

TABLE OF SPECIFICATIONS
(TALAAN NG ISPESIPIKASYON)
FIRST QUARTER IN
(UNANG MARKAHAN SA)
QUARTER 1
ACADEMIC YEAR 2025-2026

SUBJECT	ENGLISH	ACT		MATATAG CURRICULUM												ACADEMIC YEAR	
GRADE	5			1 ST PERIODICAL TEST												2025-2026	
CODES	LEARNING COMPETENCIES <i>(INCLUDE CODES IF AVAILABLE)</i>	UAL INST RUC TION S (DAY S)	WEI GHT (%)	REVISED BLOOM’S TAXONOMY LEVEL OF COGNITIVE DIMENSION												TOTAL NUMBER OF TEST ITEMS	
				REMEMBERING		UNDERSTANDING		APPLYING		ANALYZING		EVALUATING		CREATING		ACTUAL	ADJUSTED
				NOI	POI	NOI	POI	NOI	POI	NOI	POI	NOI	POI	NOI	POI		
EN 5L R-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	4	8%			4	1,2,3,4									4	4

EN 5L R-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)	4	8%			4	5,6,7 ,8									4	4
EN 5S W-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	4	6%					3	9, 10 ,1 1							3	3
EN 5S W-I -2	Use tone and mood appropriately for one's purpose, context, and target audience: formal.	2	6%	3	12,1 3,14											3	3
EN 5S W-I -3	Compose appropriate sentences for clarity and coherence. 1 using subject-verb agreement a kinds of nouns: collective, concrete, abstract b subject pronouns demonstrative Relative 2 using kinds of verbs a helping b linking (and sense) c Transitive 3 using tenses of verbs a progressive present past future 4 using adjectives: series (determiner, quantity, quality, size, shape, color) 5 using adverbs: manner 6 composing compound-complex sentences	4	8%			4	15,1 6,17, 18									4	4

EN 5S W-I -4	Produce text with introduction, body, and conclusion in conveying ideas: giving relevant information on a given topic.	2	6%	3	19,2 0,21											3	3
EN 5S W-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.)	2	8%			4	22,2 3,24, 25									4	4
EN 5S W-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	2	6%	2	26,2 7					1	28					3	3
EN 5S W-I -7	Fill out forms accurately. 1 personal data forms 2 school forms	2	6%					3	29 ,3 0, 31							3	3
EN 5V R-I- 1	Identify visual elements: using layout (margin, grid, header, slide bar).	2	6%	3	32,3 3,34											3	3
EN 5V R-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	4	8%							4	35, 36, 37, 38					4	4

EN 5V R-I- 3	Evaluate cultural appropriateness of visual elements.	2	6%									3	39, 40, 41			3	3
EN 5V R-I- 4	Create a visual text drawn from visual elements learned.	2	6%						1	42				2	43, 44	3	3
EN 5V R-I- 5	Identify multimedia elements: audio (dialogue, recorded narration, music, sound effects).	2	6%	3	45,4 6,47											3	3
EN 5V R-I- 6	Derive meaning for multimedia elements learned: identifying the author's purpose.	2	6%					2	48 ,4 9	1	50					3	3
	TOTAL	40	10 0%	14		16		8	7			3		2		50	50
<div>Prepared by</div>						<div>Initial Content Validation</div>						<div>Final Validation</div>					



FIRST PERIODICAL in
ENGLISH 5

NAME: _____ SCORE: _____

GRADE AND SECTION: _____ DATE: _____

DIRECTIONS: READ and ENCIRCLE the correct answer for each question. Answer silently.

1. Which of the following best shows the use of *personification* in a sentence?
- A. The wind whispered secrets to the trees. B. The clouds are white.
C. He ran as fast as lightning. D. The book was interesting.
2. Scenario: A man climbing a mountain day and night and fighting wild animals. Why did the main character climb the mountain in the story?
- A. To find treasure hidden by pirates. B. Because his friends forced him.
C. To prove he was brave and could help his village. D. He got lost while hiking.
3. What is the type of plot used in a story that begins at the start, continues with middle events, and ends with a resolution?
- A. Flashback B. Sequential C. Inverted D. Puzzle
4. Which sentence shows *assonance*?
- A. The cat ran past the man with a pan. B. The moon bloomed in June too soon.
C. The snake hissed in the grass. D. The big brown bear broke the box.
5. What is the main purpose of a news report?
- A. To describe a person's feelings B. To explain how something works
C. To entertain with a funny story D. To inform readers about current events
6. Which of the following is a statement of fact?
- A. The weather today is too boring.
B. The Independence Day celebration is held every June 12.
C. Independence Day is the most exciting event.
D. Everyone should enjoy national holidays.
7. Read the paragraph and answer the question:
"Bananas are rich in potassium and fiber. Doctors recommend eating bananas for a healthy diet. They are also an affordable fruit in many countries."

