



***THE CATHOLIC BOARD OF EDUCATION CONTENT AND  
PROCESS STANDARDS AND BENCHMARKS IN  
LANGUAGE ARTS (CCPSBLA) 2010***



## **GENERAL REMARKS AND ACKNOWLEDGEMENTS**

The development of a Language Arts curriculum for the Catholic Board of Education began in 2001 with the creation of a draft document under the direction of Claudette Rolle, Curriculum Supervisor. This final document builds on the frame work that was laid out by Mrs. Rolle and members of her team namely: Randol Dorsett, Jacintha Goffe, Joan Rolle, Renee Mortimer, Stephen Taylor, Marie Rodgers, Denise Cooper, Bernadette Johnson, Madge Clare and Margaret Murray. Curriculum development is truly a team effort and we recognize the hard work and dedication that went into the creation of the draft document. A special debt of gratitude goes out to those persons who contributed time and talent to the creation of this document.

We are also indebted to the Ministry of Education Science and Technology and the California State Board of Education for allowing us to incorporate their standards and benchmarks into our document.

Respectfully,

Joan Rolle  
Curriculum Officer

# **PHILOSOPHY**

## **THE BAHAMAS CATHOLIC BOARD OF EDUCATION**

The Bahamas Catholic Board of Education believes that all persons are created in the image and likeness of God and that through the vehicle of its educational system that image will be enhanced. The Board further believes in the fundamental principles of Christianity and the teachings of the Catholic Church.

### **OUR MISSION STATEMENT**

All schools under the jurisdiction of the Catholic Board of Education (The Board) are grounded upon the fundamental principles of Christianity and the teachings of the Roman Catholic Church. All instruction within the Catholic Schools, therefore, must be rooted in the spiritual and moral precepts of the Church while meeting the highest academic standards. All teachers are expected to live and work in harmony with the religious aims and purposes of the Archdiocese of Nassau.

The Board believes that all persons are created in the image and likeness of God and that through the vehicle of its educational system that image will be respected and given the opportunity to reach its fullest potential in each person. All teachers must therefore be concerned with academic and intellectual development with an equal concern for the spiritual, mental, physical and social growth and development of those persons entrusted to their care. This concern is fundamental ... with God-given sanctity and rights. Religious education is an integral part of the daily school curriculum. Students leaving Catholic schools should have, according to their psychological and academic understanding, a good knowledge of the Scriptures, both literal and interpretative, Sacraments, respect for the dignity of their own bodies, respect for the dignity of other persons and respect for the environment. In short they are to have a sound understanding of their faith and their basic responsibilities as good citizens. All students must participate in religious instruction and Church liturgies including the celebration of the Mass.

Persons serving in Catholic Schools presuppose and participate in maintaining an environment in which Gospel principles and the teaching of Christian values, judgments and actions consistent with these prevail. They identify themselves as people willing to believe and profess those Christian values and principles demonstrated in such an environment.

# **BAHAMAS CATHOLIC BOARD OF EDUCATION COMMITMENT TO THE STUDENT**

As Catholic school educators we believe that students, like ourselves, are pilgrim people, making their journey through this life with a constant focus on the next. As Christian Catholic educators, we have a special responsibility to encourage each student to achieve his/her maximum potential. We work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfilling our obligation to the student, we are called to:

1. Help students see the relevance of a Christian value system in their daily lives.
2. Help students learn to relate human culture and knowledge to the news of salvation.
3. Show Christian concern about the joys and problems of each student
4. Speak with charity and justice about students even when called upon to discuss sensitive matters.
5. Work with students in preparing liturgies, para-liturgies, and other religious programs.
6. Respect confidential information concerning students and their homes.
7. Plan appropriate service projects for students that will develop their sense of responsibility to the community.
8. Enable students to grow in a sense of self-worth and accountability by selecting activities which promote the positive self-concept as becomes a maturing Christian.
9. Develop the students' knowledge and understanding of the subject (s) for which we are responsible, without suppression or distortion.

# A REFLECTION STATEMENT ON THE CATHOLIC SCHOOL LEARNING COMMUNITY PROMULGATED BY THE DEPARTMENT OF ELEMENTARY SCHOOLS OF THE NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

The NCEA Department of Elementary Schools affirms that the formation of the whole child is a foundational Catholic pedagogical concept echoed throughout all Catholic Church documents on Catholic Education. Commitment to this worthy endeavour mandates that the planned curriculum, as well as its delivery and assessment, be designed to meet the learning needs of every student. It also requires that instruction occur in the context of a Christian learning community where every member is valued. Finally, meaningful instruction in the Catholic school assumes a grounding in the sacred, the blending of religion and spirituality in which the shared faith and values of the entire learning community permeate every aspect of teaching and learning.

