



Republic of the Philippines
DEPARTMENT OF EDUCATION
 National Capital Region
DIVISION OF LAS PIÑAS
 Las Piñas City
 LPESC, Gabaldon Bldg., Padre Diego Cera Ave., Real St., E. Aldana, Las Piñas City
 835-9030 · 822-3840



BUDGET OF WORK IN ENGLISH GRADE 5 (FIRST QUARTER)

| TOPIC | OBJECTIVE | CODE | DAY |
|---|---|---|-----|
| Noting Details | Note significant details from a selection heard | EN5LC-Ia-2.1 | 1 |
| Using appropriate facial expressions | Use facial expressions when talking about a chosen topic | EN5OL-Ia-2.6.1 | 1 |
| Inferring meaning of unfamiliar words through context clues and other strategies | Infer the meaning of unfamiliar words based on given context clues and other strategies | EN5V-Ia-12 and 13 EN5V-Ib-12 and 13 | 1 |
| Composing sentences using aspects of verbs | Compose clear and coherent sentences using appropriate aspects of verbs | EN5G-Ia-3.3 EN5G-Ib-3.3 | 1 |
| Planning/writing two to three paragraph composition using outline or graphic organizers | Plan a two to three-paragraph composition using an outline/ other graphic organizers | EN5WC-Ia-1.1.6.1 EN5WC-Ib-1.1.6.1 | 1 |
| Describing different forms and conventions of film and moving pictures | Describe different forms and convention of films and moving pictures | EN5VC-Ia-5.1 EN5VC-Ib-5.1 EN5VC-Ic-5.1 | 1 |
| Identifying elements of literary texts/stories heard | Identify the elements of literary texts/stories heard | EN5LC-Ib-2.17.1 EN5LC-Ic-2.17.2 EN5LC-Ic-2.17.3 | 1 |
| Using appropriate body movements and gestures when talking about the chosen topic | Use appropriate body movements/gestures when about the chosen topic | EN5OL-Ib-2.6.2 | 1 |

| | | | |
|--|---|--|---|
| | Observe politeness at all times (this objective is assumed to be integrated in every lesson as valuing) | EN5A-Ia-16 EN5A-Ib-16 EN5A-Ic-16 | 1 |
| Inferring meaning of unfamiliar words through context clues and other strategies | Infer the meaning of unfamiliar words based on given context clues and other strategies | EN5V-Ic-12 and13 EN5v-Id-12 and13 | 1 |
| Inferring the theme of literary text read | Infer the theme of literary text being read | EN5RC-Ib-2.9.1 | 1 |
| Reading aloud grade level text with accuracy | Read aloud grade level appropriate text with an accuracy rate of 95-100% | EN5F-Ib-1.6 EN5F-IC-1.6 | 1 |
| Using formal and informal English when appropriate to task and situation | Use formal and informal English when appropriate to task and situation | EN5OL-Ic-3.9 | 1 |
| Summarizing narrative texts based on elements of the story | Summarize narrative texts based on the elements of the story | EN5RC-Ic-2.23 EN5RC-Id-2.23 | 1 |
| Composing/writing sentences using modals | Compose clear and coherent sentences using modals | EN5G-Ic-3.6 EN5G-Id-3.6 | 1 |
| Writing two to three paragraph based on an outline | Write two to three paragraph composition based on prepared outline | EN5WC-Ic-2.2.4 EN5WC-Id-2.2.4 | 1 |
| Using formal and informal English when appropriate to task and situation | Use formal and informal English appropriate to task and situation | EN5OL-Id-3.9 | 1 |
| Communicating With Others | Show tactfulness when communicating with others | EN5A-Ic to j-17 | |
| Reading with automaticity | Read with automaticity grade level frequently occurring content area words (Arts) | EN5F-Id-1.8.1.1 | 1 |
| Distinguishing among various types of viewing materials | Distinguishing among various types of viewing materials | EN5VC-Id-6 EN5VC-Ie-6 | 1 |
| Analyzing figures of speech | Explain onomatopoeic effect in the poem read | EN5LC-Ie-2.11.1 | 1 |
| | Differentiate alliteration from assonance | EN5LC-Ie-2.11.2 & 3 | 1 |

