



Department of Education
Region VII, Central Visayas
DIVISION OF CEBU PROVINCE
Sudlon, Lahug, Cebu City



17 June 2014

DIVISION MEMORANDUM
No. 275, s. 2014

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

To: Assistant Superintendents
Education Supervisors/Coordinators
District Supervisors/OICs
Elementary School Heads

1. Attached is DepED Memorandum No. 65, s. 2014, dated June 11, 2014, entitled "Additional Learning Resources in the Implementation of Grade 3 Enhanced Curriculum under the K to 12 Program" for the information and guidance of all concerned.
2. Immediate and wide dissemination of this Memorandum is desired.


ARDEN D. MONISIT, Ed.D.
Schools Division Superintendent



Republic of the Philippines
Department of Education

11 JUN 2014

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
INVENTORY
LISTS

PROGRAMS
PUPILS
SCHOOLS

R-MCR/DM-Add1. Resources in Implementation of Grade 3...
0384/May 22, 2014/5-26/6-5-14

Unit 1: Looking Around Me

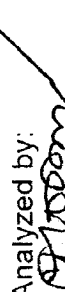
GRADE THREE LEARNING COMPETENCY	LEARNING MATERIALS
EN3LC-IIa-j-2.1 Note important details	English for You and Me (Reading Textbook) pages 10-11
EN3LC-IIc-3.6 Follow one-to-three step directions	page 3
EN3OL-IIId-e-1.17.1 Give one-to-three step directions	page 12
EN3LC-Ia-j-2 Activate prior knowledge 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

EN3V-IVa-j-12.3 Determine what words mean based on how they are used in a sentence	
EN3RC-10 -2.10 Sequence 3 events	pages 87- 110
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 conclusions 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	English for You and Me (Language Textbook)
EN3G-1a-1.1 Distinguish sentences from non-sentences	pages 4-5
EN3LC-1c-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-III-e-1.17.1 Give one-to-three step directions	Pages 40-46

<p>EN30L-IIa-b-1.17.2 Ask simple questions</p>	<p>Pages 48-54</p>
<p>EN2G-Ig-h-2.3 Use plural form of regular nouns by adding /s/ or /es/ (e.g., dog, dogs, nouns ending in y)</p> <p>EN3G-II-j-2.4 Use plural form of frequently occurring irregular nouns (e.g. children, feet, teeth)</p>	<p>Pages 55-61</p>
<p>EN3G-IIa-b-3.4 Use the be-verbs (am, is, are, was, were) correctly in sentences</p>	<p>Pages 64-69</p>
<p>EN3G-IIIe-f-4.2.4 Use commonly used possessive pronouns</p>	<p>pages 70-75</p>
<p>EN3G-IIIc-d-4.2.3 Use personal pronouns (e.g. I, you, he, she, it, we, they)</p>	<p>pages 84-90</p>
<p>EN3G-IIIc-d-4.2.3 Use personal pronouns (e.g. I, you, he, she, it, we, they)</p>	<p>page 94</p>
<p>EN3G-IIe-f-3.2.1.1 Use verbs in simple present tense</p>	<p>pages 100- 104</p>
<p>EN3G-IIId-f-3.2 Form and use the past tense of frequently occurring regular verbs (walk – walked, etc)</p> <p>EN3G-IIe-f-3.2.1.1 Use verbs in simple present and past tense</p>	<p>pages 107-113</p>
<p>EN3G-III-j-3.2.2 Use verbs in simple future tense</p>	<p>pages 123-127</p>
<p>EN3G-Ib-1.4 Construct simple sentences</p> <p>EN3G-Ib-1.4.1 Use a declarative sentence</p> <p>EN3G-Ib-1.4.1.1 Differentiate a declarative from an interrogative sentence</p> <p>EN3G-Ib-1.6 Use proper punctuation for declarative and interrogative sentences</p> <p>EN3G-Ib-1.4.7 Construct declarative and interrogative sentences</p>	<p>pages 128-134</p>

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

Analyzed by:

