

**INVENTORY OF GRADE 1 EXISTING TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS
ENGLISH**

The lessons identified in the book should be backed up by other appropriate teaching materials to teach the “new skills” lined up in the first column. The activities can be used not as a spring board to develop the “new skills” but as exercises to fix the new skills learned.

Competencies for English	Book/Lessons	Pages
<p>Oral Language Listen and attempt to respond to other in English.</p>	<p>English Expressways/ Courteous Expressions</p> <p>English Expressways/ Knowing My self</p> <p>English Expressways/ Telling About your Grade Level</p>	<p>Page 3-8</p> <p>Page 30-32 page 44-47</p>
<p>Listen and respond to texts.</p>	<p>English Expressways/ Following directions</p> <p>English Expressways/ Following commands</p>	<p>9-15</p> <p>76-77</p>
<p>Relate texts to personal experience.</p>	<p>English Expressways/ Short commands</p>	<p>89-91</p>

Talk about personal experiences.	English Expressways/ All about me English Expressways/ Things We Do Everyday	16-25 231-235
Clarify meanings heard while drawing on personal experience.		
Start to ask questions, attempt to listen to, interpret and present information.		
Use correct nouns and personal pronouns in telling about one's family and friends.	English Expressways/ Using He and She English Expressways/ Using You and I	116-119 122-127
Use a limited number of simple verbs in telling about the activities of one's family and friends.	English Expressways/ Using live in, live on and live near English Expressways/ Using Is and Are English Expressways/ Keeping Fit English Expressways/ Using am, is, and are	56-61 131-135 192-197 198-199 209-211

	English Expressways/ Using the Past Form of Verbs	
Describe one's family and friends using common adjectives.		
Use directional prepositions correctly.		
Vocabulary Development Differentiate English words to from words in other languages spoken at home and in school.		
Ask about unfamiliar words to gain meaning.		
Sort familiar words into basic categories (e.g., colors, shapes, foods)		
Describe familiar objects and events in both general and specific language.	English Expressways/ Happy Days Ahead	170-174
Show curiosity about and play with words and language		
Use new words learned thru stories in own speech		

<p>Know and use words that are important to school work, such as the names for colors, shapes, and numbers</p>	<p>English Expressways/ Community Helpers</p>	<p>236-237</p>
<p>Know and use words that are important to daily life, such as street names and names for community workers.</p>		
<ol style="list-style-type: none"> 1. Know the parts of a book and how books are held and read 2. Understand what authors and illustrators do 3. Follow print from left to right and from top to bottom of a page when stories are read aloud 4. Understand the relationship between print and pictures 5. Understand that the message of most books is in the print and not the pictures 6. Identify the patterns and structures of rhyme and patterned text when retelling and reciting 7. Understand, and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line 8. Track the text in the correct order: page by page, left to right, top to bottom 9. Make 1-1 correspondence between written and spoken words 		
<p>Identify connections between text listened to and</p>		

personal experience		
Make predictions about stories based on the cover or titles of texts		
Expect written text to make sense		
Use the meaning of simple texts to support predictions		
Listen carefully to texts read aloud		
Ask and answer questions about texts	English Expressways/ Mother Dear English Expressways/ Hungry Ming English Expressways/ Picnic Day	240-242 243-245 246-249
Use what is already known to understand a text		

Derive meaning from repetitive language structure		
Predict what will happen in a text based on pictures or information in the text	English Expressways/ Playing with Pictures English Expressways/ Telling What Will Happen? English Expressways/ Telling What Happened	187-191 220-223 254-256
Retell and/or act out events in text		
Talk about texts identifying major points and keys themes		
Participate (e.g., react, speculate, join in, read along) when repetitive language structure of fiction and poetry are read aloud.		
Understand the structure of a simple text and use when re-enacting and retelling		