| | | | |
|--|---|--|---|
| Using formal and informal English when appropriate to task and situation | Use formal and informal English when appropriate to task and situation. | EN5OL-le-3.9 | 1 |
| Inferring meaning of unfamiliar words (blended) through context clues and other strategies | Infer the meaning of unfamiliar words (blended) based on given context clues and other strategies | EN5V-le-12 and 13 EN5v-lf-12 and 13 | 1 |
| Reading with automaticity | Read with automaticity grade level frequently occurring content area words (Math) | EN5F-le-1.8.1.2 | 1 |
| Composing/writing sentences using conjunctions | Compose clear and coherent sentences using appropriate conjunctions | EN5G-le-8.3/8.4 EN5G-lf-8.3/8.4 | 1 |
| Revising written works for clarity | Write a five-sentence paragraph observing correct spelling | EN5WC-le-1.8.2 | 1 |
| Analyzing a two stanza poem in terms of its elements | Analyze a two stanza poem in terms of its elements (rhyme, sound devices) | EN5RC-le-6 | 1 |
| Inferring speaker's tone, mood and purpose | Sort through dramatic interpretation the speaker's tone, mood, and purpose in the story read | EC5LC-lf-2.8.1/ 2.8.2/2.8.3/ | 1 |
| Using formal and informal English when appropriate to task and situation | Use formal and informal English when appropriate to task and situation | EN5OL-lf-3.9 | 1 |
| Analyzing figures of speech in a given text | Explain the figurative meaning of phrases in the text read | EN5RC-lf-2.3 EN5RC-lg-2.3 | 1 |
| Reading with automaticity | Read with automaticity grade level frequently occurring content area words (Science) | EN5F-lf-1.8.1.3 | 1 |
| Composing/writing sentences using conjunctions | Compose clear and coherent sentences using appropriate conjunctions | EN5G-lg-8.3/8.4 | 1 |
| Revising written works for clarity | Write a five-sentence paragraph with proper punctuation marks | EN5WC-lf-1.8.1 | 1 |
| Distinguishing reality from fantasy | Distinguish reality from fantasy | EN5LC-lg-2.3 EN5LC-lh-2.3 | 1 |
| Sequencing events | Sequence events effectively | EN5OL-lg-1.8 EN5OL-lh-1.8 | 1 |

| | | | |
|--|--|--|-----------|
| Inferring meaning of unfamiliar words (clipped) through context clues and other strategies | Infer the meaning of unfamiliar words (clipped) based on given context clues and other strategies -synonyms -antonyms -word parts | EN5V-lg-12 and 13 EN5v-lh-12 and 13 | 1 |
| Reading with automaticity | Read with automaticity grade level frequently occurring content area words (Health) | EN5F-lg-1.8.1.4 | 1 |
| Revising written works for clarity | Write a five-sentence paragraph using transition/signal words | EN5WC-lg-1.8.3 | 1 |
| Analyzing figures of speech in a given text | Analyze figures of speech in a given text | EN5RC-lh-2.3 | 1 |
| Reading with correct rate and speed | Read grade level text with 118 words per minute | EN5F-lh-1.13 | 1 |
| Composing/writing sentences using conjunctions | Compose clear and coherent sentences using appropriate conjunctions | EN5G-lh-8.3/8.4 | 1 |
| Using dictionaries, thesaurus and online resources to clarify meaning of words | Clarify meaning of words using dictionaries, thesaurus and /or online resources | EN5VD-li-8.1/8.2/8.3 EN5VD-lj-8.1/8.2/8.3 | 1 |
| Reading with correct rate and speed | Read grade level text with 118 words per minute | EN5F-li-1.13 | 1 |
| Composing/writing sentences using conjunctions | Compose clear and coherent sentences using appropriate conjunctions | EN5G-li-8.3/8.4 | 1 |
| Recounting/Sequencing events | Recount events effectively | EN50L-li-1.8 EN5OL-lj-1.8 | 1 |
| Reading with correct rate and speed | Read grade level text with 118 words per minute | EN5F-lj-1.13 | 1 |
| | | TOTAL | 44 |