The department recognizes that an effective curriculum in a Catholic school must include the following elements:

1. **A defined philosophy of Catholic education:** This philosophy is essential to meaningful curriculum development. Educators must understand the distinctive elements of a Catholic school; the integration of the Gospel message throughout curriculum; ongoing spiritual and religious formation of students, faculty and staff; academic excellence; holistic approach to student learning; inclusive practices; service to the school and community; and ethical use of technology. The distinctiveness of the Catholic approach lies in the integration of faith values into each aspect of the curriculum, which extends to all the experience that students have while at school.
2. **A supportive classroom climate that fosters success:** A nurturing classroom climate is essential to learning; A learning environment that allows children to experience successes and errors without recrimination is a place that values learners. While students are not mere spectators in developing this ambience, teachers bear the chief responsibility for creating this affirming learning community.
3. **Stipulate learning outcomes:** Student learning outcomes promote the development of higher order thinking skills. When these outcomes are designed to stimulate the expression of the students' multiple intelligences, children and youth are more likely to succeed in learning the required materials and retaining the information skills.

4. **Integration of faith and values into all curricular areas:** The religious dimensions of life is intertwined with the secular. In Catholic schools, educators consistently rely on teachable moments that foster a deeper understanding of the sacred and human.
5. **Teaching as Jesus did:** Teachers commit themselves equally to the development of their interior and professional lives. They follow the methodology of Jesus, who began with the learners' context, helping learners discover truth for themselves, took advantage of teachable moments, and provided learners with opportunities to practice what they learned.
6. **Assessment of intended outcomes:** Educators are attuned to the cognitive development of students. They combine quantitative and qualitative measurement tools to obtain a comprehensive and holistic profile of each student.
7. **Improvement of instructional design:** Educators and administrators systematically reflect upon various aspects of the curriculum to determine strengths and weaknesses. From these regular reviews adjustments are made in the school learning programs.

## Forward

The state of California in its document, Language Arts Framework for California Public Schools, Kindergarten through Grade Twelve (SCLAF) maintains that:

“When parents bring their children to the classroom door, they are entrusting our schools with this nation’s most precious resource. No more important public service exists than to ensure that when children leave our schools as young adults, they are empowered with the language skills they need to be successful, contributing members of an information society that relies increasingly on the power and richness of language for effective communication”.

The four pillars of Language Arts, reading, writing, listening and speaking have been described in the following manner in the SCLAF:

Reading has been described as emancipation because it allows the mind access to all previously recorded human thought. Its corollary, writing, allows us to communicate with the future. And listening and speaking, tools of the present, allow us to connect with people throughout the world. Without the ability to read, write, listen, and speak well, our students will find themselves lost in a world where even basic transactions assume facility with language. The importance of our responsibility to teach students to read with comprehension and enthusiasm, to listen with understanding and compassion, to speak with conviction and effect, and to write with clarity and persuasion cannot be overstated.

The SCLAF goes on to say that “Facility in the language arts is the enabling skill that traverses academic disciplines and translates into meaningful personal, social, and economic outcomes for individuals. Literacy is the key to becoming an independent learner in all the other disciplines”.

“Society has long recognized the importance of successful reading. But only recently have we begun to understand the profound, enduring consequences of not learning to read well and the newly found evidence of the critical abbreviated period in which to alter patterns of reading failure”, (California Department of Education 1995; Juel 1988; Lyon and Chhabra 1996).

“One need not look beyond school dropout data, prison rosters, or public assistance rolls to find that the problem of illiteracy is pervasive and is especially common to many who are not succeeding in a society whose literacy demands continue to exacerbate the divisions between the haves and the have-nots. Studies of individuals who are resilient in facing personal and social adversity indicate that the ability to read and write well renders powerful, far-reaching positive effects. Literacy levels are positively associated with both higher annual income and lower unemployment. On the other hand, the absence of proficient reading and writing skills is associated not only with academic failure and dropping out of school but also with unemployment and involvement with the judicial system”, (Cornwall and Bawden 1992; Werner 1993).

### General Overview: Purpose, Organization and Audience

Cognizant of the sentiments expressed in the aforementioned document and sources, current research findings in the field of curriculum, assessment and instruction and in keeping with the goals and objectives outlined in the Catholic Board of Education’s (CBE) document, The Catholic Graduate at Graduation, the Curriculum Department of the CBE has undertaken to produce a compendium of content and process standards in language arts for K-6 which will serve as a framework to direct the establishment of rigorous instructional goals and objectives, relevant formative and summative assessment tools, effective instructional strategies and professional development programs to properly equip our students to meet the demands of a twentieth century that is driven by the need to master effective communication skills, in a world that is driven by collaboration, technology, industry and commerce.

