

ENGLISH LANGUAGE ARTS V LEARNING TARGETS

HBJ Language/Signatures (Harcourt Brace) Spelling (Houghton Mifflin)

Vocabulary/Study Skills

Standard 3: Acquire and use vocabulary to create, discuss, and critique texts.

Week	Performance Objectives	Performance Indicators	SA	TA
1	➤ Demonstrate understanding of words and determine the meanings of general academic and domain-specific words and phrases relevant to <i>grade 5</i> topic or subject area, including literary words.	✓ I can distinguish between literal and non-literal language (e.g. idioms and figurative language).		
		✓ I can decode multi-syllable words, and read grade-appropriate irregularly spelled words.		
		✓ I can identify and know the meanings of the most common prefixes and derivational and Latin suffixes.		
		✓ I can use context clues to confirm meaning and comprehension.		

Parts of Speech: Nouns

Standard 1: Read a wide range of informational print and non-print texts by a wide variety of writers, including Pacific authors, to acquire new information, to respond to the needs and demands of society and the workplace, to understand how meaning is expressed in these texts, and to learn about themselves, Palau, and the world.

Standard 5: Apply knowledge of language conventions (e.g. grammar, usage, and spelling), sentence structure, and vocabulary when writing and speaking to create, discuss, and critique texts.

	Performance Objectives	Performance Indicators	SA	TA
2-3	➤ Explain the functions of nouns in general and their functions in particular sentences.	✓ I can identify and give examples of common nouns, proper nouns, singular possessive nouns, plural possessive nouns, and collective nouns.		
		✓ I can use nouns correctly in my sentences.		
		✓ I can form and use regular and irregular plural nouns and ensure subject-verb agreement.		
		✓ I can use correct abbreviations in my writing.		
		✓ I can understand nouns through listening, speaking, reading, and writing.		

Parts of Speech: Pronouns

Standard 5: Apply knowledge of language conventions (e.g. grammar, usage, and spelling), sentence structure, and vocabulary when writing and speaking to create, discuss, and critique texts.

Week	Performance Objectives	Performance Indicators	SA	TA
4-5	➤ Explain the functions of pronouns in general and their functions in particular sentences.	✓ I can identify and give examples of subject pronouns, object pronouns, possessive pronouns, reflexive pronouns, and indefinite pronouns.		
		✓ I can use pronouns that agree with their antecedents correctly in sentences.		
		✓ I can understand pronouns through listening, speaking, reading, and writing.		
		✓ I can correctly use easily confused pronouns in writing.		

Parts of Speech: Verbs

Standard 5: Apply knowledge of language conventions (e.g. grammar, usage, and spelling), sentence structure, and vocabulary when writing and speaking to create, discuss, and critique texts.

	Performance Objectives	Performance Indicators	SA	TA
6-7	➤ Explain the functions of verbs in general and their functions in particular sentences.	✓ I can identify and give examples of verbs: regular verbs, irregular verbs, linking verbs, helping verbs, and verb tenses---present tense, past tense, and future tense.		
		✓ I can form regular and irregular verbs and ensure subject-verb agreement.		
		✓ I can form verb contractions correctly and use them in writing.		
		✓ I can correctly use easily confused verb pairs in writing.		
		✓ I can understand irregular verbs through listening, speaking, reading, and writing.		

Parts of Speech: Adjectives

Standard 5: Apply knowledge of language conventions (e.g. grammar, usage, and spelling), sentence structure, and vocabulary when writing and speaking to create, discuss, and critique texts.

	Performance Objectives	Performance Indicators	SA	TA
8	➤ Explain the functions of adjectives in general and their functions in particular sentences.	✓ I can identify and give examples of proper adjectives, articles, demonstrative adjectives, adjectives that follow a linking verb, and adjectives that compare---er, est, more, most, and special forms.		
		✓ I can use adjectives in different places in a sentence.		
		✓ I can form and use comparative and superlative adjectives correctly in sentences.		
		✓ I can understand adjectives through listening, speaking, reading, and writing.		