What is the author's purpose in writing this paragraph?

A. To entertain with a story about fruit B. To explain the taste of bananas
C. To inform readers about the benefits of bananas D. To convince people to stop eating bananas

8. Which outline shows a paragraph written in deductive order (inverted pyramid)?

- A. A. Specific event → B. Details → C. Main idea
- B. A. Supporting details → B. Main idea → C. Conclusion
- C. A. Main idea → B. Supporting details → C. Extra information
- D. A. Question → B. Answer → C. Ending

9. Read the sentence and answer the question:

"Just like a key opens a door, education opens opportunities."

What kind of relationship is shown in the analogy?

- A. Cause and effect
- B. Part to whole
- C. Function
- D. Size comparison

10. Which sentence correctly uses a verb formed with a suffix?

- A. He quickly **moves** to the front.
- B. The artist **paints** a beautiful picture.
- C. She hopes to **beautify** the room with flowers.
- D. The children **run** across the field.

11. You come across the word "resilient" in an article. How would you best understand its meaning using general references?

- A. Guess its meaning from pictures in the article
- B. Ask a friend what it means
- C. Look it up in a dictionary (print or online)
- D. Skip the word if it is too hard

12. What is the meaning of tone in writing?

- A. The sound of a person's voice when reading aloud
- B. The writer's attitude or feeling toward the topic
- C. The place where the story happens
- D. The ending of the story

13. Which of the following best describes formal tone?

- A. Uses slang and jokes
- B. Uses polite and complete sentences
- C. Uses emojis and short words
- D. Sounds like you are talking to a friend

14. In which situation should you use a formal tone?

- A. Writing a message to a friend about a game
- B. Writing a story about a pet
- C. Writing a report for a national holiday
- D. Writing a birthday card

15. Which sentence shows correct subject-verb agreement with a collective noun?

- A. The team *are* playing well today.
- B. The team *is* winning the championship.
- C. The team *have* many players.
- D. The team *were* late to practices.

16. Which sentence correctly uses a linking verb that shows a state of being?

- A. The boy *is* very tired after the game.
- B. The boy *kicks* the ball.
- C. The boy *has* finished his work.
- D. The boy *runs* quickly.

17. Which sentence correctly uses adjectives in a proper series?

- A. She wore a red beautiful dress long.
- B. She wore a beautiful long red dress.
- C. She wore a long dress red beautiful.
- D. She wore beautiful red long a dress.

18. What is the correct way to combine these two ideas into a compound-complex sentence?

Idea 1: The students practiced for the program.

Idea 2: Their teacher guided them.

Idea 3: They were excited to perform.

- A. The students practiced for the program, and their teacher guided them because they were excited to perform.

- B. Because the students practiced for the program and their teacher guided them, they were excited to perform.
- C. The students practiced for the program because their teacher guided them, and they were excited to perform.
- D. Their teacher guided the students, and they practiced for the program. They were excited to perform.

19. What are the three basic parts of a paragraph or composition?

- A. Title, heading, picture
- B. Introduction, body, conclusion
- C. Topic, story, question
- D. Hook, theme, summary

20. What is the main purpose of the introduction in a paragraph?

- A. To give background music
- B. To end the story
- C. To provide extra details
- D. To state the main idea or topic

21. Which part of a paragraph gives supporting details or explanations?

- A. Introduction
- B. Conclusion
- C. Body
- D. Title

22. Which of the following best describes a narrative text?

- A. It explains how something works step-by-step.
- B. It gives information about current events.
- C. It tells a story with characters and a plot.
- D. It lists instructions and ingredients.

23. Why is it important to use gender-sensitive language in writing?

- A. To make the writing look longer
- B. To include everyone and avoid being unfair
- C. To follow grammar rules only
- D. To make the story more exciting

24. Which sentence from a friendly letter shows the purpose of writing an invitation?

- A. "I hope you're feeling better soon."
- B. "Please come to my birthday party this Saturday at 3 p.m."
- C. "Thank you for helping me with my homework."
- D. "I wanted to tell you about my new pet cat."

