



LANGUAGE

Grade 1

**Three-Term Budget Of Work (BOW)
for Learning Competencies**

LANGUAGE

Grade 1

Three-Term Budget Of Work For Learning Competencies

First Term	
Content Standard	The learners demonstrate developmentally-appropriate language for interacting with others and expressing ideas and feelings about familiar topics; they engage with and enjoy listening to a range of texts; and they recognize familiar images, icons, and symbols in their environment.
Performance Standard	The learners use their developing vocabulary to talk about themselves; they follow teacher's instructions and answer questions; they listen to and respond to stories; and they identify images, icons, and symbols from the environment and familiar texts.
Second Term	
Content Standard	The learners demonstrate ongoing development in decoding images, symbols, and high-frequency vocabulary; they understand and create simple sentences; they express ideas and feelings about one's family and everyday topics (narrative and informational); and they recognize features of their language and other languages in their environment.
Performance Standard	The learners use their developing vocabulary to communicate with others, respond to instructions, ask questions, and express ideas; and share personal experiences about one's family.
Third Term	
Performance Standard	The learners use their developing vocabulary to communicate with others, participate in classroom interactions, draw and discuss information from texts; and share personal experiences in relation to the texts they viewed or listened to, their school and community.

Content Standard	The learners demonstrate ongoing development in decoding images, symbols, and high-frequency vocabulary; they understand and create simple sentences; they infer information from texts; they express ideas and feelings about one's community and everyday topics (narrative and informational); and they recognize how languages and culture are interrelated.
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Subdomains	Learning Competencies	Grade 1		
		T1	T2	T3
Language for Interacting with Others	Talk about one's personal experiences.			
	a. oneself and family	L S	L S	
	b. school			L S
	c. community			L S
	d. environment			
	e. content-specific topics			
	Participate in classroom interactions using verbal and non-verbal responses.			
	a. Respond to teacher's instructions	L S	L S	L S
	b. Ask and respond to questions	L S	L S	L S

	Interact purposely and participate in conversations and discussions, in pairs, in groups, or in whole-class discussions.			
	a. Make requests	L	L	L
		S	S	S
	b. Offer information	L	L	L
		S	S	S
	c. Communicate needs	L	L	L
		S	S	S
	d. Clarify information	L	L	L
		S	S	S
	e. Seek help	L	L	L
		S	S	S
	f. Take part in or take turns in conversation or discussion	L	L	L
		S	S	S
	Use common and socially acceptable expressions (e.g., greetings, leave-taking).			
	a. Use simple and appropriate personal greetings	L	L	L
		S	S	S
	b. Use familiar terms of address	L	L	L
		S	S	S
	c. Greet and respond appropriately to greetings	L	L	L
		S	S	S
	Share confidently thoughts, preferences, needs, feelings, and ideas with peers, teachers, and other adults.	L	L	L
		S	S	S

Language for Developing and Expressing Ideas	Express ideas using a variety of symbols (e.g., drawings, emojis, scribbles).			
	a. oneself and family	L	L	
		S	S	
	b. school			L
				S
	c. community			L
				S
	d. environment			
	e. content-specific topics			
	Use words to represent ideas and events.			
	a. words that represent people, animals and objects, locations (naming words)	L	L	L
		S	S	S
	b. words that represent activities and situations (action words)	L	L	L
		S	S	S
	c. words that represent qualities or attributes (describing words)	L	L	L
		S	S	S
	Use high-frequency and content-specific words.			
	a. oneself and family	L	L	
		S	S	
	b. School			L
				S
	c. Community			L
				S

	d. Environment			
	e. content-specific topics			
	Use language to express connections between ideas.			
	a. Express compare and contrast	L	L	L
		S	S	S
	b. Express cause and effect	L	L	L
		S	S	S
	c. Use time words to relate ideas	L	L	L
Appreciating Languages		S	S	S
	Participate in and contribute to group oral language activities (e.g., singing, chanting, sabayang bigkas).	L	L	L
		S	S	S
	Notice the features (e.g., sounds, intonation, signs) of their first language and other languages in familiar contexts.	L	L	L
		S	S	S
	Recognize how a change in intonation (volume, pitch) and body language can change the meanings of utterances/expressions.			
	a. Recognize the difference between statements, questions, commands and exclamations.	L	L	L
		S	S	S
	b. Respond to change of tones and cues through facial expressions, gestures and actions	L	L	L
		S	S	S
	Recognize how language reflects cultural practices and norms.			
	a. Share about the language(s) spoken at home	L	L	L
		S	S	S
	b. Share words and phrases in their language	L	L	L

