

GRADE 5

GRADE LEVEL STANDARD

The learners demonstrate applied and critical literacy in further developing receptive and productive skills; understand how literal and implied meanings are used in literary and informational texts; compose narrative and expository texts with simple, compound, and complex sentences; fill out a variety of forms accurately; use tone and mood, and verbal and non-verbal cues for clarity of purpose and meaning appropriate to age, gender, and culture; use visual elements to derive meaning and evaluate cultural appropriateness of visual texts; and understand multimedia elements and how they affect the meaning of multimedia texts.

QUARTER 1

CONTENT STANDARDS	The learners demonstrate their expanding vocabulary knowledge as used in formal and informal situations; growing knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; and developing skills in composing and creating text in order to produce culture-appropriate texts based on their purpose, context, and target audience.
PERFORMANCE STANDARDS	The learners apply literal, inferential, and critical comprehension of literary and informational texts and produce culture-appropriate texts: narrative and expository texts (explanation, news report) based on their purpose, context (national holidays), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

SUBDOMAINS	LEARNING COMPETENCIES		
Listening and Reading <i>(receptive skills)</i>	EN5LR-I-1 Comprehend literary texts.		
	1	noting important elements (story grammar)	
	2	sequencing at least 7 events	
	3	identifying type of plot: sequential	
	4	analyzing sound devices	
		a	onomatopoeia
		b	alliteration
	c	assonance	

	d	consonance	
	5	analyzing figures of speech to get and clarify meaning	
		a	simile
		b	metaphor
		c	personification
6	inferring: character's feelings and traits		
	7	making predictions: character's possible decision/action	
	8	drawing conclusions	
	9	identifying the main idea	
	10	summarizing story events	
	11	applying the important story elements to one's schema: evaluating possibility of an event happening in real life	
	EN5LR-I-2 Comprehend informational texts.		
	1	noting important information through outlining (topic, main idea, supporting details): deductive organization (inverted pyramid)	
	2	identifying text types	
		a	explanation
		b	news report
	3	identifying author's purpose	
		a	entertain
		b	inform, explain, describe
	4	drawing conclusions	
	5	making generalizations	
6	making a summary		
7	distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)		
Speaking and Writing <i>(productive skills)</i>	EN5SW-I-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.		
	1	using context clues: analogy	
	2	using structural analysis	

	a	suffixes: verb-forming suffixes
3		using general references (print and online): dictionary
EN5SW-I-2 Use tone and mood appropriately for one’s purpose, context, and target audience: formal.		
EN5SW-I-3 Compose appropriate sentences for clarity and coherence.		
		using subject-verb agreement
	a	kinds of nouns: collective, concrete, abstract
1		subject pronouns
	b	demonstrative
		Relative
		using kinds of verbs
2	a	helping
	b	linking (and sense)
	c	Transitive
		using tenses of verbs
3		progressive
	a	present
		past
		future
4		using adjectives: series (determiner, quantity, quality, size, shape, color)
5		using adverbs: manner
6		composing compound-complex sentences
EN5SW-I-4 Produce text with introduction, body, and conclusion in conveying ideas: giving relevant information on a given topic.		
EN5SW-I-5 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one’s purpose, context, and target audience.		
1		using text types
	a	narrative

		b	explanation
		c	news report
	2	using friendly letters (e.g., excuse, invitation, gratitude, etc.)	
	EN5SW-I-6 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.		
	1	using facial expressions	
	2	using gestures	
	3	using eye contact	
	4	using haptics	
	5	using posture	
	6	using proxemics and blocking	
	EN5SW-I-7 Fill out forms accurately.		
	1	personal data forms	
	2	school forms	
	Viewing and Representing	EN5VR-I-1 Identify visual elements: using layout (margin, grid, header, slide bar).	
EN5VR-I-2 Derive meaning based on the visual elements.			
1		interpreting tone and mood (colors, space, layout, directionality)	
2		identifying the purpose of the visual text	
3		analyzing how visual elements contribute to the meaning of a text	
4		interpreting images/ideas that are explicitly used to influence viewers	
		a	stereotypes on age and gender
		b	stereotypes on socio-economic status
EN5VR-I-3 Evaluate cultural appropriateness of visual elements.			
EN5VR-I-4 Create a visual text drawn from visual elements learned.			
EN5VR-I-5 Identify multimedia elements: audio (dialogue, recorded narration, music, sound effects).			
EN5VR-I-6 Derive meaning for multimedia elements learned: identifying the author’s purpose.			

