 1-digit numbers without or with regrouping using appropriate strategies.	p. 41	pp. 41; 60	pp. 40 - 41	pp. 36 - 37
14. adds mentally 2- to 3-digit numbers with multiples of hundreds using appropriate strategies.				

LEARNING COMPETENCY

LEARNING MATERIALS

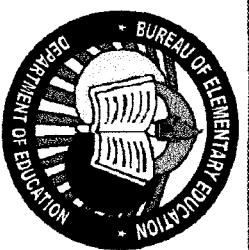| The learner...	Mathematics for Everyday Life Grade 3 Textbook by Adoracion M. Acuna	Math for Today's Children Grade 3 Textbook by Maura G. Tangco and Dalisay T. Villaluz	Discovering Mathematics Today Grade 3 Textbook by Ruth G. de Lara	Discovering Mathematics Today Grade 3 Textbook by Ruth G. de Lara
15. solves routine and non-routine problems involving addition of whole numbers with sums up to 10 000 including money using appropriate problem solving strategies and tools.	pp. 42 - 45	pp. 42 – 46; 59	pp. 42 - 44	pp. 38 - 40
16. creates problems involving addition of whole numbers including money.				
17. subtracts 3- to 4-digit numbers from 3- to 4-digit numbers without and with regrouping.		pp. 67 – 70; 74 - 90	pp. 47 – 49; 52 - 55	pp. 44 – 45; 48 - 49
18. estimates the difference of two numbers with three to four digits with reasonable results.			pp. 56 - 57	pp. 50 - 51
19. subtracts mentally 1- to 2-digit numbers without and with regrouping using appropriate strategies.	p. 55		pp. 58 - 59	pp. 52 - 53
20. subtracts mentally 2- to 3-digit numbers with multiples of hundreds without and with regrouping using appropriate strategies.				
21. solves routine and non-routine problems involving subtraction without or with addition of whole numbers including money using appropriate problem solving strategies and tools.	pp. 58 - 59	pp. 71 – 73; 91 - 97	pp. 60 - 64	pp. 54 - 60
22. creates problems involving addition and/or subtraction of whole numbers including money.				
23. visualizes multiplication of numbers 1 to 10 by 6,7,8 and 9.				
24. visualizes and states basic multiplication facts for numbers up to 10.				
25. applies the commutative property of multiplication.		pp. 64 – 65	pp. 105 - 108	pp. 68 - 69
26. multiplies 2-digit by 1-digit numbers using the distributive property of multiplication.		pp.	pp. 76 - 78	pp. 68 - 69
27. multiplies three 1-digit numbers using the associative property of multiplication.		pp. 66 – 67	pp. 108 - 110	pp. 68 - 69

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28. multiplies 2- to 3-digit numbers by 1-digit numbers without or with regrouping.	pp. 68 – 69		pp. 79 - 84	pp. 70 - 75
29. multiplies 2-digit numbers by 2-digit numbers without regrouping.		pp. 123 – 125		
30. multiplies 2-digit number by 2-digit numbers with regrouping.	pp. 86 - 89			
31. multiplies 2- to 3-digit numbers by multiples of 10 and 100.	pp. 82 - 85			pp. 80 - 81
32. multiplies 1- to 2-digit numbers by 1 000.			pp. 91 - 92	
33. estimates the product of 2- to 3-digit numbers and 1- to 2-digit numbers with reasonable results.			pp. 93 - 94	pp. 82 - 83
34. multiplies mentally 2-digit by 1-digit numbers without regrouping with products of up to 100.	pp. 100 - 103		p. 95	pp. 84 - 85
35. solves routine and non-routine problems involving multiplication without or with addition and subtraction of whole numbers, including money, using appropriate problem solving strategies and tools.	pp. 74 – 77; 104 - 106	pp. 132 - 133	pp. 96 - 100	pp. 86 – 90
36. creates problems involving multiplication or with addition or subtraction of whole numbers, including money.				
37. visualizes and states the multiples of 1- to 2-digit numbers.		pp. 115 - 121		
38. visualizes division of numbers up to 100 by 6,7,8,and 9 (multiplication table of 6, 7, 8, and 9).				
39. visualizes and states basic division facts of numbers up to 10.	pp. 112 – 113	pp. 142 - 144	pp. 104 - 107	pp. 94 - 95