GALILEO L. GO
Sector 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. 8 - 9		pp. 4 - 6	pp. 2 - 3
2. gives the place value and value of a digit in 4- to 5-digit numbers.	pp. 2 - 7	pp. 1 - 7	pp. 10 - 11	pp. 8 - 9
3. reads and writes numbers up to 10 000 in symbols and in words.	pp. 12 - 13		pp. 12 - 17	pp. 10 - 15
4. rounds numbers to the nearest ten, hundred and thousand.	pp. 10 - 11	pp. 8 - 10	pp. 24 - 26	pp. 22 - 23
5. compares numbers up to 10 000 using relation symbols.		pp. 10 - 11		
6. orders 4- to 5-digit numbers in increasing or decreasing order.				
7. identifies ordinal numbers from 1st to 100 th with emphasis on the 21 st to 100 th 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 pp. 42 - 45	Math for Today's Children Grade 3 Textbook by Maura G. Tangco and Dalisay T. Villaluz pp. 42 - 46; 59	Discovering Mathematics Today Grade 3 Textbook by Ruth G. de Lara pp. 42 - 44	Discovering Mathematics Today Grade 3 Textbook by Ruth G. de Lara pp. 38 - 40
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.				
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. 76 - 78	pp. 68 - 69
26. multiplies 2-digit by 1-digit numbers using the distributive property of multiplication.	pp.			
27. multiplies three 1-digit numbers using the associative property of multiplication.	pp. 66 - 67	pp. 108 - 110	pp. 76 - 78	pp. 68 - 69

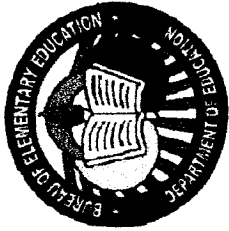
LEARNING COMPETENCY	LEARNING MATERIALS			
The learner...	Mathematics for Everyday Life Grade 3 Textbook by Adoracion M. Acuna pp. 68 – 69	Math for Today's Children Grade 3 Textbook by Maura G. Tango and Dalisay T. Villeluz	Discovering Mathematics Today Grade 3 Textbook by Ruth G. de Lara pp. 79 - 84	Discovering Mathematics Today Grade 3 Textbook by Ruth G. de Lara pp. 70 - 75
28. multiplies 2- to 3-digit numbers by 1-digit numbers without or with regrouping.				
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. 91 - 92	pp. 80 - 81
32. multiplies 1- to 2-digit numbers by 1 000.				
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

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
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 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			

LEARNING COMPETENCY	LEARNING MATERIALS			
The learner...	Mathematics for Everyday Life Grade 3 Textbook by Adoracion M. Acuna pp. 188 – 189	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 pp. 172 - 175	Discovering Mathematics Today Grade 3 Textbook by Ruth G. de Lara pp. 152 - 158
55. recognizes and draws parallel, intersecting and perpendicular lines.	pp. 190 – 191		pp. 176 - 177	pp. 157 - 159
56. visualizes, identifies and draws congruent line segments.				
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 <u>missing term/s</u> in a given combination of <u>continuous and repeating pattern</u> . e.g. 4A, 5B, 6A, 7B, ___ 1 2 3 4				
62. finds the missing value in a number sentence involving multiplication or division of whole numbers. e.g. $n \times 7 = 56$ $56 \div n = 8$				
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 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
versa 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.	pp. 212 – 215	pp. 210 - 213	pp. 196 - 198	pp. 176 - 177
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. 216 - 217			
67. visualizes, represents, and solves routine and non-routine problems involving conversions of common units of measure.				
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.	pp. 208 - 209	pp. 207 - 208		
70. visualizes, represents, and measures area using appropriate unit.	pp. 210 - 211		pp. 189 - 190	pp. 170 - 171
71. derives the formula for the area of a rectangle and a square.			pp. 191 - 193	pp. 172 - 173
72. visualizes, represents, and finds the area of a rectangle and square in sq. cm and sq. m.				
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 <u>variable</u> using existing records.				
76. sorts, classifies, and organizes data in tabular form and presents this into a <u>vertical or horizontal bar graph</u> .				
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	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.				
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 Napakikingan	Nasasagot ang mga tanong tungkol sa napakikingang kuwento	6	9	69-71	
	Nasasagot ang mga tanong tungkol sa napakikingang kuwento	64	15		
	Naisasakilos ang tulang napakikingan		66,79	4	
	Nakasusunod sa panutong may 2 – 3 hakbang			115-118	
	Nakabubuo ng isang kuwentong katumbas ng napakikingang kuwento	24			
	Naisasalaysay muli ang napakikingang teksto sa tulong ng pamatnubay na tanong	100		68-74	
	Napagsusunod-sunod ang mga pangyayari ng kuwentong napakikingan	102			
	Nakabubuo ng isang kuwentong katumbas ng napakikingang kuwento	94			