GRADE 5 – QUARTER 2

CONTENT STANDARDS	The learners demonstrate their expanding vocabulary knowledge as used in formal and informal situations; growing knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; and developing skills in composing and creating text in order to produce culture-appropriate texts based on their purpose, context, and target audience.
PERFORMANCE STANDARDS	The learners apply literal, inferential, and critical comprehension of literary and informational texts and produce culture-appropriate texts: narrative and expository texts (explanation, news report) based on their purpose, context (Ramadan), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

SUBDOMAINS	LEARNING COMPETENCIES		
Listening and Reading <i>(receptive skills)</i>	EN5LR-II-1 Comprehend literary texts.		
	1	noting important elements (story grammar)	
	2	sequencing at least 7 events	
	3	identifying type of plot: sequential	
	4	analyzing figures of speech to get and clarify meaning	
		a	simile
		b	metaphor
		c	personification
	d	hyperbole	
	5	inferring: character's feelings and traits	
	6	making predictions: character's possible decision/action	
	7	drawing conclusions	
	8	identifying the main idea	
9	summarizing story events		
10	applying the important story elements to one's schema: evaluating possibility of an event happening in real life		
EN5LR-II-2 Comprehend informational texts.			

	1	noting important information through outlining (topic, main idea, supporting details): deductive organization (inverted pyramid)	
	2	identifying text types	
		a	explanation
		b	news report
	3	identifying author's purpose	
		a	Entertain
		b	inform, explain, describe
	4	drawing conclusions	
5	making generalizations		
6	making a summary		
7	distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)		
Speaking and Writing <i>(productive skills)</i>	EN5SW-II-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.		
	1	using context clues	
		a	analogy
		b	appositive
	2	using structural analysis	
		a	suffixes: adverb-forming suffixes
	3	using general references (print and online): glossary	
	EN5SW-II-2 Use tone and mood appropriately for one's purpose, context, and target audience: formal.		
	EN5SW-II-3 Compose appropriate sentences for clarity and coherence.		
	1	using subject-verb agreement	
		a	kinds of nouns: possessive, compound
b		subject pronouns	
		relative	
		reflexive	
2	using kinds of verbs		

		a	helping	
		b	linking (and sense)	
		c	transitive	
	3	a	using tenses of verbs	
			progressive	
			present	
			past	
			future	
	4	using adverbs		
		a	time	
		b	place	
	5	using complement: noun		
	6	composing compound-complex sentences		
	EN5SW-II-4 Produce text with introduction, body, and conclusion in conveying ideas: giving relevant information on a given topic.			
	EN5SW-II-5 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one’s purpose, context, and target audience.			
	1	using text types		
		a	narrative	
		b	explanation	
		c	news report	
	2	using friendly letters (e.g., excuse, invitation, gratitude, etc.)		
EN5SW-II-6 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.				
1	using facial expressions			
2	using gestures			
3	using eye contact			
4	using haptics			
5	using posture			

	6	using proxemics and blocking	
	EN5SW-II-7 Fill out forms accurately.		
	1	personal data forms	
	2	school forms	
Viewing and Representing	EN5VR-II-1 Identify visual elements: using directionality (linear, overlapping shapes).		
	EN5VR-II-2 Derive meaning based on the visual elements.		
	1	interpreting tone and mood (colors, space, layout, directionality)	
	2	identifying the purpose of the visual text	
	3	analyzing how visual elements contribute to the meaning of a text	
		interpreting images/ideas that are explicitly used to influence viewers	
	4	a	stereotypes on age and gender
		b	stereotypes on socio-economic status
	EN5VR-II-3 Evaluate cultural appropriateness of visual elements.		
	EN5VR-II-4 Create a visual text drawn from visual elements learned.		
	EN5VR-II-5 Identify multimedia elements: audio (dialogue, recorded narration, music, sound effects).		
EN5VR-II-6 Derive meaning for multimedia elements learned: identifying the author's purpose.			

