

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

**K to 12**

**INTEGRATED**

**LANGUAGE ARTS CURRICULUM**

**(Mother Tongue, English, Filipino)**

January 31, 2012

## INTRODUCTION TO THE INTEGRATED LANGUAGE ARTS CURRICULUM FOR THE PRIMARY GRADES

The revised curriculum re-organizes the Integrated Language Arts Curriculum according to the content standards that must be met by all students at the end of basic education. This is not inconsistent with the proposed 5 sub-strands of the Language Arts and Multi-literacies Curriculum (LAMC) but fleshes out the areas that children need to learn and that teachers need to teach in greater detail. Below is the matrix that presents the spread and alignment of the language and literacy domains with the 5 sub-strands.

Alignment of the Language and Literacy Domains with the 5 sub-strands

<b>Integrated Language Arts Domains</b>	<b>LISTENING</b>	<b>SPEAKING</b>	<b>READING</b>	<b>WRITING</b>	<b>VIEWING</b>
1. Oral Language	√	√			
2. Phonological Awareness	√				
3. Book and Print Knowledge			√		
4. Alphabet Knowledge	√	√	√	√	√
5. Phonics and Word Recognition	√		√	√	
6. Fluency		√	√		
7. Spelling			√	√	
8. Writing and Composition	√	√	√	√	
9. Grammar Awareness & Structure	√	√	√	√	
10. Vocabulary Dev't	√	√	√	√	√
11. Reading Comprehension * schema & prior knowledge * strategies * narrative text * informational text			√	√	√
12. Listening Comprehension	√	√			
13. Attitudes towards language, literacy and literature	√	√	√	√	√
14. Study Strategies	√	√	√	√	√

Using the language and literacy domains will focus the work of the teachers on developing the above abilities among the children. To put their expectations into proper perspective, the table below shows what language will be used as medium of instruction from Kindergarten to Grade 3, what the target languages are for oral language and literacy development.

Schedule of Languages for Learning and to be learned from Kindergarten to Grade 3

Level	Medium of Instruction	Oral Language Development	Literacy Development
Kindergarten	Mother tongue	Filipino; English	Mother tongue
Grade 1	Mother tongue	Filipino; English	Mother tongue
Grade 2	Mother tongue	Filipino; English	Mother tongue and Filipino
Grade 3	Mother tongue	Filipino; English	Mother tongue, Filipino and English

The skills to be developed within the Integrated Language Arts Curriculum for Kindergarten to Grade 3 are taught using a iterative approach such that the domains and skills spiral across the grade levels and across the languages. This will develop very strong linguistic skills that will serve as the foundation for subsequent learning of more complex and academic language abilities.

The graduate of the Integrated Language Arts Curriculum is a Multi-literate and Competent Language Learner who uses his or her competencies oral and printed language use as appropriate to various situations. S/He will be fluent in at least three languages and may opt to learn another local or foreign language towards the end of secondary education. The table below shows how the domains funnel to more specific and complex language, literacy and learning competencies as the students move from primary, middle and high school.

## Language Arts Curriculum

### Funneling of Domains Across the K-12 Basic Education Integrated Language Arts Curriculum

<b>Domains</b>	<b>K-3</b>			<b>4-6</b>	<b>7-10</b>	<b>11-12</b>
Oral language						
Phonological awareness						
Book and Print knowledge						
Alphabet knowledge						
Phonics and word recognition						
Fluency						
Spelling						
Writing and composition						
Grammar awareness and structure						
Vocabulary development						
Reading comprehension						
Listening comprehension						
Attitude towards language, literacy and literature						
Study strategies						

## STANDARDS

<b>Domains</b>	<b>Content Standards</b>	<b>Performance Standards</b>
	<b>The learner...</b>	<b>The learner...</b>
Oral Language	<ul style="list-style-type: none"> <li>understands the standards of English in order to participate in various oral communication demands (situation, purpose and audience)</li> </ul>	<ul style="list-style-type: none"> <li>has sufficient facility in English to understand spoken discourse and to talk and interact with others about personal experiences and text listened to or read</li> </ul>
Phonological Skills	<ul style="list-style-type: none"> <li>metacognitively understands that spoken words are composed of a series of sounds and those sounds occur within a particular order</li> </ul>	<ul style="list-style-type: none"> <li>is able to demonstrate phonological awareness at the levels of the syllable and the phoneme</li> </ul>
Book and Print Knowledge	<p>understands:</p> <ol style="list-style-type: none"> <li><b>Knowledge of the Alphabet.</b> <i>(It is the understanding that letters have sounds which can be associated with them and that there is some relationship between the sequence of letters seen in print and the sound sequence heard.)</i></li> <li><b>Concepts about Print.</b> <i>(It is the understanding of the rules required to record oral language into a written language.)</i></li> <li><b>Function of Print.</b> <i>(Understanding that print has meaning and the function of either telling a story or conveying information such as directions is the final area of understanding about print children need.)</i></li> </ol>	<ul style="list-style-type: none"> <li>uses literary and informational texts for independent study and reading for pleasure</li> </ul>
Alphabet Knowledge	<ul style="list-style-type: none"> <li>understands the features of each letter that make it different from all the other letters</li> </ul>	<ul style="list-style-type: none"> <li>recognizes, names, and sounds out all the upper and lower case letters of the alphabet</li> </ul>
Phonics and Word Recognition	<ul style="list-style-type: none"> <li>recognizes words and constructs meaning about them based on series of cues (including word shape, contextual, perceptual, phonological, and semantic information) happening instantaneously</li> </ul>	<ul style="list-style-type: none"> <li>uses sight word recognition or phonic analysis to read and understand words in English that contain complex letter combinations, affixes and contractions</li> </ul>