2nd Quarter

ENGLISH LANGUAGE ARTS V LEARNING TARGETS

Parts of Speech: Adverbs

Standard 5: Apply knowledge of language conventions (e.g. grammar, usage, and spelling), sentence structure, and vocabulary when writing and speaking to create, discuss, and critique texts.

Week	Performance Objectives	Performance Indicators	SA	TA
1	➤ Explain the functions of adverbs in general and their functions in particular sentences.	✓ I can identify and give examples of adverbs.		
		✓ I can use comparison with adverbs correctly in sentences.		
		✓ I can correctly use negatives in writing.		
		✓ I can use adverbs to describe adjectives, other adverbs, and verbs correctly.		
		✓ I can understand adverbs through listening, speaking, reading, and writing.		

Parts of Speech: Prepositions

Standard 5: Apply knowledge of language conventions (e.g. grammar, usage, and spelling), sentence structure, and vocabulary when writing and speaking to create, discuss, and critique texts.

	Performance Objectives	Performance Indicators	SA	TA
2	➤ Explain the functions of prepositions in general and their functions in particular sentences.	✓ I can identify and give examples of common prepositions object of prepositions, and prepositional phrases.		
		✓ I can correctly use prepositions in sentences.		
		✓ I can understand prepositions through listening, speaking, reading, and writing.		

Parts of Speech: Conjunctions and Interjections

Standard 5: Apply knowledge of language conventions (e.g. grammar, usage, and spelling), sentence structure, and vocabulary when writing and speaking to create, discuss, and critique texts.

3	➤ Explain the functions of conjunctions and interjections in general and their functions in particular sentences.	✓ I can correctly identify and use interjections and conjunctions in sentences.		
		✓ I can understand interjections and conjunctions through listening, speaking, reading, and writing.		

Capitalization

Standard 5: Apply knowledge of language conventions (e.g. grammar, usage, and spelling), sentence structure, and vocabulary when writing and speaking to create, discuss, and critique texts.

Week	Performance Objectives	Performance Indicators	SA	TA
4	➤ Understand the rules for capitalization and use standard English forms in writing.	✓ I can correctly write the following:		
		• sentences		
		• proper nouns		
		• proper adjectives		
		• abbreviations		
		• titles		
		• parts of a letter		
		• direct quotations		
		• outlines		

Punctuations

Standard 5: Apply knowledge of language conventions (e.g. grammar, usage, and spelling), sentence structure, and vocabulary when writing and speaking to create, discuss, and critique texts.

	Performance Objectives	Performance Indicators	SA	TA
5-6	➤ Understand the rules for punctuation and use standard English forms in writing.	✓ I know the correct end mark for the four kinds of sentences.		
		✓ I can write the following correctly with a period:		
		• initials		
		• abbreviations		
		• at the end of a direct quotation if the quotation is a statement or a command and if no words follow it.		
		• after the speaker's name if a divided quotation is two sentences		
		• after every Roman numeral and every letter in an outline		
		✓ I can write the following correctly with a comma:		
		• to separate three or more subjects in a compound subject		
		• to separate three or more predicates in a compound predicate		
		• before the word <i>and</i> that joins two simple sentences in a compound sentence		
		• after each item except the last one in a series of three or more items		
		• to set off words such as <i>yes, no, well</i> when they begin a sentence		

Punctuations

Standard 5: Apply knowledge of language conventions (e.g. grammar, usage, and spelling), sentence structure, and vocabulary when writing and speaking to create, discuss, and critique texts.