GRADE 5 – QUARTER 3

CONTENT STANDARDS	The learners demonstrate their expanding vocabulary knowledge as used in formal and informal situations; growing knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; and developing skills in composing and creating text in order to produce culture-appropriate texts based on one's purpose, context, and target audience.
PERFORMANCE STANDARDS	The learners apply literal, inferential, and critical comprehension of literary and informational texts and produce culture-appropriate texts: narrative and expository texts (explanation, news report) based on their purpose, context (Chinese New Year), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

SUBDOMAINS	LEARNING COMPETENCIES		
Listening and Reading <i>(receptive skills)</i>	EN5LR-III-1 Comprehend literary texts.		
	1	noting important elements (story grammar)	
	2	sequencing at least 7 events	
	3	identifying type of plot: flashback	
	4	analyzing figures of speech to get and clarify meaning	
		a	metaphor
		b	personification
	c	hyperbole	
	5	inferring: character's feelings and traits	
	6	making predictions: character's possible decision/action	
	7	drawing conclusions	
	8	identifying the main idea	
9	summarizing story events		
10	applying the important story elements to one's schema: evaluating possibility of an event happening in real life		
EN5LR-III-2 Comprehend informational texts.			

	1	noting important information through outlining (topic, main idea, supporting details): deductive organization (inverted pyramid)	
	2	identifying text types	
		a	explanation
	3	b	news report
		identifying author's purpose	
	a	entertain	
	b	inform, explain, describe	
4	drawing conclusions		
5	making generalizations		
6	making a summary		
7	distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)		
Speaking and Writing <i>(productive skills)</i>	EN5SW-III-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.		
	1	using context clues	
		a	analogy
		b	appositive
		c	general gist/sense
	2	using general references (print and online): thesaurus	
	EN5SW-III-2 Use tone and mood appropriately for one's purpose, context, and target audience: formal.		
	EN5SW-III-3 Compose appropriate sentences for clarity and coherence.		
	1	using subject-verb agreement	
		a	kinds of nouns: possessive, compound
		b	subject pronouns: reflexive
	2	using kinds of verbs	
		a	linking (and sense)
b		transitive	
3	using tenses of verbs		

	a	progressive	
		present	
		past	
		future	
	4	a	using adverbs
		b	frequency
	5	a	intensity
		b	using complement
	5	a	noun
		b	pronoun
	6		composing compound-complex sentences
	EN5SW-III-4 Produce text with introduction, body, and conclusion in conveying ideas: giving relevant information on a given topic.		
	EN5SW-III-5 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one’s purpose, context, and target audience.		
	1		using text types
		a	narrative
		b	explanation
		c	news report
	2		using friendly letters (e.g., excuse, invitation, gratitude, etc.)
	EN5SW-III-6 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.		
	1		using facial expressions
2		using gestures	
3		using eye contact	
4		using haptics	
5		using posture	
6		using proxemics and blocking	
EN5SW-III-7 Fill out forms accurately.			

	1	bank forms	
	2	composite/government forms	
Viewing and Representing	EN5VR-III-1 Derive meaning based on the visual elements.		
	1	interpreting tone and mood (colors, space, layout, directionality)	
	2	identifying the purpose of the visual text	
	3	analyzing how visual elements contribute to the meaning of a text	
	4	interpreting images/ideas that are explicitly used to influence viewers	
		a	stereotypes on age and gender
		b	stereotypes on socio-economic status
	EN5VR-III-2 Evaluate cultural appropriateness of visual elements.		
	EN5VR-III-3 Create a visual text drawn from visual elements learned.		
	EN5VR-III-4 Identify multimedia elements: video (clip, film, tv ads, slide show, etc.).		
EN5VR-III-5 Derive meaning for multimedia elements learned: identifying the author's purpose.			