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40. divides 2- to 3-digit numbers by 1- to 2- digit numbers without and with remainder.	pp. 114 – 123; 138 – 139; 142 - 145	pp. 145 – 154	pp. 107 - 129	pp. 96 - 111
41. divides 2- to 3-digit numbers by 10 and 100 without or with remainder.	pp. 140 - 141	pp. 154 – 157	pp. 135 - 136	pp. 116 - 117
42. estimates the quotient of 2- to 3- digit numbers by 1- to 2-digit numbers.			pp. 137 - 138	pp. 118 - 119
43. divides mentally 2-digit numbers by 1-digit numbers without remainder using appropriate strategies.	pp. 154 - 155		pp. 139 - 140	pp. 120 - 121
44. solves routine and non-routine problems involving division of 2- to 4-digit numbers by 1- to 2-digit numbers without or with any of the other operations of whole numbers including money operations of whole numbers including money using appropriate problem solving strategies and tools.	pp. 128 – 129; 156 – 157; 160	pp. 157 - 162	pp. 141 - 146	pp. 122 - 126
45. creates problems involving division or with any of the other operations of whole numbers, including money.				
46. identifies odd and even numbers.	pp.14 - 15	pp. 12 - 15	pp. 19 - 20	pp. 18 - 19
47. visualizes and represents fractions that are equal to one and greater than one.	pp. 168 - 169		pp. 151 - 155	pp. 132 - 135
48. reads and writes fractions that are equal to one and greater than one in symbols and in words.				
49. represents fractions using regions, sets, and the number line.				
50. visualizes and represents dissimilar fractions.				
51. visualizes, represents, and compares dissimilar fractions.	pp. 170 – 171			
52. visualizes, represents, and arranges dissimilar fractions in increasing or decreasing order.	pp. 170 – 171			
53. visualizes and generates equivalent fractions.	pp. 172 – 173	pp. 174 - 177		
54. recognizes and draws a point, line, line segment and ray.	pp. 186 – 187			

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55. recognizes and draws parallel, intersecting and perpendicular lines.	pp. 188 – 189		pp. 172 - 175	pp. 152 - 156
56. visualizes, identifies and draws congruent line segments.	pp. 190 – 191		pp. 176 - 177	pp. 157 - 159
57. identifies and visualizes symmetry in the environment and in design.				
58. identifies and draws the line of symmetry in a given symmetrical figure.				
59. completes a symmetric figure with respect to a given line of symmetry.				
60. tessellates the plane using triangles, squares and other shapes that can tessellate.	pp. 192 – 197		pp. 178 - 179	pp. 160 - 161
61. determines the **missing term/s** in a given combination of **continuous and repeating pattern.** e.g. 4A,5B, 6A,7B, ___ ☐1 ②2 ☐3 ④4 ___				
62. finds the missing value in a number sentence involving multiplication or division of whole numbers. e.g. n x 7 = 56 56 ÷ n = 8				
63. visualizes, represents, and converts time measure from seconds to minutes, minutes to hours, and hours to a day and vice versa.	p. 202		pp. 185 - 186	pp. 166 - 167
64. visualizes, represents, and converts time measure 64.1 days to week, month and year and vice	p. 203		pp. 185 - 186	pp. 166 - 167

LEARNING MATERIALS

The learner...	Mathematics for Everyday Life Grade 3 Textbook by Adoracion M. Acuna	Math for Today's Children Grade 3 Textbook by Maura G. Tangco and Dalisay T. Villaluz	Discovering Mathematics Today Grade 3 Textbook by Ruth G. de Lara	Discovering Mathematics Today Grade 3 Textbook by Ruth G. de Lara
64.2 weeks to months and year and vice versa 64.3 months to year and vice versa				
65. visualizes, represents, and solves problems involving conversion of time measure.				
66. visualizes, represents, and converts common units of measure from larger to smaller unit and vice versa: meter and centimeter, kilogram and gram, liter and milliliter.	pp. 212 – 215	pp. 210 - 213	pp. 176 - 177	pp. 170 - 171
67. visualizes, represents, and solves routine and non-routine problems involving conversions of common units of measure.	pp. 216 - 217		pp. 196 - 198	pp. 172 - 173
68. visualizes, represents, and finds the capacity of a container using milliliter and liter.			pp. 194 195	pp. 174 - 175
69. visualizes, represents, and solves routine and non-routine problems involving capacity measure.				
70. visualizes, represents, and measures area using appropriate unit.	pp. 208 - 209	pp. 207 - 208		
71. derives the formula for the area of a rectangle and a square.	pp. 210 - 211		pp. 189 - 190	
72. visualizes, represents, and finds the area of a rectangle and square in sq. cm and sq. m.			pp. 191 - 193	
73. solves routine and non-routine problems involving areas of squares and rectangles.				
74. creates problems involving area of rectangle and square.				
75. collects data on one **variable** using existing records.				
76. sorts, classifies, and organizes data in tabular form and presents this into a **vertical or horizontal bar graph.**				
77. infers and interprets data presented in different kinds of bar graphs (vertical/ horizontal).				

