



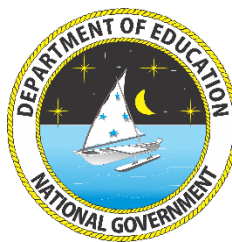
**NATIONAL CURRICULUM STANDARDS AND BENCHMARKS**

# **VERNACULAR LANGUAGE ARTS**

# **STUDENT LEARNING**

# **OUTCOMES**

**GRADES ECE to 12**



DEPARTMENT OF EDUCATION  
FEDERATED STATES OF MICRONESIA  
2023

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## Purpose

The purpose of a vernacular language arts curriculum is to develop and enhance students' communication skills, including listening and speaking, reading, and writing in their native language, thereby promoting critical thinking, creativity, and cultural awareness of literature and the cultural contexts in which it is produced.

Research has shown that investing in mother tongue education is critical for a child's development and future success. Being proficient in the mother tongue positively impacts the child when learning a second or third language.

## Overview

The FSM Vernacular Language Arts (VLA) is a subject taught in the Federated States of Micronesia (FSM) curriculum. It focuses on studying and using vernacular languages, which are the native or local languages spoken by people in a specific region or community. Vernacular Language Arts aim to help students understand and appreciate their communities' linguistic diversity and develop proficiency in their vernacular language. The curriculum emphasizes the development of students listening and speaking, reading, writing, and literature response skills in their vernacular language. It also covers studying their language's history, culture, and customs. The goal of this Vernacular Language Arts curriculum is to create a supportive environment where students can learn and grow in their native language and to foster cultural pride and understanding. With this curriculum, students will be taught critical skills that will enable them to move successfully between different cultures, settings, or learning opportunities. For instance, students will learn when to be quiet and listen attentively to their elders or teachers and when to speak their minds respective of their audience or setting.

We are confident that the Vernacular Language Arts curriculum will provide students with the foundation they need to succeed in their future endeavors and make a meaningful contribution to their communities.

## Organization of the Vernacular Language Arts Standards

The organizing structure for the newly developed VLA standards is hierarchical and categorized in expanding expectations of knowledge and skills, from Student Learning Outcomes to Benchmarks to Standards.

Standard	In VLA, there are 4 Standards. The standards describe statements in the themes or topics in VLA that we expect all students to have knowledge and understanding of, and be able to do, by the end of grade 12.
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Benchmark			Benchmark		Benchmarks describe in some detail the knowledge and skills students should demonstrate knowledge or understanding of in each standard, and be able to do, by the end of a grade level or course of study.
SLO	SLO	SLO	SLO	SLO	Student Learning Outcomes (SLOs) help to “unpack” a benchmark by describing, in greater detail, the knowledge and skills students should know and be able to do at each grade level for each benchmark.

SLOs act as a guideline that helps teachers think through what is required for the successful attainment of benchmarks and standards. While SLOs contain information that can be used by teachers to plan their instruction, teachers should not rely upon them as lesson planning templates. Rather, the SLOs identify specific learning experiences that all students should enjoy, as well as effective teaching strategies and methods that teachers should prepare for the active engagement of all students.

SLOs also describe the scope and sequence of specific skills that students should master at each grade level to achieve a certain benchmark. The SLOs can be used to assess student progress at each grade level. Evidence of progress should be collected in the form of teacher observations and samples of student work.

#### Coding Used in the VLA Standards

The coding for the FSM National DOE VLA Standards, Benchmarks, and SLO document is as follows:

The subject (VLA) is followed by the standard number, grade level, benchmark number, and sequence of the student learning outcome expressed as a letter.

#### **VLA.Standard.Grade.Benchmark.SLO (letter).**

For example, an SLO for standard 1, grade 4, benchmark 3 is coded as “VLA.1.4.3. a” which is read as “VLA standard 1, grade 4, benchmark 3, SLO a.”

### Standards in Vernacular Language Arts (VLA)

#### Standard 1: Listening & Speaking

Students will be competent speakers, listeners, and viewers in the vernacular, able to construct literal and interpretive meaning from what they hear and view and communicate effectively for various purposes and to different audiences.

**Standard 2: Reading**

Students will demonstrate competence in applying relevant skills and strategies to read various printed materials in the vernacular for social, academic, and career-related purposes.

**Standard 3: Writing**

Students will demonstrate the ability to write, applying the general skills and strategies of the writing process, to communicate effectively for a variety of purposes and to different audiences.

**Standard 4: Literature Response**

Students will study oral and written literature from their own culture as well as selected literary works from other cultures and will develop the ability to gain insights into their own culture while understanding and relating to others.

## Grade ECE

By the end of grade ECE, students will be able to:

**1. Listening and Speaking****VLA.1.ECE.1 Listen and respond respectfully to oral communications.**

- a. Listen attentively to the teacher with respect and answer or ask questions in a traditionally correct manner.
- b. Respond respectfully (with words and gestures) to the teacher's greetings and comments.
- c. Follow oral directions that have 2 or more steps.

**VLA.1.ECE.2 Demonstrate ability to orally express ideas and build vocabulary.**

- a. Restate statements in your own words.
- b. Provide examples of what is stated in conversation.
- c. Talk about/orally share thoughts and feelings about an object they bring to class.

**VLA.1.ECE.3 Do an oral presentation about self, using simple sentences.**

- a. Deliver a short narrative about self (e.g., name, birthdate, age, parent's names, siblings, clan, and place).
- b. Describe functions of their body parts using songs and other nursery rhymes.
- c. Talk about personal interests and favorite objects, people, and hobbies.

**2. Reading****VLA.2.ECE.1 Demonstrate understanding of the letter-sound association of the alphabet and use skills to figure out sounds of letters and words in simple sentences.**

- a. Identify letters of the alphabet and produce their sounds.

- b. Blend and orally segment 2-syllable words.
- c. Recognize high-frequency or sight words and read simple sentences consisting of 3 or more words.

**VLA.2.ECE.2 Demonstrate understanding of the organization and basic features of print (Concept of Print).**

- a. Read from left to right and top to bottom.
- b. Recognize that letters form words and words form sentences.
- c. Name book title, author, and illustrator

**VLA.2.ECE.3 Demonstrate ability to read and comprehend grade-appropriate words and stories.**

- a. Read 2-3 words in simple sentences
- b. Use resources (teacher, parents, elders) to find synonyms and antonyms of new words.
- c. Answer questions about the elements of a story (e.g., character, sequence of events, etc.) that are read to them.

### **3. Writing**

**VLA.3.ECE.1 Demonstrate the basic knowledge and skills of conventions of writing.**

- a. Hold or grip a pencil correctly and trace, copy, and imitate lines, shapes, and letters.
- b. Print upper- and lower-case letters and numbers.
- c. Write from left to right and from top to bottom to form simple words.
- d. Draw and label pictures with letters, numbers, or simple words.

**VLA.3.ECE.2 Use basic skills and processes of writing to write about self.**

- a. Brainstorm topics of interest to write about.
- b. Scribble and use invented spelling to write words.
- c. Draw the main idea of their text.
- d. Create and illustrate a piece of text about what they like to do.

### **4. Literature Response**

**VLA.4.ECE.1 Demonstrate awareness of the importance of stories by recognizing the characters and settings of stories.**

- a. Listen to stories read by teachers and parents.
- b. Respond to who, where, and when questions.
- c. Share thoughts about the characters in the story orally.

