

1st Quarter

Grade 6 English

1	Topic: The Noun (proper noun, common noun, and collective noun, concrete, and abstract)			
	Standard 5: Apply knowledge of language conversions (i.e., grammar, punctuation and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
Week	Objectives	Students' Performance Indicators	SA	TA
	Explain what noun is and its importance.	✓ I can explain what noun is and its importance in a sentence.		
	Capitalize proper noun, and proper punctuation.	✓ I can write proper noun in a sentence using correct capitalization and punctuation.		
	To revise sentences by substituting proper nouns for common nouns.	✓ I can revise sentences by substituting proper nouns for common nouns.		
	Identify nouns in sentences as collective, proper, common, concrete and abstract nouns.	✓ I can identify the types of noun used in the sentence as collective, proper, common, concrete and abstract nouns.		
	Define Proper Noun, Common Noun, and collective noun, then give their examples.	✓ I can define Proper Noun, Common noun and collective noun and give their examples.		
	Identify singular and plural noun.	✓ I can identify singular and plural noun.		
2	Topic: The Pronoun (Personal pronouns, reflexive or intensive, demonstrative, indefinite pronouns, interrogative, and relative pronoun)			
	Standard 5: Apply knowledge of language conversions (i.e., grammar, punctuation and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts			
Week	Objectives	Students' Performance Indicators	SA	TA
	I can enumerate the types of pronoun and give their examples.	I can enumerate the types of pronouns namely reflexive, intensive, demonstrative, indefinite, interrogative and relative pronoun and give their examples.		
	To identify pronouns as personal, intensive or reflexive, demonstrative, definite, interrogative or relative pronouns.	I can identify pronouns as personal, intensive or reflexive, demonstrative, definite, interrogative or relative pronouns.		
	To revise sentences, replacing nouns with pronouns.	I can revise sentences, replacing nouns with pronouns.		
	To define what pronoun is.	I can define what pronoun is.		
	To recognize the forms of Personal pronouns and use them in making sentences.	I can recognize the forms of Personal pronouns and use them in making sentences.		

3	Topic: The Adjective (proper adjective, Demonstrative adjectives, and Adjective phrase)			
	Standard 5: Apply knowledge of language conversions (i.e., grammar, punctuation and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
Week	Objectives:	Students' Performance Indicators	SA	TA
	Identify adjectives and words they modify in sentences.	I can identify adjectives and words they modify in sentences.		
	Complete a story by adding appropriate adjectives.	I can complete a story by adding appropriate adjectives.		
	Identify adjectives, including proper adjectives in sentences.	I can identify adjectives, including proper adjectives in sentences.		
	Change proper nouns into proper adjectives and to use the adjectives in sentences.	I can change proper nouns into proper adjectives and to use the adjectives in sentences.		
	Distinguish between demonstrative pronouns and demonstrative adjectives.	I can distinguish between demonstrative pronouns and demonstrative adjectives.		
	Define what is adjective and adjective phrase.	I can define what is adjective and adjective phrase		
	Identify the adjective phrase in sentences.	I can identify the adjective phrase in sentences		
4	Topic: The Verb (main verbs, helping verbs, linking verbs, regular and irregular verbs, transitive and intransitive verb)			
	Standard 5: Apply knowledge of language conversions (i.e., grammar, punctuation and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts			
	Objectives:	Students' Performance Indicators:	SA	TA
	Differentiate regular verb from irregular verb.	I can differentiate regular verb from irregular verb.		
	Identify verb phrases and helping verbs.	I can identify verb phrases and helping verbs.		
	Use helping verbs in original sentences.	I can use helping verbs in original sentences.		
	Identify action verbs and linking verbs in sentences.	I can identify action verbs and linking verbs in sentences.		
	Differentiate action verb from linking verb.	I can differentiate action verb from action verb		
	Identify regular and irregular verbs.	I can identify regular and irregular verbs		
	Define transitive and intransitive verbs	I can define transitive and intransitive verbs		
	Differentiate transitive and intransitive verb.	I can differentiate transitive and intransitive verb.		
	Identifying verb as transitive or intransitive verbs in a sentence.	I can identify verb as transitive or intransitive verbs in a sentence.		
	Make sentences using transitive and intransitive verbs.	I can make sentences using transitive and intransitive verbs.		