<p>Answer simple questions (who, what, where, when) about text listened to</p>	<p>English Expressways/ Answering Questions English Expressways/ Answering <u>Where</u> Questions English Expressways/ Answering <u>When</u> Questions</p>	<p>202-208 214-216 217-218</p>
<p>Determine whether a story is realistic or fantasy.</p>		
<p>Restate facts from listening to expository text.</p>		
<p>Respond appropriately to questions base on facts in expository text</p>	<p>English Expressways/ Friendly Trees English Expressways/ A Colorful Rainbow English Expressways/ All About Growing English Expressways/ Where Animals Live</p>	<p>257-259 253-254 250-252 224-227</p>
<p>Sequentially follow a two-step directions (e.g., recipes, directions, classroom procedures) using picture clues given verbally</p>		

Identify signs, symbols, labels and captions in the environment.	English Expressways/ Caring for Plants	228-229
Locate information in pictorial information books		
Participate (e.g., clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm.		
Relate story setting and incidents to own experience		
Return to favorite books, songs, rhymes to be re-read and enjoyed		
Attempt to read or re-tell familiar storybooks		
Following directions		
Interpreting pictographs		
Interpreting simple maps of familiar places		

INVENTORY OF GRADE 1 EXISTING TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

A. ORAL LANGUAGE

COMPETENCIES	BOOK OR MODULE	PAGE
<ul style="list-style-type: none">• Listen and attempt to respond to others in English		
<ul style="list-style-type: none">• Listen and respond to texts	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 1 p. 1
<ul style="list-style-type: none">• Relate texts to personal experience		
<ul style="list-style-type: none">• Talk about personal experiences		
<ul style="list-style-type: none">• Clarify meaning heard while drawing on personal experience		
<ul style="list-style-type: none">• Start to ask questions, attempt to listen to, interpret and present information		

B. PHONOLOGICAL AWARENESS (No competencies)

C. PHONICS AND WORD RECOGNITION (No competencies)

D. GRAMMAR

COMPETENCIES	BOOK OR MODULE	PAGE
<ul style="list-style-type: none">• Use correct nouns and personal pronouns in telling about one's family and friends		
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 37 p. 208
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 38 p. 213
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 47 p. 260
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 48 p. 265
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 49 p. 270
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 50 p. 278
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 51 p. 283
	<i>Words that Name Persons, Places or Things</i> 12-A	1-14
	<i>Adding S or ES to Mean More Than One</i> 13-	1-11

	A	
	Adding S or ES to Mean More Than One 13-B	1-8
	Making Words Mean More Than One 13-C	1-12
	Words in Place of Nouns 15-A	1-16
	Words in Place of Nouns 15-B	1-14
	Using Object Pronouns 16-A	1-9
	Words in Place of Nouns 16-B	1-10
	Lesson Guides in Elementary English (Grade 1)	Lesson 56 p. 301
<ul style="list-style-type: none"> Use a limited number of simple verbs in telling about the activities of one's family and friends 	Lesson Guides in Elementary English (Grade 1)	Lesson 57 p. 307
	Let's Use Action Verbs 17-A	1-11
	Let's Use More Action Words 17-B	1-16
	Let's Use More Action Words 6-C	1-20
	Let's Compare 19-A	1-9
	Let's Compare 19-B	1-9
	Let's Compare 19-C	1-8
	Lesson Guides in Elementary English (Grade 1)	Lesson 52 p. 286
	Lesson Guides in Elementary English (Grade 1)	Lesson 53 p. 290
	Lesson Guides in Elementary English (Grade 1)	Lesson 54 p. 294
<ul style="list-style-type: none"> Using directional prepositions correctly 	Lesson Guides in Elementary English (Grade 1)	Lesson 44 p. 242
	Lesson Guides in Elementary English (Grade 1)	Lesson 45 p. 249
	Lesson Guides in Elementary English (Grade 1)	Lesson 46 p. 253