**VLA.4.ECE.2 State opinions about stories read to them.**

- a. Listen and respond to stories read by illustrating with the proper expression or emoji (e.g., happy, sad, angry, or excited face).
- b. Explain reasons for their feelings about the story.
- c. Tell and illustrate their own version of the story.



**VLA.4.ECE.3 Listen to stories from a variety of genres and relate them to real-life experiences.**

- a. Listen to fiction and non-fiction stories from their own culture.
- b. Recite or sing songs or chants related to the story.
- c. Role-play a story read to them.

**VLA.4.ECE.4 Make predictions about the character's actions, emotions, and sequence of events.**

- a. Identify the sequence of events in a story.
- b. Make predictions about what will happen next in a story based on the actions of a character.

## Grade 1

By the end of grade 1, students will be able to:

### 1. Listening and Speaking

**VLA.1.1.1 Listen attentively and respond respectfully to more complex oral communications.**

- a. Respond respectfully to the teacher's greetings and questions.
- b. Listen attentively and follow directions that have two or more steps.
- c. Discuss topics and ask clarifying questions in small groups.
- d. Respond to questions or ask questions using the 5 W's (*who, what, where, when, and why*).

**VLA.1.1.2 Demonstrate ability to express needs and build vocabulary orally.**

- a. Express their needs clearly and respectfully.
- b. Show and describe objects in the classroom using descriptive words and sentences.
- c. Bring a favorite object and tell a story about it.

**VLA.1.1.3 Do an oral presentation about family using descriptive words.**

- a. Describe family members, using pictures or drawings.
- b. Compare and contrast their immediate family with their extended family.
- c. Share orally about a favorite activity done with their immediate or extended family.

### 2. Reading

**VLA.2.1.1 Demonstrate the ability to read simple sentences and short passages fluently.**

- a. Decode or sound out letters (alphabet letters and symbols) in rhymes and words.
- b. Decode or use sound patterns of letters to correctly pronounce grade-appropriate words and phrases and sentences.
- c. Recognize and identify beginning, middle, and ending sounds in grade-appropriate words.

**VLA.2.1.2 Demonstrate understanding of the concept of print to read simple texts.**

- a. Identify different elements of a book (title, author, front and back cover, etc.).
- b. Recognize letter sounds to follow along as the story is read.
- c. Use pictures/illustrations to tell the main ideas in a story.

**VLA.2.1.3 Demonstrate the ability to read and comprehend grade-appropriate words, sentences, and short passages.**

- a. Use descriptive words to describe objects or events.
- b. Identify synonyms and antonyms of new words.
- c. Ask and answer questions about the elements of a story or passage (e.g., title, author, character, setting, events, etc.).

### **3. Writing**

**VLA.3.1.1. Use the appropriate conventions of writing to write words and simple sentences.**

- a. Write first names and last names with correct spelling, spacing, and capital letters.
- b. Write simple sentences of 3-4 words with correct spelling, grammar, and punctuation, including respectful or honorific words and phrases.
- c. Write and illustrate a short passage about their family with appropriate conventions of writing.

**VLA.3.1.2 Use basic skills and processes of writing to create a narrative passage about family.**

- a. Brainstorm topics about their family (e.g., who they are, where they live, daily routines, etc.).
- b. Draft a story about their family (using descriptive words and illustrations) and share it with the teacher.
- c. Correct spelling and punctuation marks in the draft story, with the teacher's help.
- d. Finalize and share orally the story with the class.

### **4. Literature Response**

**VLA.4.1.1 Demonstrate knowledge of grade-level stories read by recognizing the setting, characters, plot, and important events.**

- a. Read a story aloud with the teacher's assistance.
- b. Respond verbally to who, what, where, and when questions in the story.
- c. Role-play stories and describe how they feel about the characters they play.

**VLA.4.1.2 Recognize that opinions differ.**

- a. Orally share opinions (feelings and thoughts) about the main character in a story.
- b. Give reasons for their opinions (why they like or don't like the character)
- c. Compare opinions (tell what your opinion is like or different from your classmates)

**VLA.4.1.3 Read grade-level fiction and non-fiction stories and recognize that they can relate to real-life situations.**

- a. Ask and answer questions about the content of a story.
- b. Retell the key events in a story.
- c. Relate the story to personal experiences.

**VLA.4.1.4 Make inferences regarding the characters' motives for their actions.**

- a. Identify what the characters are doing in stories.
- b. Describe the character's reasons for their actions.
- c. Describe the consequences of the character's actions.

## Grade 2

By the end of grade 2, students will be able to:

### 1. Listening and Speaking

**VLA.1.2.1 Listen actively to oral conversations, reflect on them, and express thoughts and feelings respectfully.**

- a. Listen to formal communications (formal greetings) and respond appropriately.
- b. Listen and participate in common rhyming games and songs.
- c. Listen to songs or stories, ask or answer questions, and express thoughts and feelings about them.

**VLA.1.2.2 Demonstrate ability to express thoughts and feelings and build vocabulary orally.**

- a. Describe what they like and dislike about a chosen topic.
- b. Express thoughts, feelings, or experiences about a topic.
- c. Think of a favorite person and explain why he/she is their favorite person.

**VLA.1.2.3 Do an oral presentation describing their community or village.**

- a. Describe a traditional event that is celebrated in their community or village.
- b. Perform a dance or song about their community or village.
- c. Do a short presentation on the roles of leaders (e.g., traditional, religious, or government) in their community or village.

### 2. Reading

**VLA.2.2.1: Demonstrate the ability to read a short narrative or descriptive passage fluently.**

- a. Decode grade-appropriate frequency words or sight words.
- b. Apply knowledge of decoding to sound out new or unfamiliar words.
- c. Read with correct expression, appropriate pacing, and with a clear voice.

**VLA.2.2.2: Demonstrate the ability to use the concept of print to navigate different types of texts (books, posters, signs, bulletins, comics, etc.).**

- a. Use knowledge about book orientation and organization to find information.
- b. Discuss how information is communicated with different environmental prints around their school.
- c. Recognize that different types of texts communicate different kinds of information.

**VLA.2.2.3: Demonstrate the ability to read and comprehend short narratives and descriptive passages.**

- a. Discuss the meaning of unknown/new words in a story or passage from context clues.
- b. Describe the sequence of events in a story/passage read to them by the teacher.
- c. Retell the story/passage in your own words.

### **3. Writing**

**VLA.3.2.1 Use appropriate conventions of writing to write a short passage or paragraph about a favorite person, place, object, or animal.**

- a. Write 2- to 3-syllable words.
- b. Write sentences with correct spelling, grammar, and punctuation.
- c. Write a short passage to describe a favorite person, animal, or object.

**VLA.3.2.2 Use basic skills and processes of writing to write a descriptive piece about their home or place.**

- a. Brainstorm topics about their home or place to write about.
- b. Draft a passage about their home or place, using descriptive words and illustrations, and share it with the teacher for suggestions.
- c. Make corrections in the draft passage.
- d. Finalize the passage and share what they have written with classmates.

### **4. Literature Response**

**VLA.4.2.1 Describe how literary elements (setting, characters, plot, and themes) relate to real experiences.**

- a. Read/view/listen to grade-level local stories independently.
- b. Identify the setting, character(s), and plot of a favorite story.
- c. Share orally their thoughts about the main character(s) in the story.

**VLA.4.2.2 State opinions and provide supporting evidence from the story/text.**

- a. State an opinion about the character in a story.
- b. Provide reasons for opinions or supporting evidence from the story.
- c. Compare and contrast opinions and how they have supported details from the story.