Week	Performance Objectives	Performance Indicators	SA	TA
7-8	➤ Understand the rules for punctuation and use standard English forms in writing.	✓ I can write the following correctly with a comma:		
		• to set off the name of a person who is spoken to directly in a sentence		
		• to separate the name of the day from the date and the date from the year		
		• after the year when it appears with the date in the middle of a sentence		
		• to separate the names of a city and a state		
		• After a state when it appears with a city in the middle of a sentence		
		• for both friendly and business letters, between the city and state names, between the day of the month and the year, and after the last word of the closing		
		• for a friendly letter, after the last word in the greeting		
		• to separate the quotation from the speaker		
		• after the speaker's name if a divided quotation is all one sentence		
		✓ I can write the following correctly with apostrophe:		
		• to form contractions of pronouns and verbs		
		• to form the possessive of a singular noun		
		• to form the possessive of a plural noun that ends with s		
		• to form the possessive of a plural noun that does not end with s		
		✓ I can write the following correctly with quotation marks:		
		• before and after someone's exact words		
		• around the quoted words only if the quotation is divided into two parts by other words		
		• around the titles of stories, magazine articles, essays, songs, and poems		
		✓ I can underline the titles of books and movies and names of newspapers and magazines.		

3rd Quarter

ENGLISH LANGUAGE ARTS V LEARNING TARGETS

Troublesome Words

Standard 5: Apply knowledge of language conventions (e.g. grammar, usage, and spelling), sentence structure, and vocabulary when writing and speaking to create, discuss, and critique texts.

Week	Performance Objectives	Performance Indicators	SA	TA
1	➤ Understand and use standard English forms in writing.	✓ I can use the words there, their, they're, too, two, and to correctly in sentences.		

Sentences: Parts of a Sentence/Kinds of Sentences/ Sentence Diagramming

Standard 5: Apply knowledge of language conventions (e.g. grammar, usage, and spelling), sentence structure, and vocabulary when writing and speaking to create, discuss, and critique texts.

Week	Performance Objectives	Performance Indicators	SA	TA
1	➤ Understand and use standard English forms in writing.	✓ I can identify and write correct sentences.		
		✓ I can describe the four kinds of sentences and give examples for each.		
		✓ I can write sentences with compound subjects and predicates.		
2	➤ Understand and use standard English forms in writing.	✓ I can write compound sentences.		
		✓ I can identify and describe sentence fragments and run-on sentences.		
		✓ I can understand the four kinds of sentences through listening, speaking, writing, and reading.		
		✓ I know how the parts of a sentence work together.		

Compositions: Journal/Personal Narrative/Expository Paragraph/How-to Paragraph

Standard 3: Acquire and use vocabulary to create, discuss, and critique texts.

Standard 4: Students listen and speak for socio-cultural and instructional purposes in a variety of settings, adjusting their use of spoken language to communicate clearly and present knowledge and ideas that serves different purposes and involve a variety of audiences.

Standard 5: Apply knowledge of language conventions (e.g. grammar, usage, and spelling), sentence structure, and vocabulary when writing and speaking to create, discuss, and critique texts.

Standard 6: Use of writing (print and graphic) to communicate with a variety of audiences for different purposes adapting the form and content of their writing in order to express opinions, demonstrate understanding of the information they are learning and convey real and imagined experiences and events.

Standard 7: Develop an understanding of and respect for diversity in language use and pattern (e.g. Palauan) as they make use of their first language to develop competency in English

Standard 8: Use a variety of primary (e.g. maps, artifacts, visual materials, music, sound recordings, oral history, interviews) and secondary resources (e.g. libraries, databases, computer networks, video) to build knowledge on a subject through research projects and to respond analytically to literary and informational sources.

Standard 9: Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Week	Performance Objectives	Performance Indicators	SA	TA
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3-4	➤ Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓ I can write a daily journal.		
		✓ I can brainstorm, select a topic, gather, and organize information for personal narrative.		
		✓ I can brainstorm, select a topic, gather, and organize information for expository paragraph.		
		✓ I can brainstorm, select a topic, gather, and organize information for how-to paragraph.		
		✓ I can brainstorm, select a topic, gather, and organize information for paragraph of information.		
		✓ I can use a thesaurus to vary language and to expand vocabulary.		
		✓ I can proofread for correct capitalization, punctuation, grammar and spelling.		
		✓ I can work with a partner or small group as authors and readers of a text to explore how their personal experiences and knowledge influence their understanding.		
		✓ I can listen and participate in collaborative discussions building on other's ideas and expressing their own ideas clearly.		
		✓ I can do a research that build knowledge about a topic.		
		✓ I can develop a topic with facts, definitions, and details.		