Republic of the Philippines
DEPARTMENT OF EDUCATION
 National Capital Region
DIVISION OF LAS PIÑAS
 Las Piñas City
LPESC, Cabaldon Bldg., Padre Diego Cera Ave., Real St., E. Aldana, Las Piñas City
 835-9030 · 822-3840



BUDGET OF WORK IN ENGLISH GRADE 5 (SECOND QUARTER)

| TOPIC | OBJECTIVE | CODE | DAY |
|---|---|------------------------------------|-----|
| Identifying signal words from text heard | Identify signal words from text heard | EN5LC-IIa-4 | 1 |
| Providing accurate instructions | Provide accurate instructions | EN5OL-IIa-1.13.1 | 1 |
| Identifying main idea, key sentences and supporting details of a given paragraph | Identify main idea, key sentences and supporting details of a given paragraph | EN5RC-II-a-2.21 EN5RC-II-a-2.21 | 1 |
| Composing clear and coherent sentences using appropriate grammatical structures | Compose clear and coherent sentences using appropriate subject-verb agreement (inverted sentences) | EN5G-IIa-3.9 | 1 |
| Planning a two to three-paragraph composition using an outline/other graphic organizer | Plan a two to three-paragraph composition using an outline/other graphic organizer | EN5WC-IIa-1.1.6.1 | 1 |
| Determining images/ ideas that are explicitly used to influence viewers (stereotypes, point of view, propagandas) | Determine images/ ideas that are explicitly used to influence viewers -Stereotypes -Point of View -Propagandas | EN5VC-IIa-7.1 to 7 | 1 |

| | | | |
|---|---|--|---|
| Observing politeness at all times. | Observe politeness at all times | EN5A-1ia to j-16 | 1 |
| Identifying informational text-types | Identify informational text-types | EN5LC-11b-3.19 EN5LC-11c-3.19 | 1 |
| Giving precise information on a given topic | Give precise information on a given topic | EN5OL-11b-1.26 | 1 |
| Identifying different meanings of content specific words (denotation and connotation) (Science) | Identify different meanings of content specific words (denotation and connotation) (Science) | EN5V-11b to d -20.2.1 | 1 |
| Using card catalog to locate resources | Use card catalog to locate resources | EN5SS-11b-1.5.3 | 1 |
| Composing clear and coherent sentences using appropriate grammatical structures | Compose clear and coherent sentences using appropriate subject-verb agreement (intervening phrases) | EN5G-11b-3.9 | 1 |
| Writing paragraphs showing cause and effect | Write paragraphs showing cause and effect | EN5WC-11b-2.2.5 EN5WC-11c-2.2.5 | 1 |
| Showing Tactfulness When Communicating With Others | Show tactfulness when communicating with others | EN5A-11a to j--17 | 1 |
| Distinguishing text-types according to purpose | Distinguish text-types according to purpose --To classify or describe | EN5RC-11c-3.2.1 EN5RC-11d-3.2.1 | 1 |
| Reading with automaticity grade level frequently occurring content area words | Read with automaticity gradelevel frequently occurring content area words | EN5F-11c-1.8.1 EN5F-11d-1.8.1 EN5F-11e-1.8.1 | 1 |
| Gathering relevant information from various sources (Glossaries) | Gather relevant information from various sources --Glossaries | EN5SS-11c-1.4 | 1 |