**VLA.4.2.3 Read grade-level stories from at least two types of genres (e.g., fiction, non-fiction, legends, myths, biographies, etc.) and compare stories with real-life experiences.**

- a. Identify the events of a story.
- b. Compare and contrast an event in the story with a real-life experience.

**VLA.4.2.4 Make inferences regarding the consequences of characters' actions.**

- a. Identify different characters' actions.
- b. Brainstorm possible consequences of characters' actions.
- c. Describe how changing the actions of the characters can also change the consequences.

## Grade 3

By the end of grade 3, students will be able to:

### 1. Listening and Speaking

**VLA.1.3.1 Listen actively to oral texts (e.g., stories, music, radio broadcast, and dances) and express thoughts and feelings about the texts respectfully.**

- a. Listen respectfully and retell key events in oral texts.
- b. Identify the main idea of an oral passage or story.
- c. Ask questions and make comments respectfully.

**VLA.1.3.2 Demonstrate ability to express ideas, needs, feelings, and questions orally and build vocabulary.**

- a. Listen to a traditional story and retell in their own words what the story is about.
- b. Engage in discussions on their thoughts or feelings about a grade-level material (e.g., story, song, dance, etc.) that they hear or view in the classroom.
- c. Deliver a short oral description about a character in a story, song, or dance using wider vocabulary and more complex sentences.

**VLA.1.3.3 Do a group presentation about their municipality/village in a clear voice using appropriate intonation, rhythm, and gestures.**

- a. Describe an event that is widely celebrated in your municipality/village.
- b. Participate in a song competition or singing event about their municipality/village.
- c. Do a 5-minute report on the roles of leaders in their municipality/village using appropriate intonation, gestures, and volume.

### 2. Reading

**VLA.2.3.1 Demonstrate the ability to read a variety of texts (e.g., environmental prints, narrative, simple informational texts, etc.) fluently.**

- a. Decode and pronounce the most common grade-appropriate words and phrases correctly.
- b. Apply knowledge of decoding to sound out new or unfamiliar words appropriate for the grade level.
- c. Read at least three different types of text independently and with fluency.

**VLA.2.3.2 Demonstrate understanding of how the different elements of the concept of print convey meaning (e.g., comma, period, question mark, exclamation mark, etc.).**

- a. Recognize that features of text (e.g., font types and sizes, bold, and different punctuations) help to communicate meaning.
- b. Recite the title, author, illustrator, beginning, section headings, and ending of a story.
- c. Retell the story, using texts and graphic illustrations/pictures.

**VLA.2.3.3 Demonstrate the ability to read and comprehend a variety of grade-appropriate texts.**

- a. Use reading strategies (e.g., prediction, asking questions, sequencing, context clues) to locate main ideas and detail information in a variety of texts.
- b. Connect personal experiences with the character, setting, or events in a story.
- c. Use text features (e.g., table of content, title & heading, and glossary) to find the meaning of texts.
- d. Retell the main idea of a text in your own words.

### **3. Writing**

**VLA.3.3.1 Create a short paragraph of at least 5 sentences about daily experiences, events, or activities, using appropriate conventions of writing.**

- a. Write sentences in cursive form, with correct spelling, grammar, and punctuation.
- b. Brainstorm a topic to write about, using graphic organizers.
- c. Write a variety of sentences to express an idea to form a paragraph.

**VLA.3.3.2 Use basic skills and the writing process to write an informative passage about their community, village, or island.**

- a. Brainstorm and organize ideas about an informative piece relating to their community, village, or island.
- b. Draft an informative piece about their community, village, or island and create a simple map, labeling all the key features.
- c. Edit and revise the draft informative piece.
- d. Finalize and present the final piece to the class or at a school function.

### **4. Literature Response**

**VLA.4.3.1 Demonstrate knowledge and understanding of the stories read by identifying literary elements (e.g., setting, characters, plot, dialogue, and themes).**

- a. Read grade-level stories independently and state the literary elements.
- b. Retell stories in their own words.
- c. Express their thoughts and feelings about the plot of the story.

**VLA.4.3.2 Demonstrate understanding that people respond differently to different types of texts (e.g., stories, articles, media platforms, etc.) read.**

- a. Share opinions or feelings about an oral or written text.
- b. Compare and contrast the different opinions or feelings shared by classmates.
- c. Summarize the different opinions shared orally.

## Grade 4

By the end of grade 4, students will be able to:

### 1. Listening and Speaking

#### **VLA.1.4.1 Listen attentively and participate respectfully in group discussions on grade-appropriate topics.**

- a. Demonstrate a respectful manner for listening and asking questions.
- b. Participate respectfully in expressing thoughts or feelings.
- c. Ask and answer questions respectfully to clarify meaning for understanding.

#### **VLA.1.4.2 Use appropriate vocabulary and grammar in discussions about any topic (e.g., classroom rules, current issues, local events, etc.).**

- a. Discuss any current event relating to social studies topics with correct and effective vocabulary and grammar.
- b. Use cause and effect vocabulary words to discuss global warming (e.g., erosion, sea level rise, etc.)
- c. Individually describe the meaning of a story or song they heard on social media in their own words.

#### **VLA.1.4.3 Engage effectively in presenting and discussing information following the collaborative rules for speaking and listening.**

- a. Brainstorm topics to be discussed and presented in class.
- b. Interview people in the community to gather background information on the chosen topic.
- c. Organize information and share in class, speaking clearly with appropriate intonation and gestures.
- d. Take turns asking questions or making comments respectfully in class discussions.

### 2. Reading

#### **VLA.2.4.1 Demonstrate the ability to read a variety of texts (e.g., narrative, informational, descriptive, persuasive, fiction, non-fiction, environmental prints, etc.) fluently.**

- a. Decode multi-syllable words, word affixes (i.e., prefixes and suffixes), and phrases correctly.
- b. Recognize and pronounce high-frequency words accurately and automatically.
- c. Read with expressions (e.g., pitch, tone, pauses, stresses, and volume) to convey the meaning of the text.
- d. Read smoothly with reasonable speed/rate and expression as in natural conversation.

#### **VLA.2.4.2 Use different strategies to find and clarify the meaning of words and phrases.**

- a. Use features of text (e.g., pictures, titles, headings, bold letters, and glossary) to determine the meaning of unknown words and phrases.
- b. Explain the meaning of words using student-friendly definitions (e.g., “a net is something we use to catch fish”).
- c. Use resources (e.g., elders, local dictionaries, and knowledge holders) to find and confirm the meaning of new/unknown words and phrases, including honorific language and cultural proverbs.

**VLA.2.4.3 Use strategies to read and comprehend a variety of grade-appropriate texts.**

- a. Use reading strategies (e.g., prediction, asking questions, sequencing, context clues, and affixes) to locate main ideas and detail information in a variety of texts.
- b. Connect personal experiences with the character, setting, or events in a story.
- c. Use text features (e.g., table of content, title & heading, and glossary) to find the meaning of texts.
- d. Retell the main points of a text in your own words.

### **3. Writing**

**VLA.3.4.1 Use grade-appropriate writing skills and processes of writing to create a 2-paragraph informational piece/essay about their daily activities, experiences, and events in their community or state.**

- a. Brainstorm the topic title, purpose, and audience for writing and organize ideas collaboratively,
- b. Write a draft of their essay/composition about an event or activity in their community or state highlighting key features (e.g., landmarks, reserves, etc.) and share with the teacher.
- c. Edit and revise drafts based on the teacher’s comments.
- d. Finalize and present the final piece to the class.