Topic: Tenses of verbs, Simple Present, Simple past, and future tense			
Standard 5: Apply knowledge of language conversions (i.e., grammar, punctuation and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
Objectives:	Students' Performance Indicators:	SA	TA
Define transitive and intransitive verbs.	I can define transitive and intransitive verbs.		
Differentiate transitive and intransitive verb.	I can differentiate transitive verb from intransitive verb.		
Identifying verb as transitive or intransitive verbs in a sentence.	I can identify verb as transitive or intransitive verb in a sentence.		
Make sentences using transitive verb.	I can make sentence using transitive verb.		
Make sentence using intransitive verb.	I can make sentence using intransitive verb.		
Topic: The Adverb (adverb phrase and the position of adverb)			
Standard 5: Apply knowledge of language conversions (i.e., grammar, punctuation and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts.			
Objectives:	Students' Performance Indicators:	SA	TA
Define what adverb is and give examples.	I can define what adverb is and give examples.		
Identify adverbs and words they modified.	I can identify adverbs and words they modified.		
Use appropriate adverbs in sentences.	I can use appropriate adverbs in sentences.		
I know the positions of adverbs and words they modify in a sentence.	I know the positions of adverbs and words they modify in a sentence.		
Define what adverb phrase is.	I can define what adverb phrase is.		
Identify word or words the adverb phrase modifies.	I can identify word or words the adverb phrase modifies.		
Topic: The Preposition, prepositional phrase and prepositional adverb			
Standard 5 Apply knowledge of language conversions (i.e., grammar, punctuation and spelling) sentence structure, and vocabulary when writing or speaking to create, discuss, and critique texts			
Objectives:	Students' Performance Indicators:		
Learn and apply preposition	I can define what preposition is and give examples.		
	I can identify preposition use in a sentence.		
	I can define what prepositional phrase is.		
	I can use appropriate prepositions in sentences.		
	I can write sentences with preposition.		

2nd Quarter

Grade 6 English

1	Topic: The Parts of a Sentence - subject and predicate			
	Standard.			
Week	Objectives:	Students' Performance Indicators	SA	TA
	Define what sentence is.	I can define what sentence is		
	Identify sentences and sentence fragments.	I can identify sentences and sentence fragments.		
	Use of proper capitalizations and punctuation marks as needed.	I can use of proper capitalizations and punctuation marks as needed.		
	Define what sentence fragment is.	I can define what sentence fragment is.		
	Identify and revise sentence fragments.	I can identify and revise sentence fragments.		
	Identify compound subjects in sentences	I can identify compound subjects in sentences		
	Identify complete subjects and simple subjects and compound verbs in sentences.	I can identify complete subjects and simple subjects in sentences.		
	Identify predicates in sentences.	I can identify predicates in sentences.		
	Complete sentences by providing predicates.	I can write complete sentences by providing predicates.		
	Identify complete predicates and verbs in sentences.	I can identify complete predicates and verbs in sentences.		
	Complete sentences by supplying compound subjects and compound verbs.	I can complete sentences by supplying compound subjects and compound verbs.		
2	Topic: Kinds of Sentences (Declarative, imperative, interrogative, and exclamatory sentences.)			
	Standard:			
week	Objectives:	Students' Performance Indicators:	SA	TA
	Define each kinds of sentences.	I can define each kinds of sentences.		
	Classify sentences as declarative, imperative, interrogative or exclamatory and provide correct punctuation.	I can classify sentences as declarative, imperative, interrogative or exclamatory and provide correct punctuation.		
	Write sentences using different kinds of sentences.	I can write sentences using different kinds of sentences.		
3	Topic: The Phrase (prepositional phrase, adjective phrase, Adverb phrase)			
	Standard.			
	Objectives:	Students' Performance Indicators:	SA	TA
	Determine whether the given groups of words are phrase.	I can determine whether the given groups of words are phrase.		
	Identify prepositional phrases and their objects in sentences.	I can identify prepositional phrases and their objects in sentences.		
	Complete sentences by using prepositional phrases.	I can complete sentences by using prepositional phrases.		
	Identify adjective phrase and the words they modify.	I can Identify adjective phrase and the words they modify.		