E. VOCABULARY DEVELOPMENT

COMPETENCIES	BOOK OR MODULE	PAGE
<ul style="list-style-type: none"> Differentiate English words from words in other languages spoken at home and in school 		
<ul style="list-style-type: none"> Ask about unfamiliar words to gain meaning 		
<ul style="list-style-type: none"> Sort familiar words into basic categories (e.g. colors, shapes, foods) 	<i>Lesson Guides in Elementary English (Grade 1)</i>	Lesson 65 p. 345
<ul style="list-style-type: none"> Describe familiar objects and events in both general and specific language 		
<ul style="list-style-type: none"> Show curiosity about and play with words and language 		
<ul style="list-style-type: none"> Use new words learned thru stories in own speech 		
<ul style="list-style-type: none"> Know and use words that are important to school work, such as the names for colors, shapes, and numbers 		
<ul style="list-style-type: none"> Know and use words that are important to daily life, such as street names and names for community workers 	<i>Words that Name Persons, Places or Things 12-A</i>	1-14

F. BOOK AND PRINT KNOWLEDGE

COMPETENCIES	BOOK OR MODULE	PAGE
<ul style="list-style-type: none"> Know the parts of a book and how books are held and read 		
<ul style="list-style-type: none"> Understand what authors and illustrators do 		
<ul style="list-style-type: none"> Follow print from left to right and from top to bottom of a page when stories are read aloud 	<i>Lesson Guides in Elementary English (Grade 1)</i>	Lesson 61 p. 327
	<i>Lesson Guides in Elementary English (Grade 1)</i>	Lesson 6 p. 25
	<i>Lesson Guides in Elementary English (Grade 1)</i>	Lesson 7 p. 30
<ul style="list-style-type: none"> Understand the relationship between print and pictures 	<i>Lesson Guides in Elementary English (Grade 1)</i>	Lesson 8 p. 38
<ul style="list-style-type: none"> Understand that the message of most books is in the print and not the pictures 	<i>Lesson Guides in Elementary English (Grade 1)</i>	Lesson 9 p. 44

- Understand that the message of most books is in the print and not the pictures
- Understand, and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line
- Track the text in the correct order: page by page, left to right, top to bottom
- Make 1-1 correspondence between written and spoken words

Lesson Guides in Elementary English (Grade 1)	Lesson 10 p. 51
Lesson Guides in Elementary English (Grade 1)	Lesson 11 p. 56
Lesson Guides in Elementary English (Grade 1)	Lesson 12 p. 61
Lesson Guides in Elementary English (Grade 1)	Lesson 13 p. 67
Lesson Guides in Elementary English (Grade 1)	Lesson 14 p. 73
Lesson Guides in Elementary English (Grade 1)	Lesson 15 p. 81
Lesson Guides in Elementary English (Grade 1)	Lesson 16 p. 90
Lesson Guides in Elementary English (Grade 1)	Lesson 17 p. 98
Lesson Guides in Elementary English (Grade 1)	Lesson 18 p. 104
Lesson Guides in Elementary English (Grade 1)	Lesson 19 p. 110
Lesson Guides in Elementary English (Grade 1)	Lesson 20 p. 116
Lesson Guides in Elementary English (Grade 1)	Lesson 21 p. 121
Lesson Guides in Elementary English (Grade 1)	Lesson 22 p. 125
Lesson Guides in Elementary English (Grade 1)	Lesson 23 p. 133
Lesson Guides in Elementary English (Grade 1)	Lesson 24 p. 139
Lesson Guides in Elementary English (Grade 1)	Lesson 25 p. 143
Lesson Guides in Elementary English (Grade 1)	Lesson 26 p. 153
Lesson Guides in Elementary English (Grade 1)	Lesson 27 p. 157
Lesson Guides in Elementary English (Grade 1)	Lesson 28 p. 162
Lesson Guides in Elementary English	Lesson 29