| | | | |
|---|---|--|---|
| Composing clear and coherent sentences using appropriate grammatical structures | Compose clear and coherent sentences using appropriate grammatical structures: --irregular nouns and verb agreement | EN5G-IIc-2.2.9 EN5G-IIc-3.9 | 1 |
| Distinguishing fact from opinion sentences | Distinguish fact from opinion sentences | EN5LC-IIId-2.10 EN5LC-IIe-2.10 | 1 |
| Responding to ideas and opinions after reflection | Respond to ideas and opinions after reflection | EN5OL-IIId-3.4.1 EN5OL-IIe-3.4.1 | 1 |
| Gathering relevant information from various sources (Dictionaries) | Gather relevant information from various sources -- Dictionaries | EN5SS-IIId-1.4 | 1 |
| Composing clear and coherent sentences using appropriate grammatical structures | Compose clear and coherent sentences using appropriate grammatical structures: --collective nouns and verb agreement | EN5G-IIId-2.2.6 EN5G-IIId-3.9 | 1 |
| Revising writing for clarity (correct spelling) | Revise writing for clarity -- correct spelling | EN5WC-IIId-1.8.2 | 1 |
| Identifying different meanings of content specific words (denotation and connotation) (Mathematics) | Identify different meanings of content specific words (denotation and connotation) (Mathematics) | EN5V-IIe-20.2.2 EN5V-IIe-20.1.2 EN5V-IIf-20.2.2 EN5V-IIf-20.1.2 | 1 |
| Distinguishing text-types according to purpose | Distinguish text-types according to purpose --To recall a series of events/ information | EN5RC-IIe-3.2.2 | 1 |
| Gathering relevant information from various sources (Thesaurus) | Gather relevant information from various sources -- Thesaurus | EN5SS-IIe-1.4 | 1 |
| Composing clear and coherent sentences using appropriate grammatical structures | Compose clear and coherent sentences using appropriate grammatical structures; --kinds of adjectives | EN5G-IIe-5.3 | 1 |
| Revising writing for clarity (punctuation marks) | Revise writing for clarity -- punctuation marks | EN5WC-IIe-1.8.1 EN5WC-IIe-1.8.3 | 1 |

| | | | |
|---|---|---|---|
| Providing evidence to support opinion/ fact | Provide evidence to support opinion/ fact | EN5OL-If-3.5.1 | 1 |
| Distinguishing text-types according to purpose (To explain) | Distinguish text-types according to purpose -- To explain | EN5RC-If-3.2.3 | 1 |
| Gathering relevant information from various sources (Online References) | Gather relevant information from various sources -- Online References | EN5SS-If-1.8.1 | 1 |
| Composing clear and coherent sentences using appropriate grammatical structures | Compose clear and coherent sentences using appropriate grammatical structures; --order of adjectives | EN5G-If-5.5 | 1 |
| Writing paragraphs showing-comparison and contrast | Write paragraphs showing-comparison and contrast | EN5WC-If-2.2.6 EN5WC-Ilg-2.2.5 | 1 |
| Identifying different meanings of content specific words (denotation and connotation) (Health) | Identify different meanings of content specific words (denotation and connotation) (Health) | EN5V-Ilg-20.1.3 EN5V-Ilg-20.2.3 EN5V-Ilh-20.1.3 | 1 |
| Making generalizations | Make generalizations | EN5RC-Ilg-2.1.2 | 1 |
| Self-correcting when reading | Self-correct when reading | EN5F-Ilg-1.7 | 1 |
| Composing clear and coherent sentences using appropriate grammatical structures | Compose clear and coherent sentences using appropriate grammatical structures; --degrees of adjectives | EN5G-Ilg-5.2 | 1 |
| Making a stand | State one's conviction about . . . (ex. The need to rehabilitate drug addicts) | EN5OL-If to j-4 | 1 |
| Organizing information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others | Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others | EN5SS-Ilh-1.8 | 1 |
| Composing clear and coherent sentences using appropriate grammatical structures | Compose clear and coherent sentences using appropriate subordinate and coordinate conjunctions | EN5G-Ilh-8.3 | 1 |
| Revising writing for clarity | Write a five-sentence paragraph observing correct spelling | EN5WC-Ilh-1.8.2 | 1 |

| | | | |
|--|--|----------------------------------|-----------|
| Reading grade level text with accuracy, appropriate rate and proper expression | Read grade level text with accuracy, appropriate rate and proper expression | EN5F-IIi-1.3 & 6 EN5F-IIi-1.7 | 1 |
| Revising writing for clarity | Write a five-sentence paragraph using appropriate punctuation marks | EN5WC-IIh-1.8.1 | 1 |
| Revise writing for clarity. | Write a five-sentence using transition/signal words | EN5WC-IIh-1.8.3 | 1 |
| Distinguishing among forms (kinds and descriptions) Filling-out forms accurately (school forms, deposit and withdrawal slips, etc.) | Distinguish among forms (kinds and descriptions) Fill-out forms accurately (school forms, deposit and withdrawal slips, etc.) | EN5WC-IIj-3.7 | 1 |
| | | TOTAL | 44 |