25. What is the main purpose of an explanation text?

- A. To entertain the reader with a story
- B. To describe a place or person in detail
- C. To give reasons or steps to explain a process
- D. To share feelings and emotions

26. What do we call the non-verbal cue used when someone nods their head to show agreement?

- A. Gesture
- B. Facial expression
- C. Posture
- D. Haptic

27. Which non-verbal cue is shown when a person smiles to show they are happy?

- A. Gesture
- B. Facial expression
- C. Posture
- D. Proxemics

28. During a class presentation, a student stands straight, maintains eye contact with the audience, and uses hand gestures to explain a point. What can you conclude about the student's use of non-verbal cues?

- A. The student is nervous and unsure.
- B. The student is using appropriate non-verbal cues to support their message.
- C. The student is avoiding communication.
- D. The student is trying to distract the audience.

29. When filling out a personal data form, which of the following should you write in the "Full Name" section?

- A. Your first name only

B. Your first name, middle initial, and last name
- C. Your nickname and last name

D. Your address

30. If you are filling out a school form that asks for your "Grade Level," what information should you write?

- A. The name of your school

B. The year you were born
- C. The grade you are currently in

D. The name of your teacher

31. When completing a form that asks for your "Emergency Contact," which information is most appropriate to include?

- A. Your favorite book
- B. The name and phone number of someone who can be reached in case of an emergency
- C. The name of your best friend
- D. Your hobbies and interests

32. What is the purpose of a *header* in a document or presentation?

- A. To provide a space for the title or important information at the top
- B. To show the main idea of the content
- C. To divide the document into sections
- D. To adjust the size of the text

33. What is the function of the *margin* in a document layout?

- A. To provide space for the main text of the document
- B. To create a boundary around the content, separating it from the edges
- C. To display the title of the document
- D. To insert pictures into the document

34. What is a *grid* used for in document or presentation layouts?

- A. To add color to the background
- B. To organize the content into rows and columns for alignment
- C. To insert images into the document
- D. To make the text bold and larger

35. In a poster promoting a new product, the background is bright yellow, and the text is bold and in red. What can be inferred about the tone of the advertisement based on these visual elements?

- A. The tone is serious and formal.

B. The tone is cheerful and energetic.
- C. The tone is calm and peaceful.

D. The tone is neutral and unimportant.

36. A news article about the upcoming national holiday includes a photograph of families celebrating together with traditional clothes. The photograph appears to be taken outdoors with bright natural light. What is the likely purpose of this image in the article?

- A. To emphasize the importance of modern technology
- B. To show the historical background of the holiday
- C. To convey the warmth and cultural significance of the holiday
- D. To confuse the readers with unrelated imagery

37. In an advertisement, there is an image of a woman cooking in a clean, modern kitchen. She is smiling, and the background is sleek and white. What can be inferred about the advertisement's message based on the image's visual elements?

- A. The advertisement is promoting a new fashion line.
- B. The advertisement might be reinforcing traditional gender roles about women and cooking.
- C. The advertisement is focused on promoting exercise equipment.
- D. The advertisement is trying to showcase affordable kitchen products for families.

- 38. A magazine cover shows an elderly man with gray hair and wrinkles sitting alone in a park with a cane beside him. How might this image influence the viewer?**
- A. It could stereotype older adults as weak or lonely.
 - B. It could portray older adults as being always busy and active.
 - C. It could suggest that older adults prefer to be around children.
 - D. It could show that elderly people enjoy socializing with friends.
- 39. In a brochure promoting a cultural festival, there are images of people wearing traditional costumes that represent different ethnic groups. The costumes are shown respectfully and accurately, with clear explanations of their cultural significance. How would you evaluate the cultural appropriateness of these visual elements?**
- A. The visuals are culturally appropriate because they showcase the diversity of traditions in a respectful and accurate way.
 - B. The visuals are culturally inappropriate because they make fun of traditional costumes.
 - C. The visuals are culturally inappropriate because they do not show any modern elements of the culture.
 - D. The visuals are culturally appropriate because they focus only on one culture, making it easier to understand.
- 40. An advertisement for a holiday sale shows a family celebrating Christmas with a large, expensive tree and decorations. The image emphasizes wealth and luxury, which might not reflect the experiences of all families during the holiday. How would you evaluate the cultural appropriateness of this image for a diverse audience?**
- A. The image is culturally appropriate because it shows a happy family celebration.
 - B. The image is culturally inappropriate because it portrays a narrow and materialistic view of the holiday.
 - C. The image is culturally appropriate because it focuses on gift-giving during Christmas.
 - D. The image is culturally inappropriate because it does not feature a family of a particular ethnicity.
- 41. In a classroom poster about national holidays, there is an image of a person holding a flag of the country. The person is shown smiling and participating in a parade. The image is respectful of the culture and portrays a sense of national pride. How would you evaluate the cultural appropriateness of this visual element?**
- A. The image is culturally appropriate because it shows respect for national pride and cultural traditions.
 - B. The image is culturally inappropriate because it focuses too much on patriotism.
 - C. The image is culturally appropriate because it shows the celebration of a national holiday.
 - D. The image is culturally inappropriate because it does not feature any local customs.
- 42. You are asked to design a poster for a school event celebrating a national holiday. The poster should include the following visual elements: a national flag, smiling people in traditional clothing, and a colorful background with clear, bold text. What is the primary purpose of using these visual elements in the poster?**
- A. To create an artistic, abstract design
 - B. To promote national pride and respect for cultural traditions
 - C. To emphasize the importance of modern fashion trends
 - D. To showcase a variety of unrelated cultural symbols
- 43. You are assigned to create a presentation slide about the importance of a national holiday. You decide to include a background image of a monument related to the holiday, with people celebrating around it. What additional element should you add to your slide to make it more effective for your audience?**
- A. A large picture of food unrelated to the holiday
 - B. A quote from a famous leader or figure related to the holiday, along with key facts