### **4. Literature Response**

**VLA.4.4.1 Describe how the contents (e.g., message, theme, purpose, moral, etc.) of a story relate to real-life situations or personal experiences.**

- a. Discuss what interests them the most in the story read/viewed/heard.
- b. Compare the actions of a character in a story read, viewed, or heard to their own life experiences.
- c. Make an inference about the trait of the character with supporting details found in the story.

**VLA.4.4.2 Identify literary elements (e.g., setting, characters, and plot) in stories read, viewed, or heard.**

- a. Identify the setting in a story read/heard/viewed and describe the characters.
- b. Identify the main events in a story read, viewed, or heard and arranged them in sequential order.



- c. Describe the main conflicts in the story plot.

## Grade 5

By the end of grade 5, students will be able to:

### 1. Listening and Speaking

#### **VLA.1.5.1 Listen attentively and participate respectfully in group presentations on grade-appropriate topics.**

- a. Demonstrate a respectful manner for listening and asking questions.
- b. Ask and answer questions to clarify meaning.
- c. Retell the main points of the presentations.

#### **VLA.1.5.2 Express ideas and information using effective and correct vocabulary and grammar.**

- a. Compare and contrast two different events using appropriate vocabulary.
- b. Identify affixes used in comparing/contrasting (e.g., in Pohnpeian: Mwahu, mwahusang, mwahusang mehleh or keieu mwahu;).
- c. Express thoughts about historical events using appropriate vocabulary words and correct grammar.

#### **VLA.1.5.3 Engage effectively in presenting and discussing information (about the FSM following the collaborative rules for speaking and listening.**

- a. Gather background information on the topic.
- b. Speak clearly with appropriate intonation and gestures.
- c. Take turns asking questions or making comments respectfully.

### 2. Reading

#### **VLA.2.5.1 Demonstrate the ability to read a variety of grade-appropriate texts (e.g., narrative, informational, descriptive, persuasive, fiction, non-fiction, environmental prints, etc.) accurately and with fluency.**

- a. Read grade-appropriate passages with the correct pronunciation of words and phrases.
- b. Recognize sight words and read sentences effortlessly.
- c. Read with expression (i.e., appropriate pitch, tone, volume, rate, pauses, and emphasis) as in normal conversation.

#### **VLA.2.5.2 Engage in strategies to build word understanding.**

- a. Keep a record of new vocabulary learned in reading and classify them (e.g., place words, health words, culture-related words, internet words, church words, etc.)
- b. Give some examples of characteristics of the meanings of words (e.g., What does it look like? How does it feel? What does it do?)
- c. Provide examples of similar words that have different meanings depending on situations and contexts.

**VLA.2.5.3 Demonstrate the ability to use strategies to read and comprehend a variety of grade-appropriate texts.**

- a. Compare the features of two types of texts (e.g., textbook, short-story book, the Bible, etc.)
- b. Predict, ask questions, and use context clues and text features to better comprehend text read.
- c. Use elements or structures of informational text (e.g., describe, compare/contrast, cause/effect, sequence, and problem/solution) to better comprehend a variety of texts read/heard.
- d. Identify the main idea and summarize the text, with supporting details.

**3. Writing**

**VLA.3.5.1 Use grade-appropriate writing skills and the processes of writing to write an expository passage about the cultural aspect of their community, state, or nation.**

- a. Brainstorm and organize ideas about a persuasive piece about the cultural aspect of their community, state, or nation.
- b. Draft a persuasive piece about the cultural aspects of their community, state, or nation and highlight the key features (e.g., cultural landmarks, reserves, feasts, etc.) and share them with parents or family members for comments.
- c. Edit and revise the draft passage based on comments from others.
- d. Finalize and present the final piece to the class or at a school function.

**VLA.3.5.2 Use correct conventions and processes of writing to write a persuasive essay about given topics.**

- a. Brainstorm topics and organize ideas to fit the format and purpose of the topic.
- b. Produce a draft of writing and share it with the teacher and peers.
- c. Edit and revise to improve the draft essay.
- d. Finalize and present the final essay to a designated audience.

**4. Literature Response**

**VLA.4.5.1 Read a variety of genres and explain how the contents relate to real-life situations or experiences.**

- a. Distinguish between fiction (e.g., fables, myths, fairy tales, etc.) and nonfiction (information texts, historical texts, biographies, etc.).
- b. Discuss real-life experiences or situations related to stories.
- c. Explain how their experiences compare with events from stories and how they feel about the connections.

**VLA.4.5.2 Make inferences regarding the motives of characters and the consequences of their actions.**

- a. Describe the behavior or actions and feelings of characters expressed in a story.
- b. Explain how characters' motives can lead to negative/bad consequences.

- c. Give an example of how to change characters' motives to avoid/prevent bad consequences.

## Grade 6

By the end of grade 6, students will be able to:

### 1. Listening and Speaking

**VLA.1.6.1 Listen respectfully and attentively to individual presentations on grade-appropriate topics.**

- a. Demonstrate a respectful manner for listening, making comments, and asking questions.
- b. Ask and answer questions to clarify meaning.
- c. Retell the main points of a discussion or a presentation.

**VLA.1.6.2 Use effective vocabulary, phrases, and grammatically correct sentences in presenting to different audiences.**

- a. Discuss the level of languages appropriate for different audiences (among friends, with elders, leaders, etc.).
- b. Use correct grammar and culturally appropriate phrases and sentences to address elders.
- c. Retell a historical event using effective vocabulary, phrases, and correct grammar.

**VLA.1.6.3 Engage effectively in presenting and discussing information, following the collaborative rules for speaking and listening.**

- a. Research the topic and come prepared (e.g., preparing notes and an outline) for discussion.
- b. Speak clearly with appropriate intonation and gestures.
- c. Share and make decisions collaboratively.

### 2. Reading

**VLA.2.6.1 Demonstrate the ability to read a variety of grade-appropriate texts (e.g., narrative, informational, descriptive, persuasive, fiction, non-fiction, environmental prints, etc.) accurately and fluently.**

- a. Read with the correct pronunciation of words, phrases, and sentences.
- b. Read with a good pace or speed that allows for appropriate phrasing, punctuation, and changes in tone.
- c. Read with appropriate expressions (e.g., rate, tone, pitch, pauses, and emphasis) as in normal conversation or speech.

**VLA.2.6.2 Use vocabulary development strategies to strengthen understanding of word relationships.**

- a. Provide different synonyms and antonyms of words.
- b. Show the relationship between similar words (e.g., big, large, huge, gigantic, enormous, etc.)
- c. Define and describe new words (e.g., academic language, honorific, or high language) in different contexts and situations (e.g., synonyms, antonyms, examples, characteristics, illustrations, etc.).

**VLA.2.6.3 Use strategies to read and comprehend a variety of grade-appropriate texts.**

- a. Distinguish between facts and opinions in the text read.
- b. Explain the purpose of a text (e.g., to explain, narrate, describe, persuade, etc.)
- c. Compare and contrast different reactions to a situation or event in a text read.
- d. Read and identify key events in a narrative or expository text.
- e. Summarize the main idea of a text with supporting details.
- f. Draw a conclusion using the key events.

**3. Writing**

**VLA.3.6.1 Create a variety of texts using correct conventions of writing, appropriate cultural protocols and word choices, and organization to fit the purpose and audience for the writing.**

- a. Compose an essay with an introduction, body, and conclusion.
- b. Use transitional/linking words and phrases to form coherent essays.
- c. Use precise word choices and vocabulary to fit the purpose of writing.