In addition, the CBE makes the following commitment (adopted from the SCLAF):

### Goals for the CCPSB LA

Students can:

1. Read all forms of text fluently and independently
2. Communicate effectively and creatively in oral and written form
3. Comprehend and deliver a variety of forms of discourse.

Instill in students:

4. A lifelong love of reading
5. A facility and joy of communicating through language
6. A deep appreciation of literacy and informational text and the ways in which print expands our universe and our understanding of history and humanity



## CHAPTER THREE: The Catholic Board of Education Language Arts Standards Standards

## **LANGUAGE ARTS STANDARDS OF THE CATHOLIC BOARD OF EDUCATION**

**STANDARD 1: Communicates thoughts and feelings by listening and speaking.**

**STANDARD 2: Makes sense of a variety of written materials (including literary and informational texts) by using developmentally appropriate reading strategies.**

**STANDARD 3: Demonstrates competence in the general skills and strategies of the writing process.**

**STANDARD 4: Uses grammatical and mechanical conventions in written compositions**

**STANDARD 5: Gathers and uses information for research purposes.**

**STANDARD 6: Uses a variety of media (e.g. computer software, tapes and filmstrips) to communicate information.**

Example of a language arts standard and two accompanying benchmarks:

**Standard (S1): Communicates thoughts and feelings by listening and speaking**

Benchmarks:

- B1: Communicate needs to peers and adults
- B2: Listen and respond to others in a variety of contexts (e.g. pay attention to the speaker, take turns speaking in groups)

### **DESCRIPTION OF LABELING**

For the purposes of tracking and identification, standards and benchmarks have been clearly labeled by grade level, standard and benchmark.

**A label of KLAS3B1 should be interpreted as follows:**

**K** = **Kindergarten**  
**LA** = **Language Arts**  
**S3** = **Standard Three**  
**B1** = **Benchmark One**

**TRACKING DOCUMENTS FOR STANDARDS AND BENCHMARKS**

Reproducible tracking charts and lesson plan templates (examples shown below) will be provided.

<b>Standards/Benchmarks</b>	<b>School Based Test</b>	<b>District Test</b>	<b>GLAT</b>	<b>Instructional Materials</b>
<b>KLAS1B1</b>				
<b>KLAS1B2</b>				
<b>KLAS1B3</b>				
<b>KLAS1B4</b>				
<b>KLAS1B5</b>				

<b>#</b>	<b>Benchmark</b>	<b>Semester in Which Mastery Achieved</b>
KLAS1B1	Communicate needs to peers and adults	
KLAS1B2	Listen and respond to others in a variety of contexts (e.g. pay attention to the speaker, take turns speaking in groups)	
KLAS1B3	Follow simple directions and respond appropriately to familiar questions (e.g. tell first and last name, age, sex, and parents names, follow two step directions in correct order)	
KLAS1B4	Describe personal experiences and retell familiar stories (e.g. create a short story fro experience or interest) using appropriate vocabulary and basic story structure (e.g. beginning, middle, end)	

**KINDERGARTEN END OF SEMESTER TEST ITEM ALIGNMENT WITH STANDARDS AND BENCHMARKS**

<b>Standards/Benchmarks</b>	<b>TEST ITEM (S) IDENTIFIED BY SECTION (A, B, C, etc.) AND NUMBER (1, 2, 3,)</b>
<b>KLAS1B1</b>	
<b>KLAS1B2</b>	
<b>KLAS1B3</b>	
<b>KLAS1B4</b>	

**LESSON PLAN**

**GRADE:** \_\_\_\_\_

**UNIT OF STUDY ON:** \_\_\_\_\_

**DURATION OF UNIT:** \_\_\_\_\_

**Stage 1 – Desired Results**

**Established Goals:**

**Enduring Understandings:**

**Essential Questions:**

**Students will know:**

**Students will be able to:**

## **Stage 2 – Assessment Evidence**

**Performance Tasks:**

**Other Evidence:**

### **Stage 3 - Learning Plan**

**In the Learning Plan Consider the WHERE TO format:**

- W** Know **where** they are going (the goals), **why** (reasons for learning the content) and **what** is required of them (unit goal, performance requirements, and evaluative criteria).
- H** Hook and hold their interest with engaging anticipatory set and lesson activities
- E** Give students the opportunity to **explore** and **experience** the big ideas found in the enduring understandings and essential questions. Give instruction that will **equip** them for the required performances
- R** Provide timely formative feedback so that students can **refine**, **rethink**, **revise** their work
- E** Give students the opportunity to **evaluate** their work and set future goals
- T** Tailor the plan to meet diverse learning styles, interest and ability levels
- O** Organize and sequence lesson to maximize engagement effectiveness