Compositions: Paragraph of Comparison/Paragraph of Contrast/Persuasive Paragraph/Descriptive Paragraph

Standard 3: Acquire and use vocabulary to create, discuss, and critique texts.

Standard 4: Students listen and speak for socio-cultural and instructional purposes in a variety of settings, adjusting their use of spoken language to communicate clearly and present knowledge and ideas that serves different purposes and involve a variety of audiences.

Standard 5: Apply knowledge of language conventions (e.g. grammar, usage, and spelling), sentence structure, and vocabulary when writing and speaking to create, discuss, and critique texts.

Standard 6: Use of writing (print and graphic) to communicate with a variety of audiences for different purposes adapting the form and content of their writing in order to express opinions, demonstrate understanding of the information they are learning and convey real and imagined experiences and events.

Standard 7: Develop an understanding of and respect for diversity in language use and pattern (e.g. Palauan) as they make use of their first language to develop competency in English

Standard 8: Use a variety of primary (e.g. maps, artifacts, visual materials, music, sound recordings, oral history, interviews) and secondary resources (e.g. libraries, databases, computer networks, video) to build knowledge on a subject through research projects and to respond analytically to literary and informational sources.

Standard 9: Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Week	Performance Objectives	Performance Indicators	SA	TA
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5-6	➤ Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓ I can brainstorm, select a topic, gather, and organize information for paragraph of contrast.		
		✓ I can brainstorm, select a topic, gather, and organize information for a persuasive paragraph.		
		✓ I can brainstorm, select a topic, gather, and organize information for descriptive paragraph.		
		✓ I can use a thesaurus to vary language and to expand vocabulary.		
		✓ I can proofread for correct capitalization, punctuation, grammar and spelling.		
		✓ I can work with a partner or small group as authors and readers of a text to explore how their personal experiences and knowledge influence their understanding.		
		✓ I can listen and participate in collaborative discussions building on other's ideas and expressing their own ideas clearly.		
		✓ I can do a research that build knowledge about a topic.		
		✓ I can develop a topic with facts, definitions, and details.		

Compositions: Dialogue/Story/Tall Tale

Standard 1: Read a wide range of informational print and non-print texts by a wide variety of writers, including Pacific authors, to acquire new information, to respond to the needs and demands of society and the workplace, to understand how meaning is expressed in these texts, and to learn about themselves, Palau, and the world.

Standard 2: Read and analyze a wide range of literature (oral, print, visual), including literary works by Pacific authors, in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of the human experience.

Standard 3: Acquire and use vocabulary to create, discuss, and critique texts.

Standard 4: Students listen and speak for socio-cultural and instructional purposes in a variety of settings, adjusting their use of spoken language to communicate clearly and present knowledge and ideas that serves different purposes and involve a variety of audiences.

Standard 5: Apply knowledge of language conventions (e.g. grammar, usage, and spelling), sentence structure, and vocabulary when writing and speaking to create, discuss, and critique texts.

Standard 6: Use of writing (print and graphic) to communicate with a variety of audiences for different purposes adapting the form and content of their writing in order to express opinions, demonstrate understanding of the information they are learning and convey real and imagined experiences and events.

Standard 7: Develop an understanding of and respect for diversity in language use and pattern (e.g. Palauan) as they make use of their first language to develop competency in English

Standard 8: Use a variety of primary (e.g. maps, artifacts, visual materials, music, sound recordings, oral history, interviews) and secondary resources (e.g. libraries, databases, computer networks, video) to build knowledge on a subject through research projects and to respond analytically to literary and informational sources.