**VLA.3.6.3 Use grade-appropriate writing skills and the processes of writing to write a variety of texts (informational/expository, persuasive, descriptive) on given topics.**

- a. Brainstorm ideas for a journal/letter or essay to their community, state, or national leaders.
- b. Research and organize facts and details in a logical manner to support claims.
- c. Create a draft essay, article, letter, etc., based on researched facts with supporting details
- d. Edit and revise the draft.
- e. Finalize and present the final piece of writing in a school or community function.

**4. Literature Response**

**VLA.4.6.1 Describe how the contents (e.g., message, theme, purpose, and moral) of different types of literary genres relate to real-life situations or experiences.**

- a. Compare and contrast types of genres read, viewed, or heard in class.
- b. Describe their favorite type of literary genre and explain why they enjoy it more than others.
- c. Make an inference about the theme of a story, song, or poem and give supporting details.

- d. Discuss how the theme or moral in a piece of literature relates to real-life situations or experiences

**VLA.4.6.2 Identify the elements of a story or play, including setting, characters, plot, dialogue, and theme.**

- a. Describe how the setting of a story read/viewed/heard reminds them of their favorite place, time, or event in the past.
- b. Describe the three main elements of a plot (beginning, middle, ending) of a simple story or play read/view/heard and provide evidence from the story.
- c. Identify the plot of a story and explain how the characters respond to the conflicts.

## Grade 7

By the end of grade 7, students will be able to:

### 1. Listening and Speaking

**VLA.1.7.1 Listen respectfully and attentively to reports on historical events.**

- a. Demonstrate a respectful manner for listening and asking questions.
- b. Discuss reports collaboratively and ask 5 W-questions to clarify details.
- c. Compare and contrast any two historical events (e.g., voyaging, inter-island tribute, liberation, independence, rebellion, etc.) and discuss their impacts on society.

**VLA.1.7.2 Discuss how to improve part of a presentation using more effective vocabulary and grammar.**

- a. Paraphrase others' presentations using more precise and effective vocabulary.
- b. Retell the presentation or parts of the presentation using honorific language and correct grammar.
- c. Recite the sequence of events in others' presentations using the appropriate traditional counting system.

**VLA.1.7.3 Engage effectively in presenting and discussing information following the collaborative rules for speaking and listening.**

- a. Brainstorm and research the topic and come prepared for discussion.
- b. Share their findings about their topic in a presentation to the class.
- c. Speak clearly with appropriate intonation and gestures.

### 2. Reading

**VLA.2.7.1 Demonstrate the ability to read a variety of grade-appropriate texts (e.g., narratives, informational, descriptive, persuasive, fiction, non-fiction, environmental prints, poetry, chants, plays, etc.) accurately and fluently.**

- a. Read with the correct pronunciation of words and phrases.
- b. Read with a good rate or pace that allows for correct phrasing and paying attention to punctuation.
- c. Read with appropriate expressions (e.g., rhythm, stresses, pitch, tone, etc.)

**VLA.2.7.2 Use strategies (e.g., context clues, word analysis, and semantic mapping) to build and expand understanding of words and phrases.**

- a. Describe and explain new words and phrases (e.g., academic language, honorific, or high language) in different contexts and situations.
- b. Give examples of affixes (e.g., prefixes, infixes, and suffixes) and show how adding affixes can change the meaning of a word.
- c. Use semantic mapping (e.g., concept mapping) to show word connections.

**VLA.2.7.3 Read and comprehend a variety of grade-appropriate texts.**

- a. Make predictions and inferences based on text read.
- b. Identify the theme or central idea of a text based on supporting details and descriptions.
- c. Arrange events or processes in a text in order of importance or chronological order.
- d. Summarize the important events in a text and draw your own conclusion about the message that is conveyed in the text.
- e. Compare and contrast different forms of genres (e.g., scripts, plays, etc.)
- f. Act out grade-appropriate narrative stories.

### **3. Writing**

**VLA.3.7.1 Compose a variety of texts/compositions following culturally appropriate language, correct mechanics of writing, word choice, and format to fit purpose and audience.**

- a. Select and use appropriate graphic organizers to compose a piece of text (essay, report, etc.).
- b. Compose an essay using appropriate organizational patterns (e.g., outline, spatial order, chronological order, etc.)
- c. Write a variety of complex sentences to express an idea with the correct spelling, grammar, mechanics, and knowledge of word parts and transitions to form coherent essays.
- d. Write with correct and precise word choice.

**VLA.3.7.2 Use grade-appropriate writing skills and the processes of writing to write (expository and persuasive) essays on given or selected topics of concern or issues.**

- a. Brainstorm, research, and organize ideas for different types of essays.
- b. Create a draft essay, explaining ideas with supporting details.
- c. Edit and revise the draft to expand, improve, and enhance the essay.
- d. Finalize and present the final essay in a school, community, and/or state function.

**VLA.3.7.3 Use grade-appropriate writing skills and the processes of writing to write a one-page informational (expository) essay on given or selected topics.**

- a. Brainstorm and organize ideas for different types of essays of their community, state, or nation.
- b. Draft an essay informational (expository) about their community, state, or nation (e.g., concerns, values, etc.).
- c. Edit and revise the draft essay.
- d. Finalize and present a final essay in a school, community, and/or state function.

**VLA.3.7.4 Use grade-appropriate writing skills and the processes of writing to write a persuasive essay on given or selected topics.**

- a. Brainstorm and organize ideas for a persuasive essay about the uniqueness of their community, state, or nation.
- b. Draft a persuasive essay about the uniqueness of their community, state, or national (e.g., concerns, values, etc.)
- c. Edit and revise draft essay.
- d. Finalize and present final essay in a school, community and/or state function.

#### **4. Literature Response**

**VLA.4.7.1 Explain how the contents (e.g., message, theme, purpose, and moral) of different types of literary genres relate to real-life situations or experiences.**

- a. Identify examples of types of literary genres found in their own culture (e.g., stories, legends, myths, chants, songs, etc.)
- b. Compare and contrast the actions or motives of characters in a piece of local literature to their own or somebody they know.
- c. Make inferences about the motives of characters with supporting details.

**VLA.4.7.2 Explain the elements of a complex story, including setting, characters, plot, dialogue, theme, and use of figurative language.**

- a. Describe the setting of different literary pieces (e.g., story, song, poem, or play).
- b. Describe the sequence of events in a story plot from beginning to end.
- c. Compare and contrast opinions about the theme in a story, play, song, or poem.

## **Grade 8**

By the end of grade 8, students will be able to:

### **1. Listening and Speaking**

**VLA.1.8.1 Listen respectfully and attentively to reports or presentations on current events.**

- a. Demonstrate a respectful manner for listening and asking questions.
- b. Discuss reports or presentations collaboratively and ask questions for clarity.
- c. Compare and contrast any two current events (e.g., climate change, pollution, outmigration, etc.) and discuss their impacts on society.

**VLA.1.8.2 Analyze, critique, and ask questions on any current events to build or enhance vocabulary and grammar.**

- a. Identify English words or phrases used in discussing current events and their implications on the local language.
- b. Ask questions and provide constructive feedback to enhance vocabulary and grammar usage.
- c. Use proper transitional words (e.g., local language versions of *therefore*, *however*, *furthermore*, *whereas*, *in order*, etc.) to critique any given presentations.