*The Teacher Will*

*The Student Will*

## **KINDERGARTEN LANGUAGE ARTS STANDARDS AND BENCHMARKS**

(Aligned with standards of the MOES T, the Ontario Model, Project 2061 Model, the McRel Model: Kendal, J.S. & Marzan. R. J., and the assessment tool the CEC Kindergarten Third Term District Examination)

Although all the skills within strands are important, no greater responsibility exists for educators of students in pre- kindergarten through grade three than to ensure that each student in their care leaves the third grade able to read fluently, effortlessly, independently, and enthusiastically. The period spanning kindergarten through grade 3 is the most critical for instruction in the language arts. During that time students acquire the foundational skills needed for later academic, social, and economic success. By the end of the third grade, students should be able to (1) read complex word forms accurately and fluently in connected texts and decode multisyllabic words independently; (2) read grade-level narrative and expository texts and recall sequence, main ideas, and supporting details; and (3) write compositions that describe familiar events and experiences and construct complete, correct sentences to communicate their ideas. In addition, they should be able not only to respond to questions but also to make well-organized oral presentations centered on major points of information. As a result of their new skills, they are beginning to enjoy the richness of ideas expressed in books. Achievement of those skills by the end of the third grade is the goal for all students. Students achieve those skills by building on a progression of carefully specified and strategically sequenced content standards and instruction that begins in kindergarten.

**STANDARD ONE:** Communicates thoughts and feelings by listening and speaking

#	Benchmark
PKLAS1B1	communicates needs to peers and adults (e.g., requests assistance with clothing)
PKLAS1B2	listen and responds to others in a variety of contexts (e.g., pays attention to the speaker; takes turns speaking in a group)
PKLAS1B3	follows simple directions and responds appropriately to familiar questions (e.g., tells first and last name, age, sex and parents' names, follows two-step oral directions in correct order)
PKLAS1B4	describes personal experiences and retells familiar stories (e.g., creates a short story from experience or interests), using appropriate vocabulary and basic story structure (e.g., beginning, middle, end)
PKLAS1B5	asks questions, expresses feelings, and shares ideas (e.g., asks and answers open ended questions in a simple form)
PKLAS1B6	uses language to connect new experiences with what he/she already knows
PKLAS1B7	listens and responds orally to language patterns in stories and poems (e.g., joins in when the teacher reads repeated parts of a story; echoes words and phrases; makes up chants with the teacher, repeats and sings nursery rhymes and finger plays)
PKLAS1B8	demonstrates awareness of individual sounds and sound patterns in language (e.g., rhyme, alliteration)

**STANDARD TWO:** Makes sense of a variety of written materials (including literary and informational texts) by using developmentally appropriate reading strategies

#	Benchmark
PKLAS2B1	Associates print with picture without assistance
PKLAS2B2	Listens to stories, poems, and non-fiction materials for enjoyment and information
PKLAS2B3	Responds appropriately (e.g., recalls details from a story or picture with assistance) to a variety of materials read aloud to him/her (e.g., frequently told stories, familiar poems, letters)
PKLAS2B4	Understands simple written materials—stories, poems, informational materials (e.g., familiar letters and words, signs, labels)

**STANDARD THREE:** Demonstrates competence in the general skills and strategies of the writing process.

#	Benchmark
KLAS3B1	Recognizes and forms letters of the alphabet using a variety of things (e.g., string, straws, leaves, seeds, pasta)
KLAS3B2	Observes object/pictures to determine what is alike, what is different and copies given forms (e.g., completes/reproduces patterns, assembles puzzles, recognizes and extends a simple pattern)
KLAS3B3	Discriminates and recognizes similarities and differences in objects, pictures and shapes
KLAS3B4	Recalls details from a story or picture with assistance
KLAS3B5	Describes a variety of objects, pictures and events (e.g., dictates 3 - 5 word phrases or sentences about pictures)
KLAS3B6	Creates a short story from interests, experiences and imagination (e.g., creates a story using pictures)

**STANDARD FOUR:** Uses grammatical and mechanical conventions in written compositions

#	Benchmark
KLAS4B1	Draws patterns to develop co-ordination and fluency
KLAS4B2	Uses conventions of print in writing (e.g. forms letters in print, uses upper and lower-case letters of the alphabet, spaces words)

**STANDARD FIVE:** Gathers and uses information for research purposes

#	Benchmark
KLAS5B1	Asks “how do you know” in appropriate situations
KLAS5B2	Recognizes simple patterns in the surrounding events and objects