LEARNING COMPETENCY	LEARNING MATERIALS		
The learner...	Mathematics for Everyday Life Grade 3 Textbook by Adoracion M. Acuna	Math for Today's Children Grade 3 Textbook by Maura G. Tangco and Dalisay T. Villaluz	Discovering Mathematics Today Grade 3 Textbook by Ruth G. de Lara
78. solves routine and non-routine problems using data presented in a single-bar graph.			Discovering Mathematics Today Grade 3 Textbook by Ruth G. de Lara
79. tells whether an event is sure, likely, equally likely, unlikely, and impossible to happen.			
80. describes events in real-life situations using the phrases "sure to happen," "likely to happen", "equally likely to happen", "unlikely to happen", and "impossible to happen".			

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BATAYANG KASANAYAN(Disyembre 2013) SA BATAYANG AKLAT
BAITANG III

DOMAIN	BATAYANG KASANAYAN	PAHINA			
		Landas sa Pagbasa	Sibol	Bagong Filipino Wika	Bagong Filipino Pagbasa
Pag-unawa sa Napakinggan	Nasasagot ang mga tanong tungkol sa napakinggang kuwento	6	9	69-71	
	Nasasagot ang mga tanong tungkol sa napakinggang kuwento	64	15		
	Naisasakilos ang tulang napakinggan		66;79	4	
	Nakasusunod sa panutong may 2 – 3 hakbang			115-118	
	Nakabubuo ng isang kuwentong katumbas ng napakinggang kuwento	24			
	Naisasalaysay muli ang napakinggang teksto sa tulong ng pamatnubay na tanong	100			
	Napagsusunod-sunod ang mga pangyayari ng kuwentong napakinggan	102		68-74	
	Nakabubuo ng isang kuwentong katumbas ng napakinggang kuwento	94			

DOMAIN	BATAYANG KASANAYAN	PAHINA			
		Landas sa Pagbasa	Sibol	Bagong Filipino Wika	Bagong Filipino Pagbasa
Wikang Binibigkas	Nagagamit ang magalang na pananalita na angkop sa sitwasyon (pagbati /pakikipag-usap /paghingi ng paumanhin)	162	83	39-44	
	Nagagamit ang magalang na pananalita sa angkop na sitwasyon (pakikipag-usap sa matatanda at hindi kakilala)			17-24	
	Naiulat nang pasalita ang mga nasaksihang pangyayari sa kapaligiran	75	141		
Gramatika	Nagagamit ang pangngalan sa pagsasalaysay tungkol sa mga tao, lugar, bagay at mga pangyayari sa paligid	29 102-106		88-92 95-98 109-112 122-127	
	Nagagamit ang panghalip bilang pamalit sa pangngalan may panandang ang (ito/iyan/iyon)			144-148	
	Nagagamit sa usapan ang mga salitang pamalit sa ngalan ng tao (kami, tayo, kayo at sila)			137-141	
	Nakapaglalarawan ng mga tao, hayop, bagay at lugar sa pamayanan			182-185 189-193 196-199	
	Nagagamit ang tamang salitang kilos/pandiwa sa pagsasalaysay ng mga personal na karanasan			160-164 167-171	
	Nagagamit nang wasto ang mga pang-abay na naglalarawan ng isang kilos o gawi			174-178 202-206	
	Nagagamit ang angkop na pagtatanong tungkol sa mga tao, hayop, bagay, lugar, at pangyayari (ano, sino, saan, ilan, kailan, ano-ano, sino-sino)			153-159	
	Naiulat nang pasalita ang mga nasaksihang pangyayari sa pamayanan	75			

DOMAIN	BATAYANG KASANAYAN	PAHINA			
		Landas sa Pagbasa	Sibol	Bagong Filipino Wika	Bagong Filipino Pagbasa
Kamalayang Ponolohiya	Natutukoy ang mga salitang magkakatugma	69;70	29;185		
	Nakapagpapalit at nakapagdaragdag ng mga tunog upang makabuo ng bagong salita		19		
	Napagsasama ang mga katinig at patinig upang makabuo ng salitang may diptonggo	23	65	77-81	76
Palabigkasan at Pagkilala sa salita	Nababasa ang mga salitang may klaster	11;18	25;57		81-87
	Nababasa ang mga salitang hiram	186	95	52-57	50-54 170-173
Pag-unlad ng Talasalitaan	Nakakagamit ng mga pahiwatig upang malaman ang kahulugan ng mga salita paggamit ng mga palatandaang nagbibigay ng kahuluga han (context clues) kasingka hulugan	87	14;33		149-154
	Nakakagamit ng mga pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaang nagbibigay ng kahulugan (kasalungat)	196 161	39;82		
	Nakakagamit ng mga pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaang nagbibigay ng kahulugan (context clues)	93 183	180		
	Napagyayaman ang mga talasalitaan sa pamamagitan ng paggamit ng magkasingkahulugan at magkasalungat ng mga salita	161			170-175
	Nakakagamit ng mga pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaang nagbibigay ng kahulugahan (context clues) katuturan o kahulugan ng salita	152			61-63