**VLA.1.8.3 Engage effectively in presenting and discussing critical information on any topics of interests (e.g., current global issues, such as climate change, domestic violence, outmigration, etc.) following the collaborative rules for speaking and listening.**

- a. Brainstorm and research a topic with a list of resources used (e.g., Bibliography, References, or Works Cited).
- b. Discuss their findings about their topic and present it to their class using appropriate media platform.
- c. Speak clearly and answer questions with confidence.

## **2. Reading**

**VLA.2.8.1 Demonstrate the ability to read a variety of grade appropriate texts (e.g., narrative, informational/non-fiction, descriptive, persuasive, fiction, environmental prints, poetry, chants, plays, etc.) accurately and fluently.**

- a. Read with the correct and precise pronunciation of words and phrases.
- b. Read with a good rate or pace that allows for correct phrasing of words and sentences, as in normal conversation and speech.
- c. Read with expression (e.g., tone, pitch, rhythm, and emphasis) and with body gestures as appropriate.

**VLA.2.8.2 Use a wide range of strategies to build and expand on the understanding of words and phrases.**

- a. Analyze complex words by breaking them down into basic elements (e.g., prefixes, root words, and suffixes) to determine the meaning of words and phrases.
- b. Use context clues to explain the real and implied meaning of words and phrases in a text.



- c. Utilize local resources (e.g., elders or knowledge holders) to explain the meanings of words, phrases, sayings, and proverbs used in cultural ceremonies or found in cultural texts or videos.

**VLA.2.8.3 Read and comprehend a variety of grade-appropriate texts, including poems, plays, chants, songs, and dances.**

- a. Quote accurately from a text when explaining what the text says directly and what is inferred.
- b. Map out the relationship between characters or events, from beginning to end by summarizing in your own words.
- c. Identify the main conflict or challenge in a text and explore ways to change the ending.
- d. Identify a local poem (e.g., in the form of a song) and explore different meanings implied.
- e. Summarize the reading in a book report.
- f. Act out grade-appropriate narrative stories.

### **3. Writing**

**VLA.3.8.1 Compose a report/essay about any topics of interest (e.g., current global issues, such as climate change, domestic violence, outmigration, etc.) using appropriate conventions of writing.**

- a. Research a topic of interest and use appropriate graphic organizers to organize their findings.
- b. Compose a draft report/essay using appropriate language features (e.g., word order, appropriate vocabulary usage, figurative language, etc.) and precise choice of words.
- c. Edit and revise report/essay based on feedback.

**VLA.3.8.2 Write several pieces of narrative, descriptive, informative, or persuasive texts on given or selected topics, using any grade-appropriate writing skills and the writing processes.**

- a. Research topics and organize findings using a graphic organizer.
- b. Draft pieces of writing (e.g., narrative, descriptive, informative, or persuasive) and share them with the teacher for feedback.
- c. Edit and revise draft writing based on teacher feedback.
- d. Finalize the writing piece and submit it to the teacher.

### **4. Literature Response**

**VLA.4.8.1 Explain how the contents (e.g., message, theme, purpose, and moral) of different types of literary genres relate to real-life situations or experiences.**

- a. Compare and contrast distinct types of local or cultural literary pieces (e.g., poems, songs, chants, stories, etc.).
- b. Identify themes and morals in traditional songs, chants, or stories and explain how they relate to real-life situations.
- c. Make an inference about the theme or moral of a literary piece with supporting details.

**VLA.4.8.2 Recognize complex elements of plot (e.g., crisis, conflict, climax, and resolution) in a piece of local/cultural literature.**

- a. Describe the five main elements of a story plot (i.e., exposition, rising action, climax, falling action, and resolution)
- b. Illustrate the sequence of the main events in a story.
- c. Explain the conflict/crisis, climax, and resolution in a story.

## Grade 9

By the end of grade 9, students will be able to:

### 1. Listening and Speaking

**VLA.1.9.1 Listen to a dialogue and respond confidently using appropriate words/phrases in different settings.**

- a. Pay attention to a speaker's body language, gestures, and facial expressions (e.g., nod, eye-contact, frown, etc.) in an interview and formulate responses in different settings.
- b. Listen to oral presentations and respond with precise words and/or phrases with ease and assuredness in different contexts.
- c. Pay attention to details in oral presentations and draw conclusions.

**VLA.1.9.2 Listen to class oral presentations and dialogues and generate questions to build meaning and vocabulary.**

- a. Listen to students' speeches and ask probing questions to clarify meaning.
- b. Listen to different dialogues and ask the meaning of honorific words/phrases used.
- c. Incorporate honorific/Indigenous words/phrases when asking questions.
- d. Listen to and ask questions to interpret the literal meaning of the figurative language used in stories, legends, folklore, etc.

### 2. Reading

**VLA.2.9.1 Read accurately, fluently, and comprehend a wide variety of grade-appropriate texts (e.g., narrative, informational/nonfiction, descriptive, persuasive, fiction, environmental prints, poetry, chants, plays, etc.)**

- a. Read with correct pronunciation and intonation (e.g., pace, tone, and pitch) with body gestures.
- b. Answer direct and indirect questions on what is read.

- c. Articulate or express ideas regarding the reading selections by paraphrasing, retelling in your own words, and/or acting out.

**VLA.2.9.2 Use a wide range of strategies to build and expand on understanding of words and phrases.**

- a. Analyze complex words by breaking them down into basic elements (e.g., prefixes, root word, and suffixes) to determine the meaning of words and phrases.
- b. Explain meaning of words, phrases, sayings, and proverbs used in cultural ceremonies or found in cultural texts using local resources (e.g., elders and knowledge holders).
- c. Define words and phrases based on how they are used in different contexts and settings.

### **3. Writing**

**VLA.3.9.1 Compose an informative report, based on factual information, with references, using precise vocabulary, correct transitional words, and phrases, with clear purpose and audience.**

- a. Research topic to collect information with correct reference citations.
- b. Write a report on a chosen topic (e.g., current events, cultural activities like marriage, funeral, etc.) using precise vocabulary and word choices to convey purpose clearly.
- c. Solicit input from teachers or peers.
- d. Edit report and submit a final report.

**VLA.3.9.2 Use grade-appropriate writing skills and the processes of writing to write a variety of texts (informative, persuasive, descriptive, etc.) on any culturally relevant topics.**

- a. Write an informative report/essay using writing skills and the processes of writing on a topic that is culturally relevant.
- b. Write a narrative report/essay using writing skills and the processes of writing a topic that is culturally relevant.
- c. Write a persuasive report/essay using writing skills and the processes of writing that is culturally appropriate (e.g., use of salutation at the beginning of writing, use of respectful or honorific words, tone of message is very apologetic, etc.).

### **4. Literature Response**

**VLA.4.9.1 Demonstrate an understanding of the literary elements of a story and play, including characters, setting, plot, dialogue, and theme.**

- a. Compare and contrast the literary elements of a story or play from one's own culture with another story or play from another culture.
- b. Create a story or play that includes literary elements (e.g., characters, setting, plot, dialogue, and theme).

**VLA.4.9.2 Identify and explain figurative language (e.g., alliteration, allusion, characterization, exaggeration, and hyperbole)**

- a. Compare and contrast the figurative language of a story from one's own culture with another story from another culture.
- b. Create a story and describe the 5 figurative language techniques used (e.g., alliteration, allusion, characterization, exaggeration, and hyperbole).

