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Most Essential Learning Competencies (MELCs)



Q3	Explain how a selection may be influenced by culture, history, environment, or other factors		EN7LT-IV-h-3
Q3	Express one's beliefs/convictions based on a material viewed		EN7VC-IV-i-16
Q3	Cite evidence to support a general statement		EN7RC-IV-g-10.4
Q3	React to what is asserted or expressed in a text		EN8RC-IIIe-2.1.7
Q3	Raise sensible, challenging thought provoking questions in public forums/panel discussions, etc.		EN7OL-III-h-1.3.1
Q4	Distinguish features of academic writing		EN7WC-I-c-4.2
Q4	Employ a variety of strategies for effective interpersonal communication (interview, dialog, conversation)		EN7OL-I-b1.14
Q4	Determine the worth of ideas mentioned in the text listened to		EN7LC-IV-g-8.2
Q4	Determine the truthfulness and accuracy of the material viewed		EN7VC-I-h-10
Q4	Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways		EN7LT-II-a-4
Q4	Discover literature as a tool to assert one's unique identity and to better understand other people		EN7LT-III-g-5
Q4	Discover through Philippine literature the need to work cooperatively and responsibly in today's global village		EN7LT-IV-a-6
Q4	Compose an informative essay		EN7WC-IV-a-2.2

Grade Level: Grade 8

GRADE LEVEL STANDARDS: The learner demonstrates communicative competence through his/ her understanding of Afro-Asian Literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q1	Determine the meaning of words and expressions that reflect the local culture by noting context clues		EN8V-If-6
Q1	Use conventions in citing sources		EN8SS-IIIg-1.6.4
Q1	Use modal verbs, nouns and adverbs appropriately		
Q1	Identify and use signals that indicate coherence (e.g. additive - also, moreover; causative - as a result, consequently; conditional/ concessional - otherwise, in that case, however; sequential - to begin with, in conclusion; clarifying - for instance, in fact, in addition)		

Q1	Use a range of verbs, adjectives and adverbs to convey emotional response or reaction to an issue to persuade		
Q2	Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts		EN8SS-IIe-1.2
Q2	Use opinion-marking signals to share ideas		
Q2	Compare and contrast the presentation of the same topic in different multimodal texts		
Q2	Compare and contrast own opinions with those presented in familiar texts		
Q2	Recognize positive and negative messages conveyed in a text		
Q3	Examine biases (for or against) made by the author		EN8RC-IIIg-3.1.12
Q3	Analyze intention of words or expressions used in propaganda techniques		EN8V-IIIg-26
Q3	Determine various social, moral, and economic issues discussed in the text listened to		EN8LC-IIIh-7.4
Q3	Analyze literature as a mirror to a shared heritage of people with diverse backgrounds		
Q3	Use appropriate cohesive devices in various types of speech		
Q3	Use parallel structures		EN8G-Ia-7
Q4	Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <ul style="list-style-type: none"> ● general to particular ● claim and counterclaim ● problem-solution ● cause-effect and others		
Q4	Expand the content of an outline using notes from primary and secondary sources		EN8WC-IIIc-1.1.6
Q4	Synthesize essential information found in various sources		
Q4	Compose effective paragraphs		EN8WC-IIa-2.8
Q4	Develop paragraphs that illustrate each text type (narrative in literature, expository, explanatory, factual and personal recount, persuasive)		
Q4	Deliver a self-composed speech using all the needed speech conventions		