	Write sentences using adverb phrase.	I can write sentences using adverb phrase.		
4	Topic: The Clause (independent clause, subordinate clause, adjective clause, adverb clause)			
	Standard			
	Objectives:	Students' Performance Indicators:	SA	TA
	Identify clauses as independent or subordinate.	I can identify clauses as independent or subordinate.		
	Identify adjective clauses in sentences.	I can identify adjective clauses in sentences.		
	Write sentences using adjective clauses.	I can write sentences using adjective clauses.		
	Identify adverb clauses in sentences.	I can identify adverb clauses in sentences.		
	Write sentences using adverb clauses.	I can write sentences using adverb clauses.		
5	Topic: Kinds of Sentence Structure – Simple Sentence, compound sentence, Complex sentence, and Compound – complex sentences			
	Standard.			
Week	Objectives:	Students' Performance Indicators		
	Define the following sentence structure a. Simple sentence b. compound sentence c. complex sentence d. compound complex sentences	I can define simple, compound, complex and compound complex sentences.		
	Write sentences an essay using different sentence structures.	I can write an essay using different sentence structures.		
	Identify sentences as simple or compound.	I can identify sentences as simple or compound.		
	Classify sentences according to structure.	I can classify sentences according to structure.		
6	Topic: Complements (direct object, Indirect object, and subject complements)			
	Standard.			
	Objectives:	Students' Performance Indicators:	SA	TA
	Complete sentences by adding complements.	I can complete sentences by adding complements		
	Identify direct objects in sentences.	I can identify direct objects in sentences.		
	Identify direct and indirect objects in sentences.	I can identify direct and indirect objects in sentences.		
	Identify predicate nominatives in sentences.	I can identify predicate nominatives in sentences		
	Identify predicate adjectives in sentences.	I can identify predicate adjectives in sentences.		

6	Topic: Agreement - subject and verb, Pronoun and Antecedent			
	Standard.			
Week	Objectives:	Students' Performance Indicators	SA	TA
	Identify subjects and verbs as singular or plural.	I can identify subjects and verbs as singular or plural.		
	Change the number of subjects and verbs.	I can Change the number of subjects and verbs.		
	Choose verbs that agree in number with their subjects.	I can choose verbs that agree in number with their subjects.		
	Choose verbs that agree in number with their subjects when intervening phrase separates the subjects and verb.	I can choose verbs that agree in number with their subjects when intervening phrase separates the subjects and verb.		
	Choose verb that agree in number with indefinite pronouns used as subjects.	I can choose verb that agree in number with indefinite pronouns used as subjects.		
	Choose verbs that agree with compound subjects.	I can choose verbs that agree with compound subjects.		
	Read aloud sentences with compound subjects joined by <i>or</i> or <i>nor</i> .	I can read aloud sentences with compound subjects joined by <i>or</i> or <i>nor</i> .		
	Choose verbs that agree with subjects that come after the verb.	I can choose verbs that agree with subjects that come after the verb.		
	Read aloud sentences containing don't and doesn't.	I can read aloud sentences containing don't and doesn't.		
	Write don't and doesn't to agree with subjects in sentences.	I can write don't and doesn't to agree with subjects in sentences.		
	Proofread for pronoun antecedent agreement.	I can proofread for pronoun antecedent agreement.		

3rd Quarter
Grade 6 English

1	Topic: Using verbs correctly – Principal parts of verbs			
	Standard:			
Week	Objectives:	Students' Performance Indicators	SA	TA
	Read sentences aloud stressing regular verbs.	I can read sentences aloud stressing regular verbs.		
	Form the principal parts of regular verbs.	I can Form the principal parts of regular verbs.		
	Use the principal parts of regular verbs in sentences.	I can use the principal parts of regular verbs in sentences.		
	Read sentences aloud stressing irregular verbs.	I read sentences aloud stressing irregular verbs.		
	Identify the correct forms of irregular verbs.	I can identify the correct forms of irregular verbs.		
	Write correct forms of irregular verbs.	I can write correct forms of irregular verbs.		
2	Topic: Tenses – Simple Present, Past, and Future tense. Progressive forms - Simple present progressive, past progressive and future progressive			
	Standard:			
week	Objectives:	Students' Performance Indicators:	SA	TA
	Identify the verb tenses in sentences.	I can identify the verb tenses in sentences.		
	Revise a paragraph for consistency of verb tense.	I can revise a paragraph for consistency of verb tense.		
	Write sentences using correct forms of verbs.	I can write sentences using correct forms of verbs.		
	write a sentence using the past, present, or future tense.	I can write a sentence using the past, present, or future tense.		
	Construct sentences and use present progressive, past progressive, and future progressive tense.	I can Construct sentences and use present progressive, past progressive, and future progressive tense.		
	Differentiate simple present from simple present continuous.	I can differentiate simple present from simple present continuous.		

