



ENGLISH

Grade 5

**Three-Term Budget Of Work (BOW)
for Learning Competencies**

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Three-Term Budget Of Work For Learning Competencies

First Term	
Content Standard	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 Standard	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.
Second Term	
Content Standard	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 Standard	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 Chinese New Year), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive

	language.
Third Term	
Content Standard	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 Standard	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.

SUB DOMAINS	LEARNING COMPETENCIES		GRADE 4			GRADE 5			GRADE 6		
			T1	T2	T3	T1	T2	T3	T1	T2	T3
Listening and Reading (receptive skills)	Comprehend literary texts.										
	1	noting important elements (story grammar)	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2	identifying author's/speaker's point of view									
		a first person	✓	✓	✓						
		b second person	✓	✓	✓						

		c	third person (omniscient)	✓	✓	✓							
			sequencing events										
	3	a	at least 6 events	✓	✓	✓							
		b	at least 7 events				✓	✓	✓				
		c	at least 8 events							✓	✓	✓	
	4		identifying type of plot										
		a	sequential	✓	✓	✓	✓						
		b	flashback					✓	✓	✓	✓	✓	✓
			analyzing sound devices										
	5	a	onomatopoeia	✓	✓	✓	✓						
		b	alliteration	✓	✓	✓	✓						
		c	assonance		✓	✓	✓						
		d	consonance			✓	✓						
			analyzing figures of speech to get and clarify meaning										
	6	a	simile		✓	✓	✓						
		b	metaphor			✓	✓	✓					
		c	personification				✓	✓	✓				
		d	hyperbole					✓	✓	✓			
		e	irony							✓	✓	✓	
	7		inferring										

		a	setting, theme, genre	✓	✓	✓						
		b	character's feelings and traits				✓	✓	✓			
		c	author's purpose, message, target audience							✓	✓	✓
	8		making predictions									
		a	outcomes of events	✓	✓	✓						
		b	character's possible decision/action				✓	✓	✓			
		c	possible ending							✓	✓	✓
	9		drawing conclusions	✓	✓	✓	✓	✓	✓	✓	✓	✓
	10		identifying the main idea	✓	✓	✓	✓	✓	✓	✓	✓	✓
	11		summarizing story events	✓	✓	✓	✓	✓	✓	✓	✓	✓
	12		differentiating fantasy from reality	✓	✓	✓						
	13		applying the important story elements to one's schema									
		a	relating story to one's experiences	✓	✓	✓						

		b	evaluating possibility of an event happening in real life				✓	✓	✓			
		c	learning vicariously from the text							✓	✓	✓
	Comprehend informational texts.											
	1		noting important information through outlining (topic, main idea, supporting details)									
		a	inductive organization (pyramid)	✓	✓	✓						
		b	deductive organization (inverted pyramid)				✓	✓	✓			
		c	inductive-deductive organization (diamond)							✓	✓	✓
	2		identifying text types									
		a	enumeration-description	✓	✓							
		b	time order: chronology		✓							
		c	time order: procedural		✓							
		d	recount			✓						

		e	explanation				✓	✓	✓			
		f	news report				✓	✓	✓			
		g	persuasive							✓	✓	✓
	3	identifying author's purpose										
		a	entertain	✓	✓	✓	✓	✓	✓	✓	✓	✓
		b	inform, explain, describe	✓	✓	✓	✓	✓	✓	✓	✓	✓
		c	persuade							✓	✓	✓
	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)			✓	✓	✓	✓	✓	✓	✓	✓
	8	identifying propaganda technique used to persuade audience to further an idea or agenda										
		a	name calling or labelling							✓		
		b	glittering generalities							✓		

		c	transfer							✓		
		d	testimonies/testimonials								✓	
		e	plain folks								✓	
		f	bandwagon								✓	
		g	fear									✓
		h	half-truths or spin									✓
		i	bad logic/ unwarranted extrapolation									✓
		j	card stacking									✓
Speaking and Writing (productive skills)	Use words with literal (denotative) and implied (connotative) meanings in sentences.											
	1	using context clues										
		a	synonyms	✓								
		b	antonyms	✓								
		c	definition		✓							
		d	exemplification		✓	✓						
		e	analogy				✓	✓	✓			
		f	appositive					✓	✓			
		g	general gist/sense						✓			
		h	punctuation						✓	✓		
	2	using structural analysis										
		a	root words	✓	✓	✓						