## Grade 10

By the end of grade 10, students will be able to:

### 1. Listening and Speaking

**VLA.1.10.1 Listen attentively to a variety of live presentations (e.g., current events or issues and/or real-life situations, etc.) and respond to specific questions and comments with clarity.**

- a. Listen to information presented orally and identify evidence to support and clarify responses.
- b. Listen to and use sensory details, descriptive words, and modifiers to enhance meaning orally.
- c. Pay close attention to the speaker's words (e.g., expressions, signals, phrases), take notes, and ask questions.

**VLA.1.10.2 Listen to a variety of oral presentations/texts, songs, and audio media (e.g., radio, news, recordings, etc.) and discuss reactions with others.**

- a. Listen to various kinds of oral texts and discuss their reactions with their classmates.
- b. Listen to a literary piece (e.g., story, song, poem, drama, chant, etc.) and discuss the morals, proverbs, or meanings conveyed.

### 2. Reading

**VLA.2.10.1 Demonstrate the ability to use skills and strategies for reading and comprehending a wide variety of grade-appropriate texts.**

- a. Read with correct pronunciation and intonation (e.g., pace, tone, and pitch) with body gestures.
- b. Map out the relationship between character and events of narratives.
- c. Identify conflict and resolution and explore author's purpose in reading selection.
- d. Articulate ideas and or events in reading selections (express oneself by reflecting and summarizing).

**VLA.2.10.2 Use a wide range of strategies to build and expand on understanding of words and phrases.**

- a. Analyze and synthesize words used in the local community (e.g., breaking down complex words into roots, affixes, and tenses and explore their meanings).
- b. Identify the etymology (i.e., word origin and how word changes over time) of words and phrases commonly used in the local community.

- c. Explain and use connotations and denotations of words and phrases (e.g., recognizing how synonyms have similar denotations but different connotations).

### **3. Writing**

**VLA.3.10.1 Compose a piece of text (report, poem, letter, etc...) using precise and effective vocabulary and processes of writing on an important local topic (e.g., historical sites, environmental degradation, election results, etc...).**

- a. Research topics and outline findings
- b. Draft pieces of writing (e.g., narrative, descriptive, informative, or persuasive) using effective and correct vocabulary and/or phrases and share with teacher for feedback.
- c. Edit and revise draft based on teacher feedback.
- d. Finalize writing piece and submit or present to a designated audience.

### **4. Literature Response**

**VLA.4.10.1 Describe how the contents (e.g., message, theme, purpose, and moral) of different types of literary genres relate to real-life situations or experiences.**

- a. Compare and contrast different types of genres (e.g., fiction, non-fiction, fairytale, etc.)
- b. Recite a historical story from their own village, community, or state and connect the story to current real-life situations.

**VLA.4.10.2 Identify the elements of a complex story, including setting, characters, plot, dialogue, theme, and use of figurative language.**

- a. Describe the different elements of a complex story.
- b. Identify the figurative languages used in a complex story.
- c. Create their own stories, incorporating some examples of figurative language.

## **Grade 11**

By the end of grade 11, students will be able to:

### **1. Listening and Speaking**

**VLA.1.11.1 Listen attentively to different speakers and ask questions respectfully to expand on knowledge.**

- a. Listen respectfully/attentively to guest speakers and reflect on ideas presented.
- b. Take notes on important ideas presented.
- c. Ask constructive questions to elicit information and clarify information presented.

**VLA.1.11.2 Listen to a variety of oral presentations (e.g., informative, persuasive, entertaining) of any topics (e.g., political, social, environmental, economic, traditional/cultural, etc.) and reflect upon ideas with valid reasoning.**

- a. Listen to a political debate and talk about the debaters' points of view based on the evidence presented.
- b. Listen to/view a legislative session and replicate the session with peers in a classroom setting.
- c. Listen and view a courtroom proceeding and replicate it (e.g., mock trial) in a classroom setting

## **2. Reading**

### **VLA.2.11.1 Demonstrate the ability to use skills and strategies for reading and comprehending a wide variety of grade appropriate texts.**

- a. Read with correct pronunciation and intonation (e.g., pace, tone, and pitch) with body gestures.
- b. Support inferences or conjectures comprehended from reading selections by quoting from the text or source.
- c. Express ideas on reading selections by summarizing, critiquing, and making connections.
- d. Analyze and evaluate context to see how the author's message was influenced by real-life situations.

### **VLA.2.11.2 Use a wide range of strategies to build and expand on the understanding of words and phrases.**

- a. Analyze, synthesize, and compare words and phrases used in the local community and state.
- b. Identify the etymology of words and phrases commonly used in the community and state.
- c. Identify and use words and phrases that are appropriate to audiences and purposes.

## **3. Writing**

### **VLA.3.11.1 Create a short pamphlet or brochure on a traditional event (e.g., feast, ceremony, funeral, etc.) using precise and effective vocabulary.**

- a. Research the types and techniques for creating brochures and pamphlets.
- b. Create a pamphlet and brochure on a traditional event using effective vocabulary.
- c. Share with others, e.g., Tourists or Visitors Bureau.

### **VLA.3.11.2 Use grade-appropriate writing skills and the processes of writing to write a variety of text types, including script or play on any historical or current event.**

- a. Research historical and current events in the states.
- b. Research the technique for writing scripts or plays.
- c. Create a script or play about a historical or current event in your state.
- d. Write a piece analyzing the content (character, setting, plots) of the script or play presented or shared.

## **4. Literature Response**

**VLA.4.11.1 Explain how the contents (e.g., message, theme, purpose, and moral) of different types of literary genres relate to real-life situations or experiences.**

- a. Select any vernacular literary genre (e.g., oral genealogy, multi-episode traditional story, skits, etc.) and tell how the contents (e.g., message, theme, purpose, and moral) of the selected genre connect to real-life experiences.
- b. Create a literary piece related to their own culture (song, drama, dance, story) and explain how the contents connect to real-life experiences.

**VLA.4.11.2 Analyze complex elements of plot in a piece of local/cultural literature (e.g., story, drama).**

- a. Identify the author's main purpose or theme in a piece of traditional story or drama.
- b. Describe the crisis/conflict that occurs in the plot of the story/drama.
- c. Analyze how the changes in the setting of the story/drama relate to the purpose of the story/drama.
- d. Explain personal response to the theme of the story/drama.

## Grade 12

By the end of grade 12, students will be able to:

### 1. Listening and Speaking

**VLA.1.12.1 Listen to spoken texts in different settings (e.g., debate, trial, legislative session, etc.) and respond with justifiable reasoning.**

- a. Listen to ideas, points, or thoughts presented in a classroom debate and discuss and organize points-of-view for one side of an argument.
- b. Listen to a panel and discuss the pros and cons from different perspectives.
- c. Deliver an impromptu speech to express personal reflections and reactions after listening to facts and ideas presented by someone.

**VLA.1.12.2 Listen to and view a variety of presentations in different settings (e.g., classroom, courtroom, legislative chamber, etc.), recall valuable information, and critique ideas/thoughts constructively from a cultural perspective.**

- a. Listen to any topic (e.g., school uniform, curfew hours, school policy on suspension, etc.) and respond orally supporting/opposing the speaker's points-of-view.
- b. Listen to and collaboratively discuss/share opinions and positions supporting/opposing the speaker's points-of-view of any given topic.
- c. Listen to and view a speaker's delivery and share or offer orally constructive criticism for improvement.