3	Topic: Present perfect tense, past perfect tense, and future perfect tense.			
	Standard.			
	Objectives:	Students' Performance Indicators:	SA	TA
	Define the following tenses – present perfect, past perfect and future perfect tense.	I can define the following tenses – present perfect, past perfect and future perfect tense.		
	Construct sentences using present perfect, past perfect and future perfect tense.	I can construct sentences using present perfect, past perfect and future perfect tense.		
	Identify the verb tense use in sentences.	I can identify the verb tense use in sentences.		
	Use correct tenses in constructing sentences.	I can use correct tenses in constructing sentences.		
4	Topic: present perfect progressive, past perfect progressive, future perfect progressive.			
	Standard.			
	Objectives:	Students' Performance Indicators:	SA	TA
	Define the following tenses – present perfect progressive, past perfect progressive, and future perfect progressive.	I can construct present perfect progressive tense.		
		I can construct past perfect progressive tense.		
		I can construct future perfect progressive tense		
		I can define present perfect, past perfect and future tense .		
5	Topic: Using Pronouns Correctly – Subject and object form			
	Standard			
	Objectives:	Students' Performance Indicators:	SA	TA
	Identify pronouns as subject forms, object forms or possessive forms.	I can identify pronouns as subject forms, object forms or possessive forms.		
	Identify pronouns in sentences.	I can identify pronouns in sentences.		
	To read sentences aloud and to stress the pronouns use as subjects and predicate nominatives.	I can read sentences aloud and to stress the pronouns use as subjects and predicate nominatives.		
	Identify the correct forms of pronouns in sentences.	I can identify the correct forms of pronouns in sentences		
	Identify pronouns used as predicate nominatives and to write sentences using them correctly.	I can identify pronouns used as predicate nominatives and to write sentences using them correctly.		
	Choose the correct forms of pronoun used as direct object, indirect objects and object of prepositions.	I can choose the correct forms of pronoun used as direct object, indirect objects and object of prepositions.		
	Read sentences aloud and stress the pronouns who and whom.	I can read sentences aloud and stress the pronouns who and whom.		
	Identify the correct forms of who and whom and pronouns with appositives.	I can identify the correct forms of who and whom and pronouns with appositives.		

6	Topic: Using Modifiers Correctly – Comparison of adjectives and adverbs			
	Standard.			
Week	Objectives:	Students' Performance Indicators	SA	TA
	Define what modifier is.	I can define what modifier is		
	Identify modifiers as adjectives or adverbs and to tell which word is modified.	I can identify modifiers as adjectives or adverbs and to tell which word is modified		
	Explain the following Three degrees of comparison. (positive degree, comparative degree, and superlative degree.	I can explain the following Three degrees of comparison. (positive degree, comparative degree, and superlative degree.		
	Write the comparative and superlative forms of modifiers.	I can write the comparative and superlative forms of modifiers.		
	Use regular and irregular comparative and superlative forms of modifiers correctly in sentences.	I can use regular and irregular comparative and superlative forms of modifiers correctly in sentences.		
	Distinguish the degree of comparison use in a sentence.	I can distinguish the degree of comparison use in a sentence.		

4th Quarter
Grade 6 English

1	Topic: A glossary of usage - Common usage problems			
	Standard:			
Week	Objectives:	Students' Performance Indicators	SA	TA
	Rewrite sentences correctly that contains errors.	I can rewrite sentences correctly that contain errors.		
	Identify the correct common usage.	I can identify and correct common errors in usage.		
	Identify correct usage in sentences.	I can identify correct usage in sentences.		
2 & 3	Topic: Capital Letters			
	Standard:			
week	Objectives:	Students' Performance Indicators:	SA	TA
	I know and apply the rules for capitalization.	I can capitalize the first word of every sentence.		
		I can Capitalize the first word in both the salutation and the closing of a letter.		
		I can capitalize the proper nouns.		
		I can capitalize the pronoun I.		
		I can capitalize the name of persons and animals.		
		I can capitalize geographical names.		
		I can capitalize the names of organizations, teams, institutions and government bodies.		
		I can capitalize the names of special events, holidays, and calendar items.		
		I can capitalize the names of historical events and periods.		
		I can capitalize the names of nationalities, races and people.		
		I can capitalize the names of business and the brand names of business products.		
		I can capitalize the names of ships, trains, aircraft and spacecraft.		
		I can capitalize the names of buildings and other structures.		
		I can capitalize the names of monuments, memorials, and awards.		
		I can capitalize the names of religions and their followers, holidays and celebrations, sacred writings and specific deities.		
		I can capitalize the names of planets, stars, constellations and other heavenly bodies.		

		I can capitalize the names of school subjects, except course names followed by a numerical and the names of language classes.		
		I can capitalize the proper adjectives.		
		I can capitalize the most abbreviations.		
		I can capitalize the capitalize titles.		