[illegible]

b

		collective, concrete, abstract		✓	✓	✓							
		possessive, compound					✓						
	c	subject pronouns											
		personal	✓										
		indefinite		✓									
		possessive		✓	✓								
		demonstrative			✓	✓							
		relative				✓	✓						
		reflexive						✓					
	2	using kinds of verbs											
		a action	✓	✓	✓								
		b helping		✓	✓	✓							
		c linking (and sense)			✓	✓	✓						
		d transitive				✓	✓	✓					
		e intransitive								✓	✓	✓	
	3	using tenses of verbs											
		a simple											
		present	✓	✓	✓								
		past	✓	✓	✓								
		future	✓	✓	✓								
		b progressive											
		present				✓	✓	✓					

	c	past				✓	✓	✓			
		future				✓	✓	✓			
		perfect									
		present							✓	✓	✓
		past							✓	✓	✓
		future							✓	✓	✓
	4	using active and passive voices	✓	✓	✓						
	5	using adjectives									
		a descriptive/qualitative or attributive	✓								
		b quantitative/numeral		✓							
		c degrees of regular adjectives		✓							
		d degrees of irregular adjectives		✓							
		e series (quality, size, shape, color)			✓						
		f series (determiner, quantity, quality, size, shape, color)				✓					

	6	using prepositional phrases as adjective (adjectival phrase)							✓		
	7	using adverbs									
	a	manner				✓					
	b	time				✓					
	c	place					✓				
	d	frequency					✓				
	e	intensity					✓				
	f	degrees of regular adverbs						✓			
	g	degrees of irregular adverbs						✓			
	h	order of adverbs (manner, place, frequency, time, purpose)							✓		
	8	using prepositional phrases as adverbs (adverbial phrase)								✓	✓

	9	using complement									
		a noun				✓	✓	✓	✓	✓	✓
		b pronoun					✓	✓	✓	✓	✓
		c adjective						✓	✓	✓	✓
	10	composing complex sentences	✓	✓	✓						
	11	composing compound-complex sentences				✓	✓	✓	✓	✓	✓
	Produce text with introduction, body, and conclusion in conveying ideas.										
	1	using introduction, body, and conclusion	✓	✓	✓						
	2	giving relevant information on a given topic				✓	✓	✓			
	3	providing evidence to support information							✓	✓	✓
	Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one's purpose, context, and target audience.										

	1	using text types									
		a narrative	✓	✓	✓	✓	✓	✓	✓	✓	✓
		b enumeration-description	✓								
		c time order: chronology		✓							
		d time order: procedural		✓							
		e recount			✓						
		f explanation				✓	✓	✓			
		g news report				✓	✓	✓			
		h persuasive							✓	✓	✓
	2	using friendly letters (e.g., excuse, invitation, gratitude, etc.)	✓	✓	✓	✓	✓	✓			
	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				✓	✓	✓	✓	✓	✓
	Fill out forms accurately.										
	1	personal data forms				✓					
	2	school forms				✓					
	3	bank forms					✓				
	4	composite/ government forms					✓				
	Create simple survey forms based on purpose.										
	1	personal data information (print)							✓		
	2	open-ended survey forms (print)								✓	
	3	interview survey forms (oral)								✓	
	4	online survey forms (digital)									✓
Viewing and Representing	Identify visual elements.										
		using lines									
	a	straight	✓								
	1 b	diagonal and zigzag	✓								

	c	thin, thick, broken, and dotted	✓									
	2	using shapes										
		a geometric		✓								
		b Organic		✓								
		c Abstract		✓								
	3	using colors (general meaning of colors)			✓							
	4	using space (three-dimensional, fourdimensional, and proportional)			✓							
	5	using layout (margin, grid, header, slide bar)				✓						
	6	using directionality (linear, overlapping shapes)					✓					
	Derive meaning based on the visual elements.											

	1	interpreting lines, shapes, and colors used to convey meaning	✓	✓	✓						
	2	interpreting images/ideas that are explicitly used to influence viewers (symbolism)	✓	✓	✓						
	3	interpreting tone and mood (colors, space, layout, directionality)				✓	✓	✓			
	4	identifying the purpose of the visual text	✓	✓	✓	✓	✓	✓	✓	✓	✓
	5	analyzing how visual elements contribute to the meaning of a text				✓	✓	✓	✓	✓	✓
	6	interpreting images/ideas that are explicitly used to influence viewers									
		a stereotypes on age and gender				✓	✓	✓			

	b	stereotypes on socio-economic status				✓	✓	✓			
		Identify real or make-believe, fact or non-fact images.	✓	✓	✓						
		Evaluate cultural appropriateness of visual elements.				✓	✓	✓	✓	✓	✓
		Create a visual text drawn from visual elements learned.			✓	✓	✓	✓	✓	✓	✓
		Identify multimedia elements.									
	1	text (headlines, subtitles, slogans)	✓								
	2	graphics (photographs, drawings, graphs, illustrations, icons, etc.)		✓	✓						
	3	audio (dialogue, recorded narration, music, sound effects)				✓					