**STANDARD SIX:** Uses a variety of media (e.g. computer software, tapes, CD’s) to communicate information

#	Benchmark
KLAS6B1	Responds to media materials verbally and non-verbally (e.g. describes feelings about a television show or video; moves to recorded music; paints pictures in response to a movie)
KLAS6B2	Uses materials to communicate information (e.g. drawings, photographs, posters, software)

**KINDERGARTEN STANDARDS AND BENCHMARKS TRACKING  
TEMPLATE**

(Check the box in which the S/B appears as a tested item)

<b>Standards/Benchmarks</b>	<b>School Based Test</b>	<b>District Test</b>	<b>GLAT</b>	<b>Instructional Materials</b>
PKLAS1B1				
PKLAS1B2				
PKLAS1B3				
PKLAS1B4				
PKLAS1B5				
PKLAS1B6				
PKLAS1B7				
PKLAS1B8				
PKLAS2B1				
PKLAS2B2				
PKLAS2B3				
PKLAS2B4				
KLAS3B1				
KLAS3B2				
KLAS3B3				
KLAS3B4				
KLAS3B5				
KLAS3B6				
KLAS4B1				
KLAS4B2				
KLAS5B1				
KLAS5B2				
KLAS6B1				
KLAS6B2				

**STANDARD ONE: Communicates thoughts and feelings by listening and speaking**

#	Benchmark	Term in which Mastery Achieved
PKLAS1B1	Communicates needs to peers and adults (e.g., requests assistance with clothing)	
PKLAS1B2	Listens and responds to others in a variety of contexts (e.g., pays attention to the speaker; takes turns speaking in a group)	
PKLAS1B3	Follows simple directions and responds appropriately to familiar questions (e.g., tells first and last name, age, sex and parents' names, follows two-step oral directions in correct order)	
PKLAS1B4	Describes personal experiences and retells familiar stories (e.g., creates a short story from experience or interests), using appropriate vocabulary and basic story structure (e.g., beginning, middle, end)	
PKLAS1B5	Asks questions, expresses feelings, and shares ideas (e.g., asks and answers open ended questions in a simple form)	
PKLAS1B6	Uses language to connect new experiences with what he/she already knows	
PKLAS1B7	Listens and responds orally to language patterns in stories and poems (e.g., joins in when the teacher reads repeated parts of a story; echoes words and phrases; makes up chants with the teacher, repeats and sings nursery rhymes and finger plays)	
PKLAS1B8	Demonstrates awareness of individual sounds and sound patterns in language (e.g., rhyme, alliteration)	

**STANDARD TWO:** Makes sense of a variety of written materials (including literary and informational texts) by using developmentally appropriate reading strategies

#	Benchmark	Term in which Mastery Achieved
PKLAS2B1	Associates print with picture without assistance	
PKLAS2B2	Listens to stories, poems, and non-fiction materials for enjoyment and information	
PKLAS2B3	Responds appropriately (e.g., recalls details from a story or picture with assistance) to a variety of materials read aloud to him/her (e.g., frequently told stories, familiar poems, letters)	
PKLAS2B4	Understands simple written materials—stories, poems, informational materials (e.g., familiar letters and words, signs, labels)	

**STANDARD THREE:** Demonstrates competence in the general skills and strategies of the writing process.

#	Benchmark	Term in which Mastery Achieved
KLAS3B1	Recognizes and forms letters of the alphabet using a variety of things (e.g., string, straws, leaves, seeds, pasta)	
KLAS3B2	Observes object/pictures to determine what is alike, what is different and copies given forms (e.g., completes/reproduces patterns, assembles puzzles, recognizes and extends a simple pattern)	
KLAS3B3	Discriminates and recognizes similarities and differences in objects, pictures and shapes	
KLAS3B4	Recalls details from a story or picture with assistance	
KLAS3B5	Describes a variety of objects, pictures and events (e.g., dictates 3 - 5 word phrases or sentences about pictures)	
KLAS3B6	Creates a short story from interests, experiences and imagination (e.g., creates a story using pictures)	

**STANDARD FOUR:** Uses grammatical and mechanical conventions in written compositions

#	Benchmark	Term in which Mastery Achieved
KLAS4B1	Draws patterns to develop co-ordination and fluency	
KLAS4B2	Uses conventions of print in writing (e.g. forms letters in print, uses upper and lower-case letters of the alphabet, spaces words)	

**STANDARD FIVE:** Gathers and uses information for research purposes

#	Benchmark	Term in which Mastery Achieved
KLAS5B1	Asks “how do you know” in appropriate situations	
KLAS5B2	Recognizes simple patterns in the surrounding events and objects	