		S	S	S
	c. Notice how local names of streets, places and landmarks have origins in their language	L	L	L
		S	S	S
	d. Explore local terms for food and their origins.	L	L	L
Interacting with Texts		S	S	S
	View and listen to a range of texts for enjoyment and interest.	L	L	L
	Recognize icons and symbols in various texts found in familiar contexts (e.g., printed and digital texts, books, magazines, environmental print).	L	L	L
		S	S	S
	Engage with or respond to a range of texts.			
	a. View or listen to spoken texts	L	L	L
		S	S	S
	b. Identify a variety of purposes for viewing and listening to texts	L	L	L
		S	S	S
	c. Discuss what is interesting or entertaining in a text	L	L	L
		S	S	S
	d. Express personal preferences	L	L	L
Creating Texts		S	S	S
	Give reason/s for choosing books/texts for enjoyment and interest.	L	L	L
		S	S	S
	Record and report ideas and events using some learnt vocabulary.	L	L	L
		S	S	S
	a. Note and report main points	L	L	L
		S	S	S
	b. Sequence up to key three (3) key events	L	L	L
		S	S	S

	c. Relate ideas or events to one's experience	L	L	L
		S	S	S
	Use own words in retelling information from various texts (e.g., legends, fables, and jokes).	L	L	L
		S	S	S
	Draw and discuss information or ideas from a range of texts (e.g., stories, images, digital texts),			
	a. Note and describe main points (e.g., main characters and events)	L	L	L
		S	S	S
	b. Sequence up to key three (3) key events	L	L	L
		S	S	S
	c. Infer the character's feelings and traits	L	L	L
		S	S	S
	d. Predict possible endings	L	L	L
		S	S	S
	e. Relate ideas or events to one's experience	L	L	L
		S	S	S

Legend: L - Listening, S - Speaking

Disclaimer: This Budget of Work (BoW) is provided only as an example of how learning competencies may be clustered and delivered. In actual classroom practice, the needs of learners must always be the primary consideration. The Shaping Paper continues to govern the delivery of the BoW and should be the guiding reference for implementation.

**SAMPLE CLUSTERING OF LEARNING COMPETENCIES FOR LANGUAGE 1
(FIRST FIVE WEEKS OF TERM 1)**

Week	Learning Competencies
1	1. Talk about one's personal experiences. a. oneself and family b. content-specific topics 2. Express ideas using a variety of symbols (e.g., drawings, emojis, scribbles). a. oneself and family b. content-specific topics 3. Use high-frequency and content-specific words referring to oneself and family. 4. Participate in and contribute to group oral language activities (e.g., singing, chanting, sabayang bigkas). 5. Notice the features (e.g., sounds, intonation, signs) of their first language and other languages in one's context. 6. Recognize how language reflects cultural practices and norms. a. Share about the language(s) spoken at home b. Share words and phrases in their language 7. View and listen to a range of texts for enjoyment and interest. 8. Engage with or respond to a short spoken texts. a. View or listen to spoken texts 9. Give reason/s for choosing books/texts for enjoyment and interest. 10. Record and report ideas and events using some learnt vocabulary. a. Relate ideas or events to one's experience 11. Draw and discuss information or ideas from a range of text (e.g., stories, images, digital texts).

	a. Note and describe main points (e.g., main characters and events) b. Relate ideas or events to one's experience
2	1. Participate in classroom interactions using verbal and non-verbal responses. a. Respond to teacher's one-step instructions b. Ask questions 2. Use words to represent ideas and events related to oneself and family. a. words that represent people (naming words) 3. Use high-frequency and content-specific words referring to oneself and family. 4. Participate in and contribute to group oral language activities (e.g., singing, chanting, sabayang bigkas). 5. Recognize how a change in intonation (volume, pitch) and body language can change the meanings of utterances/expressions. a. Recognize the difference between statements, questions, commands and exclamations. 6. Recognize how language reflects cultural practices and norms. a. Share words and phrases in their language b. Notice how local names of streets, places and landmarks have origins in their language 7. View and listen to a range of texts for enjoyment and interest. 8. Engage with or respond to a short spoken texts. a. Identify a variety of purposes for viewing and listening to texts 9. Give reason/s for choosing books/texts for enjoyment and interest. 10. Record and report ideas and events using some learnt vocabulary. a. Relate ideas or events to one's experience 11. Draw and discuss information or ideas from a range of text (e.g., stories, images, digital texts). a. Note and describe main points (e.g., main characters and events) b. Relate ideas or events to one's experience