## 2. Reading

### **VLA.2.12.1 Demonstrate the ability to use skills and strategies for reading and comprehending a wide variety of grade-appropriate texts.**

- a. Read with correct pronunciation and intonation (e.g., pace, tone, and pitch) with body gestures.
- b. Use strategies to comprehend (e.g., mapping out the relationship between characters and events, cause-effect relationships, finding conflict and resolution, summarizing, quoting, and exploring implied meanings, etc.).
- c. Express thoughts and opinions about the reading by summarizing, acting out, making connections, drawing conclusions, etc.)
- d. Analyze and evaluate context to see how the author's message was influenced by real-life situations in society and culture.

### **VLA.2.12.2 Use a wide range of strategies to build and expand on the understanding of words and phrases.**

- a. Analyze, synthesize, and compare words and phrases heard in the local community, state, and nation.
- b. Identify the etymology of words and phrases commonly used in the community, state, and nation.
- c. Identify and explain words that can be used in personal, literary, technical, academic, and cultural contexts.

## 3. Writing

### **VLA.3.12.1 Write various types of texts, on chosen topic (e.g., cultural practices and changes) using a variety of transitional devices (i.e., connecting words or phrases) and effective vocabulary and phrases.**

- a. Research types of transitional words or phrases (e.g., words in local languages that correspond to examples like *nevertheless*, *however*, *regardless*, *in addition to*, *similarly*, etc.).
- b. Write a composition based on cultural practices and changes, using a variety of transitional devices/phrases, and precise, effective vocabulary and phrases.

### **VLA.3.12.2 Research and write an opinion piece on a chosen topic (e.g., clan, taboo, traditional titles, language, family roles, etc.) and cite facts and evidence to support claim.**

- a. Research and collect, analyze, and evaluate information on the topic.
- b. Organize, outline, and draft pieces of writing and share with the teacher for feedback.
- c. Cite evidence, using the Modern Language Association (MLA) format.
- d. Edit and revise the draft based on the teacher's feedback.
- e. Finalize writing piece and submit or present to a designated audience.



#### **4. Literature Response**

**VLA.4.12.1 Analyze how the contents (e.g., message, theme, purpose, and moral) of different types of literary genres relate to real-life situations or experience.**

- a. Select different types of literary genres and compare the content of the pieces (e.g., message, theme, purpose, and moral) with each other and to real-life situations or experience.
- b. Identify the author's purpose/message in a piece of literary genre and give details/events in the piece that support your opinion.
- c. Explain how the purpose/theme relates to real-life experiences.

**VLA.4.12.2 Analyze how the key elements (plot, characters, settings, figurative language, etc.) of a story, drama, song, etc., are used to portray a purpose/theme/message.**

- a. Describe the events in the plot of a story and relate the plot to real-life experiences.
- b. Evaluate the effectiveness of the story's crisis, conflict, climax, and resolution to portray the purpose/theme of the story.
- c. Describe the figurative languages used in the piece and how it helps to highlight the meaning and the purpose/theme of the piece.

## GLOSSARY

This glossary is included as a tool to help teachers better understand the terms used in the Vernacular Language Arts (VLA) curriculum standards. Most of the words/terms were recommended by teachers who participated in the VLA workshops. Definitions were provided, taking into consideration the context of the FSM, with examples provided, as appropriate.

1. Academic language: the school language used in classrooms to help students learn subject contents. (e.g., describe, summarize, calculate, compare/contrast, ask questions, etc.).
2. Communication: the exchange of information orally or in writing or with body gestures.
3. Complex plot: a story wherein additional unexpected or surprising elements are added to the simple plot to make it more complicated and harder to follow.
4. Concept: idea, thought, principle, theory (e.g., ideas and answers to question that can become stories)
5. Concept of/about print awareness of how print works to relay a message. (e.g., knowing that print is read from left to right, top to bottom; that words are made up of letters and there are spaces between words, etc.).
6. Conventions of writing: the mechanics of writing or technical rules one must follow to write correctly and clearly. (e.g., begin sentences with capital letters and end with periods, using correct grammar, spelling, etc.).
7. Figurative language: describes something by comparing it with something else. Similes and metaphors are two examples of figurative language. Simile is a figure of speech in English that uses the words “like” or “as” to compare two objects that are not alike. For example, “Mary is as cool as a cucumber.” Metaphor is a figure of speech in English that makes comparison between two unlike objects without using the words “as” or “like”. For example, “The classroom is an oven.”
8. Genre: a style or classification of art or literature (e.g., fiction/imaginary stories, nonfiction/real, poetry, songs, etc.)
9. Literature: written works that have artistic expressions (poetry, songs, chants, drama, short stories, etc.).
10. Literary elements: the parts that make up a story (e.g., plot/events, characters, settings, theme, etc.).
11. Metaphor (see figurative language)
12. Reading fluency: the ability to read with proper speed, accuracy, and expression (e.g., read as if talking in a conversation).
13. Simile (see figurative language).
14. Text: a piece of writing; main piece/body of a book or printed material.
15. Text features: the parts of a story or article that are not the main body of the text. (e.g., actions speak louder than words).
16. Text structure: the way authors organize information in a text (e.g., chronological order/sequence, cause and effect, compare/contrast, problem-solution, description, etc.).

17. Variety of text: different types of texts (e.g., narrative, factual, fiction, poetry, play script, etc.).
18. Writing process/Process of writing: steps in writing a piece of text, including brainstorming, outlining, writing a rough draft, editing, and revising, and finalizing.

## Appendices

1. The FSM Language Policy Abstract: <https://national.doe.fm/index.php/ndoe-public/education-documents/education-policies/491-federated-states-of-micronesia-language-policy>.

The FSM Language Policy is to assist in developing our multi-lingual society to be highly competent in our local languages, English, and other international languages. It is a joint effort between the National and State governments with important components assigned to both areas. The goal is to sustain, reinforce, and expand our local languages and to provide the foundation skills for the acquisition of English and other international languages. The FSM Language Policy recognizes that the traditions, values, and customs that make us unique as a people are conveyed through our local languages. The FSM Language Policy also recognizes that English and other international languages are the media that assist in uniting the Nation and are our means of contact with the outside world. However, there are two factors that we must be aware of: (1) trends show a decrease in utilizing local vocabulary and using local languages to convey new thoughts and ideas and (2) English competency in the FSM is below international norms and should be improved. We lack adequately trained staff and appropriate materials for instruction and general language development in local languages. English is being taught as a first language when it is used as a second, foreign, or international language. Also, English materials in current use do not emphasize the FSM productive sectors (agriculture, marine & tourism) nor do they portray our traditions, values, and customs.

The FSM Language Policy is designed to provide a framework at the National level, support the States with linguistics issues, and develop curriculum and instructional materials. Key components: National - develop general principles for language use across the Nation; coordinate the development of standards for local languages and revision of English standards; promote collaboration and cooperation in improving language skills and competence; establishment of a National Language and Cultural Institute to provide technical assistance in (1) linguistics, (2) frameworks for materials development and staff development, (3) provide a research base for improving languages skills, and (4) develop standards for local languages, English and other international languages; State - (1) set up of State Language Commissions; (2) curriculum and materials development (not only by education but the broader community and governmental structure), and (3) providing a trained staff knowledgeable in language basics and current theories of language acquisition.

Increased levels of language ability can provide the foundation for implementing the policy directives of the National and State Economic Summits for economic growth and social development.

2. Local online dictionaries:

Chuuk: <https://www.trussel2.com/TRK/>

Pohnpei: <https://www.trussel2.com/PNP/>

Yap: <https://www.trussel2.com/YAP/>

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