Republic of the Philippines
DEPARTMENT OF EDUCATION
 National Capital Region
DIVISION OF LAS PIÑAS
 Las Piñas City
LPESC, Cabaldon Bldg., Padre Diego Cera Ave., Real St., E. Aldana, Las Piñas City
 835-9030 · 822-3840



BUDGET OF WORK IN ENGLISH GRADE 5 (THIRD QUARTER)

| TOPIC | OBJECTIVE | CODE | DAY |
|---|---|---------------------------------------|-----|
| Distinguishing fact from opinion | Distinguish fact from opinion | EN5LC-IIIa-2.10 | 1 |
| Providing evidence to support understanding from a text heard | Provide evidence to support understanding from a text heard | EN5LC-IIIa to c-2.15 | 1 |
| Infer the meaning of unfamiliar words (compound, affixed) | Infer the meaning of unfamiliar words (compound, affixed) | EN5V-IIIa to c-20.3 | 1 |
| Inferring the meaning of unfamiliar words based on given context clues (synonyms, antonyms, word parts) | Infer the meaning of unfamiliar words based on given context clues (synonyms, antonyms, and word parts) | EN5V-IIIa to c-20.4 | 1 |
| Distinguishing text-types according to purpose | Distinguish text-types according to purpose | EN5RC-IIIa3.2.4 | 1 |
| Reading grade level text with accuracy. Appropriate rate and proper expression | Read grade level text with accuracy | EN5F-IIIa1.3 | 1 |
| | Read grade level text with appropriate rate | EN5F-IIIc1.6 | 1 |
| | Read grade level text with proper expression | EN5F-IIIe1.37 | 1 |
| Organizing information from primary sources in preparation for writing, | Organize information from primary sources in preparation for writing, reporting and similar academic tasks in | EN5SS-IIIa & b-3 EN5SS-IIIc to j-4 | 1 |

| | | | |
|---|---|--|---|
| reporting and similar academic tasks in collaboration with others | collaboration with others | | |
| Composing clear and coherent sentences using appropriate grammatical structures | Compose clear and coherent sentences using appropriate grammatical structures --prepositions | EN5G-IIIa7.3.1 | 1 |
| Observe Politeness at all times | Observe politeness at all times | EN5A-IIIa to j-16 | 1 |
| Showing Tactfulness When Communicating with Others | Show tactfulness when communicating with others | EN5A-IIIa to j-17 | 1 |
| Inferring the meaning of unfamiliar words based on other strategies | Infer the meaning of unfamiliar words (compound, affixed) based on other strategies (Health) | EN5V-IIIa-20.5 EN5V-IIIb-20.5 EN5V-IIIc-2.5 | 1 |
| Distinguishing text-types according to features | Distinguish text-types according to features (structural and language) ---problem and solution | EN5RC-IIIb-3.2.5 EN5RC-IIIc-3.2.5 EN5RC-IIId 3.2.5 | 1 |
| Self-correcting when reading | Identify miscues in reading | EN5F-IIIb, d & f-2.9 | 1 |
| Composing clear and coherent sentences using appropriate grammatical structures | Compose clear and coherent sentences using appropriate grammatical structures --prepositional phrases | EN5G-IIIa-7.3.2 | 1 |
| Inferring the meaning of unfamiliar words based on other strategies | Infer the meaning of unfamiliar words (compound, affixed) based on other strategies (Science) | EN5V-IIIc-20.5 | 1 |
| Using a particular kind of sentence for a specific purpose and audience | Use a particular kind of sentence for a specific purpose and audience --asking permission --making requests | EN5G-IIIa1.8.3 | 1 |
| Inferring the speaker's tone, mood and purpose | Infer the speaker's tone, mood and purpose | EN5LC-IIIc2.8.1/2.8.2/2.8.3 | 1 |