DOMAIN	BATAYANG KASANAYAN	PAHINA			
		Landas sa Pagbasa	Sibol	Bagong Filipino Wika	Bagong Filipino Pagbasa
Pag-unlad ng Talasalitaan	Nakakagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaang nagbibigay ng kahulugan (context clues) sitwasyong pinaggamitan	55;62;145;134	145,167	120-125	
	Natutukoy ang kahulugan ng mga tambalang salita na nananatili ang kahulugan	37	86;151;172;177		
	Napagyayaman ang talasalitaan sa pamana gitan ng paghanap ng maikling salitang matatagpuan sa loob ng isang mahabang salita	33			
	Napagyayaman ang talasalitaan sa pamana gitan ng pagbubuo ng mga bagong salita mula sa salitang-ugat	41;179	68;128;70		
Pag-unawa sa Binasa	Nasasagot ang mga tanong tungkol sa tekstong binasa (tugma)	42			23-30 87-91
	Nakasusunod sa nakasulat na panuto	187			191-195
	Nailalarawan ang mga elemento ng kuwento/tauhan /tagpuan/ banghay	34;209	16; 26; 39-40;		51 55
	Nasasagot ang mga tanong tungkol sa binasang tekstong pang-impormasyon		17		36-37 38-41 47-50
	Naisasalaysay muli ang binasang teksto nang may tamang pagkakasunod-sunod ng mga pangyayari	56	146		85
	Naiugnay ang binasa sa sariling karanasan		20;40;181		
	Nakapagbibigay ng wakas ng binasang kuwento	80; 129		34	34-35

DOMAIN	BATAYANG KASANAYAN	PAHINA			
		Landas sa Pagbasa	Sibol	Bagong Filipino Wika	Bagong Filipino Pagbasa
Pag-unawa sa Binasa	Nasasagot ang mga tanong tungkol sa tekstong binasa (tula)	161			
	Naisasalaysay muli ang binasang teksto nang may tamang pagkakasunod-sunod sa tulong ng mga pamatnubay na tanong			107-110	
	Nasasabi ang paksa o tema ng binasang teksto	41;45;117;121;1 92	47-48;52-53;168-169		
	Naibibigay ang mga sumusuportang kaisipan sa pangunahing kaisipan ng tekstong binasa	145	33-34		176-181
	Naisasalaysay muli ang binasang teksto nang may tamang pagkakasunod-sunod	74			
	Nasasagot ang mga tanong tungkol sa binasa (kuwento)	27			9-15
	Napag-uugnay ang mga sanhi at bunga ng mga pangyayari sa binasang teksto	94;107-108;141;208	52;62;87;108		76
	Naibibigay ang buod o lagom ng tesktong binasa	174;157	16;58;118		137-141 155-160 182-184 142-148
Pagsulat at Pagbabaybay	Nasisipi nang wasto at maayos ang isang talata			37-38 200-201	
	Nababaybay nang wasto ang mga salitang natutuhan sa aralin			93-94	
	Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng mga salitang natutuhan sa aralin (parirala/pangungusap)			12-13 34 98-101 118-119	
	Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng mga salitang natutuhan sa aralin (mga salitang katutubo/hiram at dinaglat)			56-57	

DOMAIN	BATAYANG KASANAYAN	PAHINA			
		Landas sa Pagbasa	Sibol	Bagong Filipino Wika	Bagong Filipino Pagbasa
Komposisyon	Nakasusulat nang may wastong baybay, bantas, gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksyon sa isang paksa o isyu (pangungusap)	123	10;125;87	46	
	Nasisipi nang wasto at maayos ang liham			127-128 140-144 207-208	
	Nakasusulat ng isang ulat tungkol sa isang pangyayaring napanood			149-150 186-188	194-195
Estratehiya sa Pag-aaral	Nakasusulat ng isang talata		130;178		
	Nagagamit ang iba't ibang bahagi ng aklat sa pagkalap ng impormasyon	88	13-124,35,59		161-164 203-212
	Nakakagamit ng diksiyunaryo	100			
	Nagagamit ang pangkalahatang sanggunian batay sa pangangailangan		173		
	Nabibigyang-kahulugan ang isang table		105		196-202
	Nabibigyang-kahulugan ang graph	200			186-190
	Nagagamit ang mga nakalarawang balangkas sa pagtatala ng impormasyon o datos na kailangan	213			
	Nagagamit ang mga nakalarawang balangkas sa pagtatala ng impormasyon o datos na kailangan	180;196-197			52

* Mayo 21, 2014

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