- C. A small image of a random object, such as a toy
- D. Just text, without any visual images

- 44. You are tasked with creating a flyer for a community event that celebrates a national holiday. You decide to use vibrant colors and images of people from different cultural backgrounds celebrating together. What would be the best text to accompany the visual elements in your flyer?**
- A. A brief description of the holiday's history and how it is celebrated, encouraging everyone to join the event
 - B. A long essay about the history of the holiday with no images
 - C. A single sentence about the holiday without any context
 - D. A detailed description of food recipes, unrelated to the holiday event
- 45. Which of the following is an example of an audio element that might be used in a documentary about a national holiday?**
- A. Pictures of people celebrating the holiday
 - B. Recorded narration explaining the history of the holiday
 - C. Text describing the holiday's significance
 - D. A video showing people performing dances
- 46. In a radio broadcast about a national holiday, which audio element would you most likely hear to enhance the listening experience?**
- A. A voice-over describing the holiday's origin
 - B. Background music related to the holiday's culture
 - C. A slide show of photos from the holiday
 - D. A written list of facts about the holiday
- 47. You are watching a video about a national holiday. During the video, you hear the sound of fireworks, followed by a cheer from a crowd. What type of multimedia element is being used here?**
- A. Dialogue
 - B. Recorded narration
 - C. Sound effects
 - D. Music
- 48. In a news report about a national holiday, the reporter uses video clips of fireworks, interviews with celebrants, and a background track of national music. What is the most likely purpose of using these multimedia elements?**
- A. To entertain the viewers by showing exciting fireworks
 - B. To inform viewers about the history of the holiday
 - C. To persuade the audience to participate in the holiday celebrations
 - D. To describe the holiday's significance through images and sounds
- 49. In an educational video about the importance of a national holiday, the background music is slow and solemn, and the speaker's tone is serious. What is the purpose of these multimedia elements?**
- A. To entertain the audience by making them laugh
 - B. To inform and persuade the audience to respect and understand the holiday
 - C. To describe the holiday's fun activities
 - D. To entertain the viewers with a light and joyful mood
- 50. A news report about a national holiday includes images of national landmarks, a formal interview with a historian, and calm background music. How do these multimedia elements contribute to the author's purpose?**
- A. The author wants to entertain the audience with funny facts about the holiday.
 - B. The author aims to inform and educate the audience about the significance of the holiday.
 - C. The author tries to persuade people to travel during the holiday.
 - D. The author uses humor to describe the history of the holiday.

ANSWER KEY

1. **A**
2. **C**
3. **B**
4. **B**
5. **D**
6. **B**
7. **C**
8. **C**
9. **C**
10. **C**
11. **C**
12. **B**
13. **B**
14. **C**
15. **B**
16. **A**
17. **B**
18. **A**
19. **B**
20. **D**
21. **C**
22. **C**
23. **B**
24. **B**
25. **C**
26. **A**
27. **B**
28. **B**
29. **B**
30. **C**
31. **B**
32. **A**
33. **B**

34. **B**
35. **B**
36. **C**
37. **B**
38. **A**
39. **A**
40. **B**
41. **A**
42. **B**
43. **B**
44. **A**
45. **B**
46. **B**
47. **C**
48. **D**
49. **B**
50. **B**