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<b>Domains</b>	<b>Content Standards</b>	<b>Performance Standards</b>
Fluency	<ul style="list-style-type: none"> <li>understands the importance of acquiring a high level of “fluency” in English in order to be understood by both native and non native listeners through:               <ol style="list-style-type: none"> <li><b>Reading</b> <i>(the ability to easily read and understand texts written in the language)</i></li> <li><b>Writing</b> <i>(the ability to formulate written texts in the language)</i></li> <li><b>Languages</b> <i>(the ability to follow and understand speech in the language)</i></li> <li><b>Speaking</b> <i>(the ability to produce speech in the language and be understood by its speakers)</i></li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>reads aloud grade level texts effortlessly without hesitation and with proper expression</li> </ul>
Spelling	<ul style="list-style-type: none"> <li>understands that words are formed with letters in accepted order (orthography)</li> </ul>	<ul style="list-style-type: none"> <li>spells words with two or more syllables using phonic, semantic, and morphemic expression</li> </ul>
Writing / Composition	<ul style="list-style-type: none"> <li>understands the different formats to write for a variety of audiences and purposes</li> </ul>	<ul style="list-style-type: none"> <li>expresses their ideas effectively in formal and informal compositions to fulfil their own purposes for writing</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>understands that there is an acceptable and comprehensible “<i>handwriting</i>” style of writing with pen or pencil in order to convey meaning to others</li> </ul>	<ul style="list-style-type: none"> <li>writes legibly in cursive writing</li> </ul>
Grammar Awareness and Structure	<ul style="list-style-type: none"> <li>understands that English language has a set of <u>structural</u> rules that govern the composition of <u>clauses</u>, <u>phrases</u>, and <u>words</u> in oral and written communication</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates grammatical awareness by being able to read, speak and write correctly</li> <li>communicate effectively in oral and written forms using the correct grammatical structures of English</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>understands the importance of acquiring an extensive receptive and expressive (passive and active) vocabulary for communication or expression in various contexts and language functions</li> </ul>	<ul style="list-style-type: none"> <li>acquires, studies, and uses English vocabulary words appropriately in relevant contexts</li> </ul>
Listening Comprehension	<ul style="list-style-type: none"> <li>understands that listening is the receptive skill in the oral mode that allows one to comprehend what is</li> </ul>	<ul style="list-style-type: none"> <li>activates prior knowledge conceptually related to text and establishes a purpose for</li> </ul>

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<b><i>Domains</i></b>	<b><i>Content Standards</i></b>	<b><i>Performance Standards</i></b>
	heard using ones skills and background knowledge (schema)	listening/reading <ul style="list-style-type: none"> <li>• be self-aware as they discuss and analyze text to create new meanings and modify old knowledge</li> <li>• responds to literary texts through the appreciation of literary devices and an understanding of story grammar</li> <li>• recalls/locates information from expository texts and uses this information for discussion or written production</li> </ul>
Reading Comprehension <ul style="list-style-type: none"> <li>• Schema &amp; Prior Knowledge</li> <li>• Strategies</li> <li>• Narrative Text</li> <li>• Informational Text</li> </ul>	<ul style="list-style-type: none"> <li>• understands that reading is a psycholinguistic guessing game which utilizes visual and non-visual information in order to confirm, modify, and monitor one's comprehension</li> </ul>	
Attitude	<ul style="list-style-type: none"> <li>• understands the significance of interpreting the social meaning of the choice of linguistic varieties and using language with the appropriate social meaning for the communication situation</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates a love for reading stories and confidence in performing literacy-related activities / tasks</li> </ul>
Study Skills	<ul style="list-style-type: none"> <li>• understands that there are an array of study skills, which may tackle the process of organising and taking in new information and retaining information</li> </ul>	<ul style="list-style-type: none"> <li>• chooses and utilizes discrete techniques (general or specific) and applies them to all or most fields of study</li> </ul>