| | | | |
|---|---|---------------------------------------|---|
| Using a particular kind of sentence for a specific purpose and audience | Use a particular kind of sentence for a specific purpose and audience -asking permission -responding to questions | EN5G-IIIId-1.8.1 EN5G-IIIId-1.8.2 | 1 |
| Planning a two to three-paragraph composition using an outline/other graphic organizers | Plan a two to three-paragraph composition using an outline/other graphic organizers | EN5WC-IIIId-1.1.6.1 | 1 |
| Inferring the meaning of unfamiliar words based on other strategies | Infer the meaning of unfamiliar words (compound, affixed) based on other strategies (Mathematics) | EN5V-IIIe-20.5 EN5V-IIIIf-20.5 | 1 |
| Distinguishing text-types according to features | Distinguish text-types according to features (structural and language) --cause and effect | EN5RC-IIIe-3.2.6 | 1 |
| Using a particular kind of sentence for a specific purpose and audience | Use a particular kind of sentence for a specific purpose and audience --following and giving directions | EN5G-IIIe-1.8.4 | 1 |
| Writing a 3-paragraph feature article | Write a 3-paragraph feature article | EN5WC-IIIe, g & i-2.2.7 | 1 |
| Inferring the target audience | Infer the target audience | EN5VC-IIIe-3.7 | 1 |
| Distinguishing text-types according to features | Distinguish text-types according to features (structural and language) --comparison and contrast | EN5RC-IIIg-3.2.7 | 1 |
| Using a particular kind of sentence for a specific purpose and audience | Use a particular kind of sentence for a specific purpose and audience -giving information | EN5G-IIIIf-1.8.3 | 1 |
| Revising writing for clarity | Revise writing for clarity --correct spelling | EN5WC-IIIIf-1.8.2 EN5WC-IIIh-1.8.2 | 1 |

| | | | |
|--|--|--|---|
| Revising writing for clarity | Revise writing for clarity --appropriate punctuation marks | EN5WC-III f-1.8.1 EN5WC-III h-1.8.1 | 1 |
| Revise writing for clarity | Revise writing for clarity --transition/ signal words | EN5WC-III f-1.8.3 EN5WC-III h-1.8.3 | 1 |
| Identifying point-of-view from the text heard | Identify point-of-view from the text heard | EN5LC-III g-3.17 EN5LC-III h-3.17 EN5LC-III i-3.17 EN5LC-III j-3.17 | 1 |
| Observing accuracy, appropriate rate and proper expressions in choral, echo and shadow reading | Observe accuracy, appropriate rate and proper expressions in choral, echo and shadow reading | EN5F-III h-1.7 EN5F-III i-1.7 EN5F-III j-1.7 | 1 |
| Using a particular kind of sentence for a specific purpose and audience | Use a particular kind of sentence for a specific purpose and audience -making explanation | EN5G-III g-1.8.9 | 1 |
| Determining images/ideas that are explicitly used to influence viewers | Determine images/ideas that are explicitly used to influence viewers | EN5VC-III g-7 EN5VC-III h-7 | 1 |
| Determining images/ideas that are explicitly used to influence viewers | Determine images/ideas that are explicitly used to influence viewers (Stereotypes) | EN5VC-III g-7.1 EN5VC-III h-7.1 | 1 |
| Determining images/ideas that are explicitly used to influence viewers | Determine images/ideas that are explicitly used to influence viewers (point of view) | EN5VC-III g & h-7.2 | 1 |

| | | | |
|---|--|-----------------------|-----------|
| Determining images/ideas that are explicitly used to influence viewers | Determine images/ideas that are explicitly used to influence viewers (propagandas) | EN5VC-IIIg & h-7.3 | 1 |
| Using a particular kind of sentence for a specific purpose and audience | Use a particular kind of sentence for a specific purpose and audience -expressing opinions/Emotions | EN5G-IIIh to j-1.8.10 | 1 |
| | | TOTAL | 35 |