**STANDARD SIX:** Uses a variety of media (e.g. computer software, tapes, CD’s) to communicate information

#	Benchmark	Term in which Mastery Achieved
KLAS6B1	Responds to media materials verbally and non-verbally (e.g. describes feelings about a television show or video; moves to recorded music; paints pictures in response to a movie)	
KLAS6B2	Uses materials to communicate information (e.g. drawings, photographs, posters, software)	

**KINDERGARTEN END OF TERM TEST ITEM ALIGNMENT WITH  
STANDARDS AND BENCHMARKS**

<b>Standards/Benchmarks</b>	<b>TEST ITEM (S) IDENTIFIED BY SECTION (A, B, C, etc.) AND NUMBER (1, 2, 3,)</b>
PKLAS1B1	
PKLAS1B2	
PKLAS1B3	
PKLAS1B4	
PKLAS1B5	
PKLAS1B6	
PKLAS1B7	
PKLAS1B8	
PKLAS2B1	
PKLAS2B2	
PKLAS2B3	
PKLAS2B4	
KLAS3B1	
KLAS3B2	
KLAS3B3	
KLAS3B4	
KLAS3B5	
KLAS3B6	
KLAS4B1	
KLAS4B2	
KLAS5B1	
KLAS5B2	
KLAS6B1	
KLAS6B2	

## **GRADE ONE: LANGUAGE ARTS STANDARDS AND BENCHMARKS**

(Aligned with standards of the MOES T, the Ontario Model, Project 2061 Model, the McRel Model: Kendal, J.S. & Marzan. R. J., and the assessment tool the CEC Kindergarten Final District Examination)

Although all the skills within strands are important, no greater responsibility exists for educators of students in pre- kindergarten through grade three than to ensure that each student in their care leaves the third grade able to read fluently, effortlessly, independently, and enthusiastically. The period spanning kindergarten through grade 3 is the most critical for instruction in the language arts. During that time students acquire the foundational skills needed for later academic, social, and economic success. By the end of the third grade, students should be able to (1) read complex word forms accurately and fluently in connected texts and decode multisyllabic words independently; (2) read grade-level narrative and expository texts and recall sequence, main ideas, and supporting details; and (3) write compositions that describe familiar events and experiences and construct complete, correct sentences to communicate their ideas. In addition, they should be able not only to respond to questions but also to make well-organized oral presentations centered on major points of information. As a result of their new skills, they are beginning to enjoy the richness of ideas expressed in books. Achievement of those skills by the end of the third grade is the goal for all students. Students achieve those skills by building on a progression of carefully specified and strategically sequenced content standards and instruction that begins in kindergarten.

### **STANDARD ONE: Communicates thoughts and feelings by listening and speaking**

#	Benchmark
G1LAS1B1	Listens and reacts to stories/poems (e.g. recalls the sequence of events, the main idea and significant details)
G1LAS1B2	Responds to familiar or predictable language patterns by joining in or using choral response (e.g. recites familiar stories, poems and rhymes with patterns)
G1LAS1B3	Applies some of the basic rules of participating in a conversation and working with others in small and larger groups (e.g. recounts personal experiences, reports on personal knowledge about a topic, initiates conversations – takes turns, raises hand to speak, stays on topic, focuses attention on speaker)
G1LAS1B4	Views, reads, and listens to media works with simple messages or factual information and describes what has been learned
G1LAS1B5	Uses the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate
G1LAS1B6	Listens and responds to oral directions (e.g., recalls and responds to simple instructions)
G1LAS1B7	Identifies and uses vocal characteristics and gestures that influence

#	Benchmark
	the meaning of oral language (e.g., uses gestures, tone of voice, and other non-verbal means to communicate more effectively)

**STANDARD TWO:** Makes sense of a variety of written materials (including literary and informational texts) by using developmentally appropriate reading strategies

#	Benchmark
G1LAS2B1	Identifies letter-sound relationships when reading (e.g. identifies the letters of the alphabet, identifies short and long vowel sounds and uses them to decode words, matches sounds to appropriate initial and final blends, reads simple words in context that contain digraphs, recognizes that words often consist of beginning, middle, and final sounds)
G1LAS2B2	Demonstrates understanding that letters represent sounds and that written words convey meaning (e.g. read short labels, familiar signs; uses phonics to recognize words)
G1LAS2B3	Uses language patterns (e.g. ., word order) and sound patterns (e.g., rhyme) to identify words and to predict the next word
G1LAS2B4	Demonstrates understanding of a story by making predictions (e.g. anticipating what might happen next; filling in the next word during collaborative reading, arranges pictures and sentences in the correct order) and relating new information to prior knowledge
G1LAS2B5	Uses pictures and other features of books and written materials (e.g. ., title, illustrations) to gain meaning from the printed text
G1LAS2B6	Understands concepts about print (e.g., holds a book right side up, understands that print carries message, turns pages from front to back of the book, recognizes where print begins on a page, that words have spaces between them, that words are spelled with upper- and lowercase letters and knows how to turn to front middle or end of book)
G1LAS2B7	Responds to literature through writing poetry, singing, dramatizing, choral speaking and drawing (e.g., identifies stories written by a few Bahamian authors, identifies and explores favourite authors, illustrators and titles)
G1LAS2B8	Follows predictable book patterns to create his/her own stories by making connections between his/her own experiences and