Standard 9: Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Week	Performance Objectives	Performance Indicators	SA	TA
		✓ I can brainstorm, select a topic, gather, and organize information for a dialogue.		

7-8	➤ Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓ I can brainstorm, select a topic, gather, and organize information for a story.		
		✓ I can brainstorm, select a topic, gather, and organize information for a tall tale.		
		✓ I can use a thesaurus to vary language and to expand vocabulary.		
		✓ I can proofread for correct capitalization, punctuation, grammar and spelling.		
		✓ I can work with a partner or small group as authors and readers of a text to explore how their personal experiences and knowledge influence their understanding.		
		✓ I can listen and participate in collaborative discussions building on other's ideas and expressing their own ideas clearly.		
		✓ I can do a research that build knowledge about a topic.		
		✓ I can develop a topic with facts, definitions, and details.		
	➤ Identify and describe specific elements of literary texts (setting) character development, conflict, theme, illustrations) and show understanding of meaning.	✓ I can identify and describe characters in a story (traits, motivations, or feelings) and respond to major events and challenges.		
		✓ I can recognize different personalities and points of view of characters.		

4th Quarter

ENGLISH LANGUAGE ARTS V LEARNING TARGETS

Compositions: Play/Poem/Character Sketch/News Story/Research Report/Book Report/Friendly Letter/Business Letter/Invitation/Thank-You Note/Envelope

Standard 1: Read a wide range of informational print and non-print texts by a wide variety of writers, including Pacific authors, to acquire new information, to respond to the needs and demands of society and the workplace, to understand how meaning is expressed in these texts, and to learn about themselves, Palau, and the world.

Standard 2: Read and analyze a wide range of literature (oral, print, visual), including literary works by Pacific authors, in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of the human experience.

Standard 3: Acquire and use vocabulary to create, discuss, and critique texts.

Standard 4: Students listen and speak for socio-cultural and instructional purposes in a variety of settings, adjusting their use of spoken language to communicate clearly and present knowledge and ideas that serves different purposes and involve a variety of audiences.

Standard 5: Apply knowledge of language conventions (e.g. grammar, usage, and spelling), sentence structure, and vocabulary when writing and speaking to create, discuss, and critique texts.

Standard 6: Use of writing (print and graphic) to communicate with a variety of audiences for different purposes adapting the form and content of their writing in order to express opinions, demonstrate understanding of the information they are learning and convey real and imagined experiences and events.

Standard 7: Develop an understanding of and respect for diversity in language use and pattern (e.g. Palauan) as they make use of their first language to develop competency in English.

Standard 8: Use a variety of primary (e.g. maps, artifacts, visual materials, music, sound recordings, oral history, interviews) and secondary resources (e.g. libraries, databases, computer networks, video) to build knowledge on a subject through research projects and to respond analytically to literary and informational sources.

Standard 9: Participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Week	Performance Objectives	Performance Indicators	SA	TA
1-8	➤ Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓ I can brainstorm, select a topic, gather, and organize information for a play.		
		✓ I can brainstorm, select a topic, gather, and organize information for a poem.		
		✓ I can brainstorm, select a topic, gather, and organize information for a character sketch.		
		✓ I can brainstorm, select a topic, gather, and organize information for a research report.		
		✓ I can write a book report.		
		✓ I can write a friendly letter.		
		✓ I can write an invitation.		
		✓ I can write a thank-you note.		
		✓ I can correctly fill up an envelope to be mailed.		
		✓ I can write a business letter.		
		✓ I can use a thesaurus to vary language and to expand vocabulary.		
		✓ I can proofread for correct capitalization, punctuation, grammar and spelling.		
		✓ I can work with a partner or small group as authors and readers of a text to explore how their personal experiences and knowledge influence their understanding.		
		✓ I can listen and participate in collaborative discussions building on other's ideas and expressing their own ideas clearly.		
		✓ I can do a research that build knowledge about a topic.		
	➤	✓		