Republic of the Philippines
DEPARTMENT OF EDUCATION
 National Capital Region
DIVISION OF LAS PIÑAS
 Las Piñas City
 LPESC, Cabaldon Bldg., Padre Diego Cera Ave., Real St., E. Aldana, Las Piñas City
 835-9030 · 822-3840



BUDGET OF WORK IN ENGLISH GRADE 5 (FOURTH QUARTER)

| TOPIC | OBJECTIVE | CODE | DAY |
|---|--|---------------------|-----|
| Restating sentences heard in one's own words | Restate sentences heard in one's own words. | EN5LC-Iva to e-3.11 | 1 |
| Using appropriate facial expressions | Use appropriate facial expressions when speaking in class | EN5OL-Iva & b-2.6.1 | 1 |
| Identifying different meanings of content specific words (denotation and connotation) | Identify different meanings of content specific words (denotation and connotation) | EN5V-IVa- h20.1 | 1 |
| Identifying different meanings of content specific words (denotation and connotation) | Identify different meanings of content specific words (denotation and connotation) (Science) | EN5V-Iva & b-20.2 | 1 |
| Distinguishing text-types according to features (structural and language) | Distinguish text-types according to features (structural and language)-Enumeration | EN5RC-Iva & b-3.2.8 | 1 |

| | | | |
|---|--|--|---|
| Taking down relevant notes | Take down relevant notes | EN5SS-IVa-1.8 EN5SS-IVb-1.8 | 1 |
| Using compound sentences to show cause and effect | Use compound sentences to show cause and effect | EN5G-IVa-1.8.1 EN5G-IVb-1.8.1 | 1 |
| Inferring target audience | Infer target audience of visual media | EN5VC-IVa-3.7 EN5VC-IVb-3.7 | 1 |
| Reading aloud grade level appropriate text with an accuracy rate of 95% - 100% | Read aloud grade level appropriate text with an accuracy rate of 95% - 100% | EN5F-IVa-1.6 EN5F-IVb-1.6 EN5F-IVc-1.6 | 1 |
| Using appropriate body movements / gestures | Use appropriate body movements / gestures | EN5OL-IVc-2.6.2 EN5OL-IVd-2.6.2 | 1 |
| Identifying different meanings of content specific words (denotation and connotation) | Identify different meanings of content specific words (denotation and connotation) (HEALTH) | EN5V-IVc-20.2 EN5V-IVd-20.2 | 1 |
| Distinguishing text-types according to features (structural and language) | Distinguish text-types according to features (structural and language) Time and Order ---Sequence, Recounts, Process | EN5RC-IVc-3.2.9 EN5RC-IVd-3.2.9 | 1 |
| Assessing credibility of the source of information | Assess credibility of the source of information | EN5SS-IVc-1.9 EN5SS-IVd-1.9 | 1 |
| Using compound sentences to show problem-solution relationship of ideas | Use compound sentences to show problem-solution relationship of ideas | EN5G-IVc-1.8.2 EN5G-IVd-1.8.2 | 1 |
| Planning a two to three – paragraph composition using an outline / other graphic organizers | Plan a two to three – paragraph composition using an outline / other graphic organizers | EN5WC-IVc- 1.1.6.1 | 1 |
| Inferring purposes of the visual media | Infer purposes of the visual media | EN5VC-IVc-3.8 | 1 |