3	1. Use common and socially acceptable expressions (e.g., greetings, leave-taking). a. Use simple and appropriate personal greetings b. Use familiar terms of address c. Greet and respond appropriately to greetings 2. Share confidently thoughts, preferences, needs, feelings, and ideas with peers, teachers, and other adults. 3. Use words to represent ideas and events related to oneself and family. a. words that represent animals (naming words) 4. Use high-frequency and content-specific words referring to oneself and family. 5. Participate in and contribute to group oral language activities (e.g., singing, chanting, sabayang bigkas). 6. Recognize how a change in intonation (volume, pitch) and body language can change the meanings of utterances/expressions. a. Recognize the difference between statements, questions, commands and exclamations. 7. Recognize how language reflects cultural practices and norms. a. Share words and phrases in their language b. Notice how local names of streets, places and landmarks have origins in their language 8. View and listen to a range of texts for enjoyment and interest. 9. Engage with or respond to a short spoken texts. a. Discuss what is interesting or entertaining in a text 10. Give reason/s for choosing books/texts for enjoyment and interest. 11. Record and report ideas and events using some learnt vocabulary. a. Relate ideas or events to one's experience 12. Use own words in retelling information from various texts (e.g., legends, fables, and jokes). 13. Draw and discuss information or ideas from a range of text (e.g., stories, images, digital texts). a. Note and describe main points (e.g., main characters and events)
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	b. Sequence up to three (3) key events c. Relate ideas or events to one's experience
4	1. Interact purposely and participate in conversations and discussions in pairs, in groups, or in whole-class discussions. a. Make requests b. Seek help 2. Share confidently thoughts, preferences, needs, feelings, and ideas with peers, teachers, and other adults. 3. Use words to represent ideas and events related to oneself and family. a. words that represent objects (naming words) 4. Use language to express connections between ideas. a. Express compare and contrast 5. Use high-frequency and content-specific words referring to oneself and family. 6. Participate in and contribute to group oral language activities (e.g., singing, chanting, sabayang bigkas). 7. Recognize how a change in intonation (volume, pitch) and body language can change the meanings of utterances/expressions. a. Recognize the difference between statements, questions, commands and exclamations. 8. Recognize how language reflects cultural practices and norms. a. Share words and phrases in their language b. Notice how local names of streets, places and landmarks have origins in their language c. Explore local terms for food and their origins. 9. View and listen to a range of texts for enjoyment and interest. 10. Engage with or respond to a short spoken texts. a. Express personal preferences

	11. Give reason/s for choosing books/texts for enjoyment and interest. 12. Record and report ideas and events using some learnt vocabulary. a. Relate ideas or events to one's experience 13. Use own words in retelling information from various texts (e.g., legends, fables, and jokes). 14. Draw and discuss information or ideas from a range of text (e.g., stories, images, digital texts). a. Note and describe main points (e.g., main characters and events) b. Sequence up to three (3) key events c. Relate ideas or events to one's experience
5	1. Interact purposely and participate in conversations and discussions in pairs, in groups, or in whole-class discussions. a. Give or offer information 2. Share confidently thoughts, preferences, needs, feelings, and ideas with peers, teachers, and other adults. 3. Use words to represent ideas and events related to oneself and family. a. words that represent locations (naming words) 4. Use language to express connections between ideas. a. Express cause and effect 5. Use high-frequency and content-specific words referring to oneself and family. 6. Participate in and contribute to group oral language activities (e.g., singing, chanting, sabayang bigkas). 7. Recognize how a change in intonation (volume, pitch) and body language can change the meanings of utterances/expressions. a. Recognize the difference between statements, questions, commands and exclamations. 8. Recognize how language reflects cultural practices and norms. a. Share words and phrases in their language

	b. Notice how local names of streets, places and landmarks have origins in their language c. Explore local terms for food and their origins. 9. View and listen to a range of texts for enjoyment and interest. 10. Give reason/s for choosing books/texts for enjoyment and interest. 11. Record and report ideas and events using some learnt vocabulary. a. Note and describe main points b. Relate ideas or events to one's experience 12. Use own words in retelling information from various texts (e.g., legends, fables, and jokes). 13. Draw and discuss information or ideas from a range of text (e.g., stories, images, digital texts). a. Note and describe main points (e.g., main characters and events) b. Infer the character's feelings and traits c. Relate ideas or events to one's experience
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