	4	video (clip, film, tv ads, slide show, etc.)					✓	✓	✓	✓	✓
	5	animation (two-dimensional, three-dimensional)							✓	✓	✓
	Derive meaning for multimedia elements learned.										
	1	identifying the author's purpose					✓	✓	✓	✓	✓
	2	analyzing how multimedia elements contribute to the meaning of a text							✓	✓	✓
	3	determining ideas that are explicitly used to influence viewers									
		a author's point of view/stand							✓	✓	✓
		b propaganda technique used							✓	✓	✓
	Create a multimedia text drawn from multimedia elements learned.							✓	✓	✓	✓

Disclaimer: This Budget of Work (BoW) is provided only as an example of how learning competencies may be clustered and delivered. In actual classroom practice, the needs of learners must always be the primary consideration. The Shaping Paper continues to govern the delivery of the BoW and should be the guiding reference for implementation.

**SAMPLE CLUSTERING OF LEARNING COMPETENCIES FOR ENGLISH 5
(FIRST FIVE WEEKS OF TERM 1)**

Week	Learning Competencies
1	• Comprehend literary texts: ◦ Noting important elements (story grammar). ◦ Identifying type of plot: ■ Sequential • Compose appropriate sentences for clarity and coherence: ◦ Using subject-verb agreement: ■ Kind of nouns: • Collective, concrete, abstract ■ Subject pronouns: • Demonstrative • Relative • Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one's purpose, context, and target audience: ◦ Using text types: ■ Narrative • Identify visual elements: ◦ Using layout (margin, grid, header, slide bar)
2	• Comprehend literary texts: ◦ Noting important elements (story grammar). ◦ Identifying the main idea.

	• Use words with literal (denotative) and implied (connotative) meanings in sentences: ◦ Using structural analysis: ■ Suffixes: • Verb-forming suffixes • Compose appropriate sentences for clarity and coherence: ◦ Using kind of verbs: ■ Helping ■ Linking (and sense) ■ Transitive • Using complement: ◦ Noun • Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one's purpose, context, and target audience: ◦ Using text types: ■ Narrative • Derive meaning based on visual elements: ◦ Interpreting tone and mood (colors, space, layout, directionality).
3	• Comprehend literary texts: ◦ Sequencing events: ■ At least 7 events ◦ Identifying the main idea. ◦ Summarizing story events. • Compose appropriate sentences for clarity and coherence: ◦ Using tenses of verbs: ■ Progressive:

	• Present • Past ○ Using adverbs: ■ Manner ■ Time • Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one's purpose, context, and target audience: ○ Using text types: ■ Narrative • Derive meaning based on visual elements: ○ Interpreting tone and mood (colors, space, layout, directionality). ○ Identifying the purpose of the visual text.
4	• Comprehend literary texts: ○ Inferring: ■ Character's feeling and traits ○ Making predictions: ■ Character's possible decision/action ○ Drawing conclusions. ○ Applying the important story elements to one's schema: ■ Evaluating possibility of an event happening in real life. • Use words with literal (denotative) and implied (connotative) meanings in sentences: ○ Using context clues: ■ Analogy ○ Using general references (print and online): ■ Dictionary

	• Use tone and mood appropriately for one's purpose, context, and target audience: ◦ Formal • Compose appropriate sentences for clarity and coherence: ◦ Composing compound-complex sentences. • Use appropriate non-verbal cues for clarity of context, purpose, and meaning: ◦ Using facial expressions. ◦ Using gestures. ◦ Using eye contact. • Derive meaning based on visual elements: ◦ Identifying the purpose of the visual text. ◦ Interpreting images/ideas that are explicitly used to influence viewers: ■ Stereotypes on age and gender. ■ Stereotypes on socio-economic status.
5	• Comprehend literary texts: ◦ Analyzing sound devices: ■ Onomatopoeia ■ Alliteration ■ Assonance ■ Consonance ◦ Analyzing figures of speech to get and clarify meaning: ■ Simile ■ Metaphor ■ Personification • Use words with literal (denotative) and implied (connotative) meanings in sentences: ◦ Using context clues:

	■ Analogy ● Compose appropriate sentences for clarity and coherence: ○ Using adjectives ■ Series (determiner, quantity, quality, size, shape, color) ● Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one's purpose, context, and target audience: ○ Using text types: ■ Narrative ● Use appropriate non-verbal cues for clarity of context, purpose, and meaning: ○ Using facial expressions. ○ Using gestures. ○ Using eye contact. ○ Using haptics. ○ Using posture. ○ Using proxemics and blocking. ● Evaluate cultural appropriateness of visual elements. ● Create a visual text drawn from visual elements learned.
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