DOMAIN	BATA YANG KASANYAN	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	
	Naiuulat nang pasalita ang mga nasakshang pangyayari sa kapaligiran	75	141		
	Nagagamit ang pangngalan sa pagsasalaysay tungkol sa mga tao, lugar, bagay at mga pangyayari sa paligid	29 102-106		88-92 95-98 109-112 122-127 144-148	
	Nagagamit ang panghalip bilang pamalit sa pangngalan may panandang ang (ito/iyan/iyon)			137-141	
	Nagagamit sa usapan ang mga salitang pamalit sa ngalan ng tao (kami, tayo, kayo at sila)			182-185 189-193 196-199	
	Nakapaglalarawan ng mga tao, hayop, bagay at lugar sa pamayanan			160-164 167-171	
	Nagagamit ang tamang salitang salitang kilos/pandiwa sa pagsasalaysay ng mga personal na karanasan			174-178 202-206	
	Nagagamit nang wasto ang mga pang-abay na naglalarawan ng isang kilos o gawi			153-159	
	Nagagamit ang angkop na pagtatanong tungkol sa mga tao, hayop, bagay, lugar, at pangyayari (ano, sino, saan, ilan, kailan, ano-ano, sino-sino)				
Naiuulat nang pasalita ang mga nasakshang pangyayari sa pamayanan	75				

DOMAIN	BATA YANG KASANAYAN	PAHINA			
		Landas sa Pagbasa	Sibol	Bagong Filipino Wika	Bagong Filipino Pagbasa
Kamalayang Ponorhiya	Natukoy ang mga salitang magkakatumag	69,70	29,185		
	Nakapagpapalit at nakapagdaragdag ng mga tunog upang makabuo ng bagong salita	23	65	77-81	76
	Napagsasama ang mga katinig at patinig upang makabuo ng salitang may diptonggo	11,18	25,57		81-87
	Nababasa ang mga salitang may klaster	186	95	52-57	50-54
Palabigkasan at Pagkilala sa salita	Nababasa ang mga salitang hiram	87	170-172		170-173
	Nakakagamit ng mga pahiwatig upang malaman ang kahulugan ng mga salita paggamit ng mga palatandaang nagbibigay ng kahuluga han (context clues) kasingka hulugan		14,33		149-154
Pag-unlad ng Talasalitaan	Nakakagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaang nagbibigay ng kahulugan (kasalungat)	196	39,82		
	Nakakagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaang nagbibigay ng kahulugan (context clues)	161	180		
	Napagyayaman ang talasalitaan sa pamamagitan ng paggamit ng magkasingkahulugan at magkasalungat ng mga salita	93			170-175
	Nakakagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaang nagbibigay ng kahulugan (context clues) katuturan o kahulugan ng salita	183			
		161			
		152			61-63

DOMAIN	BATAYANG KASANAYAN	PAHINA		
		Landas sa Pagbasa	Sibol	Bagong Filipino Wika
Pag-unlad ng Talasalitaan	Nakagamit 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 pamamagitan ng paghanap ng maikling salitang matatagpuan sa loob ng isang mahabang salita	33		
	Napagyayaman ang talasalitaan sa pamamagitan ng pagbubuo ng mga bagong salita mula sa salitang-ugat	41;179	68;128;70	
	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	BATA YANG KASANAYAN	PAHINA			Bagong Filipino Pagbasa
		Landas sa Pagbasa	Sibol	Bagong Filipino Wika	
Pag-unawa sa Binasa	Nasasagot ang mga tanong tungkol sa tekstong binasa (tula)	161			
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DOMAIN	BATA YANG KASANAYAN	PAHINA			Bagong Filipino Pagbasa
		Landas sa Pagbasa	Sibol	Bagong Filipino Wika	
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