

SAMPLE PIVOT 4A LESSON EXEMPLARS USING THE IDEA INSTRUCTIONAL PROCESS

Learning Area	English
Learning Delivery Modality	Modular Distance Modality (Learners-Led)

 LESSON EXEMPLAR AR	School	CALABARZON National HS	Grade Level	Grade 11
	Teacher	John Dela Cruz	Learning Area	English (SHS)
	Teaching Date	Sept. 1-4, 2020	Quarter	First Quarter
	Teaching Time	1-2pm	No. of Days	4 days less PIVOT 4A 2021 for the number of

		Guide in Preparing the Exemplar (This does not appear in the actual exemplar.)
I. OBJECTIVES	At the end of the lesson, learners are expected to: a. Differentiate various models of communication; b. Explain the process of communication through elements involved; and c. Recognize the importance of models in understanding communication process in everyday lives.	The objectives should reflect the concepts of knowledge, skills and attitudes/values (KSAV's). There may be three (3) objectives representing KSAV's. However, a single objective containing KSAV's may be formulated. In formulating the objectives, consider the concepts specified by the MELC and/or enabling competencies. At times, lesson objectives are already specified at the beginning portion of the module.
A. Content Standards	The learner understands the nature and elements of oral communication in	Refer to the curriculum guide for the content standards set for this subject, grade level and quarter.
B. Performance Standards	The learner designs and performs effective controlled and uncontrolled oral communication activities based on context.	Refer to the curriculum guide for the content standards set for this subject, grade level and quarter.
C. Most Essential Learning Competencies (MELC)	Differentiates the various models of communication	Check the PIVOT 4A SGW and look for the MELC. <u>Except for SHS subjects</u> , MELCs can be identified through the number assigned to it. The number represents the number of MELCs set for
D. Enabling Competencies (If available, write the attached enabling competencies)		Check the PIVOT 4A SGW and look for enabling competencies. Enabling competencies are the LCs that appear before the MELC. They are considered enabling as they aid learners and teachers in achieving mastery in dealing with the assigned MELC. For this case, no enabling competencies were mapped for the specified MELCs.
II. CONTENT	Communication Models	The content may be identified by evaluating the concepts portrayed in the MELC. Though the contents specified in enabling competencies are important, still, they are not the main focus as these will just help in dealing with the MELC. Usually, the content is already identified in the module.
III. LEARNING RESOURCES		
A. References		
a. Teacher's Guide Pages		Write the pages where you can find the specified content in the learner's
b. Learner's Material	pp. 1-22	Write the pages where you can find the specified content in the learner's
c. Textbook Pages		In the context of using modular distance learning modality, the only material is the learner's
d. Additional Materials from Learning Resources		Indicate other learning resources to be used. These resources may be taken from the LR portal. Others may be online, offline, print and/or non-print resources. This may be filled if online distance learning, a blended

14 Grade 12 Exemplars

Nancy L. Allen

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the author's name.

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Development Process Summary of Participation Rates Conditioning Variables and Contrast Codings IRT Item Response Theory Parameters for Mathematics Items State Assessment Program Reporting Subgroups Composite and Derived Common Background Variables and Composite and Derived Reporting Variables Setting the NAEP Achievement Levels for the 1996 State Assessment in Mathematics Correction of the NAEP Program Documentation Error in the 1992 State Mathematics Results The Information Weighting Error and Sample Design and Selection Tables Contains 78 references ASK **Grade Booster to NCERT Exemplar Chemistry Class 11** Baljinder Singh, Grade Booster to NCERT Exemplar Chemistry Class 11 offers detailed concept based solutions to all Exemplar problems following the latest NCERT syllabus Each chapter contains step by step reasoning numerical explanations and theoretical insights to improve conceptual understanding Designed for both board and competitive exam preparation this book enhances analytical skills and accuracy The content includes multiple choice short and long answer problems with scientific explanations and proper units Booster Tips highlight common errors and shortcuts for efficient problem solving Ideal for revision and practice this title serves as a complete solution manual for mastering Exemplar level Chemistry It builds confidence conceptual clarity and precision essential for success in advanced studies **The NAEP ... Technical Report** ,1992 **Grade Booster to NCERT Exemplar Solutions to Biology Class 11** Shabnam Joshi,2025-10-04 The Grade Booster to NCERT Exemplar Solutions to Biology Class 11 offers in depth solutions to all exemplar problems focusing on conceptual understanding and application Each chapter includes NCERT based theory diagrams and high order reasoning questions It supports competitive exam readiness while reinforcing textbook learning Ideal for self study it ensures thorough comprehension and mastery in biology **The NAEP 1994 Technical Report** Nancy L. Allen,1997 **Technical Report of the NAEP 1994 Trial State Assessment Program in Reading** John Mazzeo,1995 *Technical Report of the NAEP 1994 Trail State Assessment Program in Reading* John Mazzeo,1995

Technical Report of the NAEP 1992 Trial State Assessment Program in Reading Eugene G. Johnson,1994 **Get Better Faster** Paul Bambrick-Santoyo,2016-07-25 Effective and practical coaching strategies for new educators plus valuable online coaching tools Many teachers are only observed one or two times per year on average and even among those who are observed scarcely any are given feedback as to how they could improve The bottom line is clear teachers do not need to be evaluated so much as they need to be developed and coached In Get Better Faster A 90 Day Plan for Coaching New Teachers Paul Bambrick Santoyo shares instructive tools of how school leaders can effectively guide new teachers to success Over the course of the book he breaks down the most critical actions leaders and teachers must take to achieve exemplary results Designed for coaches as well as beginning teachers Get Better Faster is an integral coaching tool for any school leader eager to help their teachers succeed Get Better Faster focuses on what s practical and actionable which makes the book s approach to coaching so effective By practicing the concrete actions and micro skills listed in Get Better Faster teachers will markedly improve their ability to lead a class producing a steady chain reaction of future teaching success Though focused heavily on

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