#	Benchmark
	those of storybook characters
G1LAS2B9	Monitors his/her own reading by correcting miscues and re-reading
G1LAS2B10	Reads aloud familiar stories, poems, and passages with attention to rhythm, flow, and meter

**STANDARD THREE:** Demonstrates competence in the general skills and strategies of the writing process.

#	Benchmark
G1LAS3B1	Unscrambles words to form a sentence
G1LAS3B2	Writes sentences using given words (e.g., completes sentences using story/sentence starters, writes captions, labels, warnings, rules, notices)
G1LAS3B3	Copies and writes sentences about pictures and familiar objects
G1LAS3B4	Copies and writes sentences using naming, describing and action words
G1LAS3B5	Begins to use the mechanics of punctuation within a piece of writing (e.g., starts sentences with capital letters, ends with a period)
G1LAS3B6	Produces writing (e.g., simple book report, simple rhymes, simple story that contains correct spelling of high frequency words)
G1LAS3B7	Writes using a variety of tools and media (e.g., crayons, paper, computer, chalkboard, coloured markers, cardboard)
G1LAS3B8	Prints most of the letters of the alphabet, his/her own name and names of family members, and some short words (e.g., Mummy, Daddy, cat)
G1LAS3B9	Organizes information so that the writing conveys a clear message (e.g., describe events in the proper sequence: <i>We went to see the dog. I liked him very much. We took him home on the bus.</i> )
G1LAS3B10	Uses some materials from other media (e.g., computer clip-art) to enhance his/her writing
G1LAS3B11	Begins to revise written work, with the assistance of the teacher
G1LAS3B12	Uses and spells correctly the vocabulary appropriate for this grade level
G1LAS3B13	Uses correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level
G1LAS3B14	Uses prewriting strategies to plan written work (e.g., discusses Ideas with peers, draws pictures to generate ideas)

#	Benchmark
G1LAS3B15	Dictates or writes with a logical sequence of events (e.g., includes a beginning, middle, and ending)
G1LAS3B16	Dictates or writes detailed descriptions of familiar persons, places, objects, or experiences
G1LAS3B17	Dictates or writes in response to literature using a variety of formats (e.g., picture books, letters, stories, poems, information pieces)

**STANDARD FOUR:** Uses grammatical and mechanical conventions in written compositions

#	Benchmark
G1LAS4B1	Correctly constructs simple sentences in written compositions
G1LAS4B2	Uses conventions of capitalization in written compositions (e.g., first and last names, *** first word in sentences, proper nouns and the pronoun I)
G1LAS4B3	Uses and declarative and interrogative sentences in written compositions
G1LAS4B4	Distinguishes between standard English and dialect expressions
G1LAS4B5	uses nouns in written compositions (e.g., nouns for people, animals, things and places, ***distinguishes between singular and plural nouns)
G1LAS4B6	Identifies personal pronouns
G1LAS4B7	Uses verbs in written compositions (e.g., uses action words for a variety of situations, ***identifies and uses present tense verb forms with singular and plural nouns, ***identifies and uses past tense verb forms correctly)
G1LAS4B8	Uses adjectives (e.g., ***identifies and uses describing words in speech, reading and writing)
G1LAS4B9	Uses adverbs in written compositions (i.e., uses words that answer how, when, where, and why questions)
G1LAS4B10	Uses conventions of punctuation in written compositions (e.g., uses periods after declarative sentences, uses questions marks after interrogative sentences)
G1LAS4B11	Uses and spells correctly the vocabulary appropriate for this grade level
G1LAS4B12	Forms letters in print and spaces words and sentences
G1LAS4B13	Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade-level list; uses a dictionary and other resources to spell words; spells own first and last name)

**STANDARD FIVE:** Gathers and uses information for research purposes

#	Benchmark
G1LAS5B1	Uses logical thinking skills in problem solving activities (e.g., **asks “how do you know” in appropriate situations and attempts to provide reasonable answers when others ask the same question)
G1LAS5B2	Provides coherent (though not necessarily valid or convincing) answers when asked why one believes something to be true or how one knows something
G1LAS5B3	Identifies simple problems and possible solutions (e.g., ways to make something work better)
G1LAS5B4	Classifies objects by size, colour, or other significant characteristics
G1LAS5B5	Identifies the similarities and differences between persons, places, things, and events
G1LAS5B6	Describes and compares things in terms of number, shape, texture, size, weight, colour, motion, sound, and behaviour