4	Topic: End Marks			
	Standard.			
	Objectives:	Students' Performance Indicators:	SA	TA
	I know and apply the end mark rules.	I can use a period at the end of a statement.		
		I can use question mark at the end of a question.		
		I can use exclamation point at the end of an exclamation.		
		I can use either a period or an exclamation point at the end of a request or a command (an imperative sentence)		
		I know that many abbreviations are followed by periods.		
		I can correct sentences by adding appropriate punctuation.		
		I can correct paragraphs by adding the proper end marks and capital letters to sentences.		
5	Topic: Commas			
	Standard.			
	Objectives:	Students' Performance Indicators:	SA	TA
	Apply the comma's rules	I can use commas to separate items in a series.		
		I can use commas to separate two or more adjectives that come before a noun.		
		I can put comma before and, but, for, nor, or, so, or, yet when it joins independent clauses in a compound sentence.		
		I can use commas to set off an expression that interrupt a sentence.		
		I can use commas to set off appositives and appositive phrases that are not necessary to the meaning of a sentence.		
		I can put commas to set off words used in direct address.		
		I can use comma after two or more introductory prepositional phrases.		
6&7	Topic: Semicolons and colons			
	Standard.			
	Objectives:	Students' Performance Indicators:	SA	TA
	Know and apply semicolons	I can use semicolon between parts of a compound sentence if they are not joined by and, but, for, nor, or, so, or yet.		
	Know and apply the rules of colons.	I can use colons before a list of items, especially after expressions.		
		I can use colon between the hour and the minute when you write the time.		
		I can use colon after salutation of a business letter.		

Topic: Punctuation – Italics, and Quotation Marks				
Standard.				
Week	Objectives:	Students' Performance Indicators	SA	TA
	Apply the rules of Italics	I can use underlining (italics) for titles and subtitles of books, plays, periodicals, films, television series, works of art and long musical works.		
		I can use underlining (italics) for names of trains, ships, aircraft, and spacecraft.		
		To use underlining(italics) correctly in sentences.		
	Use punctuation and capitalization correctly in quotations.	I can use punctuation and capitalization correctly in quotations.		
	Rewrite indirect quotations as direct quotations	I can rewrite indirect quotations as direct quotations.		
	Use single and double quotation marks correctly in sentences.	I can use single and double quotation marks correctly in sentences.		
	I learn and apply quotation marks rules	I can use quotation marks to enclose a direct quotation- a person's exact words.		
		I can directly quote sentence begins with a capital letter.		
		I understand when an expression identifying the speaker interrupts a quoted sentence, the second part of quotation begins with a lowercase letter.		
		I know a direct quotation can be set off from the rest of the sentence by a comma, a question mark, or an exclamation point, but not by a period.		
		I know that a period or comma should be placed inside the closing quotation marks.		
		I know that a question mark or an exclamation point should be placed inside closing quotation marks when the quotation itself is a question or an exclamation. Otherwise it should be placed outside.		
		I put quotation marks only at the beginning and the end of whole quotation when a quotation consists of several sentences.		
		I use single quotation marks to enclose a quotation within a quotation.		
		I use quotation marks to enclose the titles of short works such as short stories, poems, newspaper or magazine articles, songs, episodes of television series and chapters and other parts of books.		

8	Topic: Apostrophes, Hyphens, and Parentheses			
	Standard.			
	Objectives:	Students' Performance Indicators:	SA	TA
	Understand and apply Apostrophes	I add an apostrophe and an s to form possessive case of singular noun.		
		I add an apostrophe and an s to form the possessive case of plural noun that does not end in s.		
		I Add only the apostrophe to form the possessive case of the plural noun ending in s.		
		I do not use an apostrophe with possessive personal pronouns.		
		To form the possessive case of many indefinite pronouns, I add an apostrophe and an s.		
		I use apostrophe to show where letters, numerical, or words have been left out in a contraction.		
		I use an apostrophe and an s to form the plurals of letters, numerical, and symbols and words referred to as words.		
8	Topic: Hyphens and parentheses			
	Standard.			
	Objectives:	Students' Performance Indicators:	SA	TA
	Learn to apply hyphens and parentheses rules	I use hyphens to divide a word at the end of a line.		
		I use hyphen with compound numbers from twenty-one to ninety -nine.		
		I hyphenate a compound adjective when it comes before the noun it modifies.		
		I use hyphen with the prefixes all-ex-, great-, self-, and with the suffixes elect and- free.		
		I use parentheses to enclose material that is added to sentence but is not considered of major importance.		
9	Topic: Spelling			
	Standard:			
	Objectives:	Students' Performance Indicators		
	Acquire good spelling habits and spelling rules	I can spell correctly words that contain the letters ie or ei.		
		I can add prefixes and suffixes to word.		
		I can proofread sentences for correct spelling.		
		I can spell the plural and singular forms of nouns.		
		I can identify often-confused words and to use them correctly.		

End of 4th quarter