| | | | |
|---|--|--|---|
| Reading grade level text with 128 words correct per minute | Read grade level text with 128 words correct per minute | EN5VC-IVd-1.13. EN5VC-IVe-1.13 EN5VC-IVf-1.13 | 1 |
| Analyzing how visual and multimedia elements contribute to the meaning of a text | Analyze how visual and multimedia elements contribute to the meaning of a text | EN5VC-IVd-1.7.1 EN5VC-IVe-1.7.1 | 1 |
| Using verbal and non-verbal cues in a TV broadcast | Use verbal and non-verbal cues in a TV broadcast | EN5OL-IVe-4 EN5OL-IVg-4 EN5OL-IVh-4 EN5OL-IVi-4 EN5OL-IVj-4 | 1 |
| Identifying different meanings of content specific words (denotation and connotation) | Identify different meanings of content specific words (denotation and connotation) (TLE) | EN5V-IVf-20.2 | 1 |
| Using appropriate graphics organizers in texts read | Use appropriate graphics organizers in texts read | EN5RC-IVe-2.15.2 | 1 |
| Listing primary and secondary sources of information | List primary and secondary sources of information | EN5SS-IVe-5 EN5RC-IVf-5 | 1 |
| Using complex sentences to show cause and effect | Use complex sentences to show cause and effect relationship | EN5G-IVe-1.9.1 EN5G-IVf-1.9.1 | 1 |
| Revising writing for clarity (correct spelling) | Revise writing for clarity --- correct spelling | EN5WC-IVe-1.8 | 1 |
| Summarizing information from various text-types | Summarize information from various text-types | EN5LC-IVf-3.13 EN5LC-IVg-3.13 EN5LC-IVh-3.13 EN5LC-IVi-3.13 EN5LC-IVj-3.13 | 1 |

| | | | |
|--|--|--|---|
| Responding appropriately to messages of different authentic texts | Respond appropriately to messages of different authentic texts | EN5RC-IVf-5.5 | 1 |
| Determining images / ideas that are explicitly used to influence viewers | Determine images / ideas that are explicitly used to influence viewers --- stereotypes --- point of view --- propaganda | EN5VC-IVf-7 EN5VC-IVf-7.1 EN5VC-IVf-7.2 EN5VC-IVf-7.3 EN5VC-IVg-7 EN5VC-IVg-7.1 EN5VC-IVg-7.2 EN5VC-IVg-7.3 | 1 |
| Identifying different meanings of content specific words. (denotation and connotation) | Identify different meanings of content specific words (denotation and connotation) (MATHEMATICS) | EN5V-IVg-20.2 | 1 |
| Making generalizations. | Make generalization from the paragraph/story/selection or situations read | EN5RC-IVg-2.12 | 1 |
| Using complex sentences to show problem-solution relationship of ideas | Use complex sentences to show problem-solution relationship of ideas | EN5G-IVg-1.9.2 EN5G-IVh-1.9.2 | 1 |
| Revising writing for clarity | Revise writing for clarity --- appropriate punctuation marks --- transition / signal words | EN5WC-IIIg-1.8.1 / 1.8.3 | 1 |
| Composing a three-paragraph descriptive essay on self-selected topic | Compose a three-paragraph descriptive essay on self-selected topic | EN5WC-IVd-2.2.8 EN5WC-IIIg-2.2.8 EN5WC-IIIh-2.2.8 | 1 |

| | | | |
|---|---|---|-----------|
| Conducting short research projects on self-selected topic | Conduct short research projects on self-selected topic | EN5SS-IVg-2.3 EN5SS-IVh-2.3 EN5SS-IVi-2.3 EN5SS-IVj-2.3 | 1 |
| Making connection between information viewed and personal experiences | Make connection between information viewed and personal experiences | EN5VC-IVh-2.4 EN5VC-IVi-2.4 EN5VC-IVj-2.4 | 1 |
| Observing accuracy, appropriate rate, proper expressions and correct pronunciation in dramatic readings and presentations | Observe accuracy, appropriate rate, proper expressions and correct pronunciation in dramatic readings and presentations | EN5SF-IVh-1.3 EN5SF-IVh-1.6 EN5SF-IVh-1.7 EN5SF-IVh-1.14 EN5SF-IVi-1.3 EN5SF-IVi-1.6 EN5SF-IVi-1.7 EN5SF-IVi-1.14 EN5SF-IVj-1.3 EN5SF-IVj-1.6 EN5SF-IVj-1.7 EN5SF-IVj-1.14 | 1 |
| | | TOTAL | 35 |