GRADE 5 – QUARTER 4

CONTENT STANDARDS	The learners demonstrate their expanding vocabulary knowledge as used in formal and informal situations; growing knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts, and developing skills in composing and creating text in order to produce culture-appropriate texts based on one's purpose, context, and target audience.
PERFORMANCE STANDARDS	The learners apply literal, inferential, and critical comprehension of literary and informational texts and produce culture-appropriate texts: narrative and expository texts (explanation, news report) based on their purpose, context (Indigenous People and regional celebrations), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

SUBDOMAINS	LEARNING COMPETENCIES		
Listening and Reading <i>(receptive skills)</i>	EN5LR-IV-1 Comprehend literary texts.		
	1	noting important elements (story grammar)	
	2	sequencing at least 7 events	
	3	identifying type of plot: flashback	
	4	analyzing figures of speech to get and clarify meaning	
		a	personification
		b	hyperbole
	5	inferring: character's feelings and traits	
	6	making predictions: character's possible decision/action	
	7	drawing conclusions	
	8	identifying the main idea	
	9	summarizing story events	
	10	applying the important story elements to one's schema: evaluating possibility of an event happening in real life	
EN5LR-IV-2 Comprehend informational texts.			
1	noting important information through outlining (topic, main idea, supporting details): deductive organization (inverted pyramid)		

	2	identifying text types	
		a explanation	
		b news report	
	3	identifying author’s purpose	
		a entertain	
		b inform, explain, describe	
	4	drawing conclusions	
	5	making generalizations	
6	making a summary		
7	distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)		
Speaking and Writing <i>(productive skills)</i>	EN5SW-IV-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.		
	1	using context clues	
		a analogy	
		b general gist/sense	
		c punctuation	
	2	using general references (print and online): encyclopedia	
	EN5SW-IV-2 Use tone and mood appropriately for one’s purpose, context, and target audience: formal.		
	EN5SW-IV-3 Compose appropriate sentences for clarity and coherence.		
	1	using kinds of verbs: transitive	
	2	using tenses of verbs	
		a	progressive
			present
			past
future			
3	using adverbs		
	a degrees of regular adverbs		
	b degrees of irregular adverbs		

	4	using complement	
		a	noun
		b	pronoun
		c	adjective
	5	composing compound-complex sentences	
	EN5SW-IV-4 Produce text with introduction, body, and conclusion in conveying ideas: giving relevant information on a given topic.		
	EN5SW-IV-5 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one’s purpose, context, and target audience.		
	1	using text types	
		a	narrative
		b	explanation
		c	news report
	2	using friendly letters (e.g., excuse, invitation, gratitude, etc.)	
	EN5SW-IV-6 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.		
	1	using facial expressions	
	2	using gestures	
	3	using eye contact	
	4	using haptics	
5	using posture		
6	using proxemics and blocking		
EN5SW-IV-7 Fill out forms accurately.			
1	bank forms		
2	composite/government forms		
Viewing and Representing	EN5VR-IV-1 Derive meaning based on the visual elements.		
	1	interpreting tone and mood (colors, space, layout, directionality)	
	2	identifying the purpose of the visual text	
	3	analyzing how visual elements contribute to the meaning of a text	

		interpreting images/ideas that are explicitly used to influence viewers
	4	a stereotypes on age and gender
		b stereotypes on socio-economic status
	EN5VR-IV-2 Evaluate cultural appropriateness of visual elements.	
	EN5VR-IV-3 Create a visual text drawn from visual elements learned.	
	EN5VR-IV-4 Identify multimedia elements: video (clip, film, tv ads, slide show, etc.).	
	EN5VR-IV-5 Derive meaning for multimedia elements learned: identifying the author’s purpose.	
EN5VR-IV-6 Create a multimedia text drawn from multimedia elements learned.		