<ul style="list-style-type: none"> Identify the patterns and structures of rhyme and patterned text when retelling and reciting 	(Grade 1)	p. 166
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 30 p. 169
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 31 p. 172
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 32 p. 1179
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 33 p. 188
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 34 p. 194
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 20 p. 116
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 62 p. 333
	<i>Lesson Guides in Elementary English</i> (Grade 1)	Lesson 63 p. 336

G. LISTENING COMPREHENSION (LISTENING CAPACITY)

COMPETENCIES	BOOK OR MODULE	PAGE
<ul style="list-style-type: none"> Identify connections between text listened to and personal experience Make predictions about stories based on the cover or titles of texts 	<i>Tell Us Why 12-A</i>	1-11
	<i>Tell Us Why 12-B</i>	1-9
	<i>Tell Us Why 12-C</i>	1-10
<ul style="list-style-type: none"> Expect written text to make sense Use the meaning of simple texts to support predictions Listen carefully to texts read aloud 		
<ul style="list-style-type: none"> Use what is already known to understand a text Derive meaning from repetitive language structure Predict what will happen in a text based on pictures or information in the text 	<i>Believe It or Not 15-A</i>	1-4
	<i>What Do You Think? 7-A</i>	1-14
<ul style="list-style-type: none"> Retell and/or act out events in texts 		

<ul style="list-style-type: none"> • Talk about texts identifying major points and key themes 		
<ul style="list-style-type: none"> • Participate (e.g. react, speculate, join in, read along) when repetitive language structure of fiction and poetry are read aloud 		
<ul style="list-style-type: none"> • Understand the structure of simple text and use when re-enacting and retelling 	Lesson Guides in Elementary English (Grade 1)	Lesson 3 p. 9
	Know the Detailed Parts of a Story 8-B	1-10
	Know More About the Parts of a Story 8-C	1-12
	Are the Events in Order? 5-A	1-9
	Are the Events in Order? 5-B	1-16
	Are the Events in Order? 5-C	1-9
	What is It all About? 4-A	1-12
	What is IT all About? 4-B	1-13
	Where and Who of a Story 8-A	1-8
	Why? How? 9-A	1-11
	Why? How? 9-C	1-15
<ul style="list-style-type: none"> • Determine whether a story is realistic or fantasy 	Believe It or Not 15-A	5-11
	Believe It or Not 15-B	1-12
	Believe It or Not 15-C	1-12
<ul style="list-style-type: none"> • Restate facts from listening to expository text 		
<ul style="list-style-type: none"> • Respond appropriately to questions based on facts in expository text 		
<ul style="list-style-type: none"> • Sequentially follow a two-step directions (e.g. recipes, directions, classroom procedures) using picture clues given verbally 		
<ul style="list-style-type: none"> • Identify signs, symbols, labels, and captions in the environment 		
<ul style="list-style-type: none"> • Locate information in pictorial information books 		
<ul style="list-style-type: none"> • Participate (e.g. clapping, chanting, choral reading) in the reading of poetry by responding to the rhyme and rhythm 		
<ul style="list-style-type: none"> • Relate story setting and incidents to own experience 		

H. READING COMPREHENSION (No competencies)

I. FLUENCY (No competencies)

J. SPELLING (No competencies)

K. WRITING/COMPOSITION (No competencies)

L. ATTITUDE TOWARDS LANGAUGE, LITERATURE AND LITERACY

COMPETENCIES	BOOK OR MODULE	PAGE
<ul style="list-style-type: none"> Return to favorite books, songs, rhymes to be read-aloud and enjoyed 		
<ul style="list-style-type: none"> Attempt to read or retell familiar storybooks 		

M. STUDY SKILLS

COMPETENCIES	BOOK OR MODULE	PAGE
<ul style="list-style-type: none"> Following directions 		
<ul style="list-style-type: none"> Interpreting pictographs 		
<ul style="list-style-type: none"> Interpreting simple maps of familiar places 		