**STANDARD SIX:** Uses a variety of media (e.g. computer software, tapes, CD’s) to communicate information

#	Benchmark
G1LAS6B1	<ul style="list-style-type: none"> <li>• *begins to distinguish between the imaginary and the real (e.g., between folk tales and personal news; between events in cartoons and events in real life)</li> </ul>
G1LAS6B2	<ul style="list-style-type: none"> <li>• *selects and uses a variety of materials to communicate information (e.g., illustrations, photographs, posters)</li> </ul>
G1LAS6B3	<ul style="list-style-type: none"> <li>• *uses a variety of media (e.g., computer software, tapes, filmstrips)</li> </ul>
G1LAS6B4	<ul style="list-style-type: none"> <li>• *views, reads, and listens to media works with simple messages or factual information and describes what he/she has learned</li> </ul>
G1LAS6B5	<ul style="list-style-type: none"> <li>• *creates some simple media works</li> </ul>
G1LAS6B6	<ul style="list-style-type: none"> <li>• **identifies basic computer hardware (e.g., keyboard and mouse, printer, monitor, output, hard and floppy disk, case for the CPU [central processing unit])</li> </ul>
G1LAS6B7	<ul style="list-style-type: none"> <li>• **powers-up computer, monitor, and starts a computer program (e.g., checks that printer is switched on and on-line; reboots the computer when necessary)</li> </ul>
G1LAS6B8	<ul style="list-style-type: none"> <li>• **knows the alphanumeric keys and special keys (e.g., function keys, escape key, space bar, delete/backspace, return/enter)</li> </ul>
G1LAS6B9	<ul style="list-style-type: none"> <li>• **handles diskettes and other computer equipment with care</li> </ul>

**GRADE ONE STANDARDS AND BENCHMARKS TRACKING TEMPLATE**  
**(Check the box in which the S/B appears as a tested item)**

<b>Standards/Benchmarks</b>	<b>School Based Test</b>	<b>District Test</b>	<b>GLAT</b>	<b>Instructional Materials</b>
G1LAS1B1				
G1LAS1B2				
G1LAS1B3				
G1LAS1B4				
G1LAS1B5				
G1LAS1B6				
G1LAS1B7				
G1LAS2B1				
G1LAS2B2				
G1LAS2B3				
G1LAS2B4				
G1LAS2B5				
G1LAS2B6				
G1LAS2B7				
G1LAS2B8				
G1LAS2B9				
G1LAS2B10				
G1LAS3B1				
G1LAS3B2				
G1LAS3B3				
G1LAS3B4				
G1LAS3B5				
G1LAS3B6				
G1LAS3B7				
G1LAS3B8				
G1LAS3B9				
G1LAS3B10				
G1LAS3B11				
G1LAS3B12				
G1LAS3B13				
G1LAS3B14				
G1LAS3B15				
G1LAS3B16				
G1LAS3B17				
G1LAS4B1				
G1LAS4B2				
G1LAS4B3				
G1LAS4B4				

<b>Standards/Benchmarks</b>	<b>School Based Test</b>	<b>District Test</b>	<b>GLAT</b>	<b>Instructional Materials</b>
G1LAS4B5				
G1LAS4B6				
G1LAS4B7				
G1LAS4B8				
G1LAS4B9				
G1LAS4B10				
G1LAS4B11				
G1LAS4B12				
G1LAS4B13				
G1LAS5B1				
G1LAS5B2				
G1LAS5B3				
G1LAS5B4				
G1LAS5B5				
G1LAS5B6				
G1LAS6B1				
G1LAS6B2				
G1LAS6B3				
G1LAS6B4				
G1LAS6B5				
G1LAS6B6				
G1LAS6B7				
G1LAS6B8				
G1LAS6B9				

**STANDARD ONE:** Communicates thoughts and feelings by listening and speaking

#	Benchmark	Semester in which Mastery Achieved
G1LAS1B1	Listens and reacts to stories/poems (e.g. recalls the sequence of events, the main idea and significant details)	
G1LAS1B2	Responds to familiar or predictable language patterns by joining in or using choral response (e.g. recites familiar stories, poems and rhymes with patterns)	
G1LAS1B3	Applies some of the basic rules of participating in a conversation and working with others in small and larger groups (e.g. recounts personal experiences, reports on personal knowledge about a topic, initiates conversations – takes turns, raises hand to speak, stays on topic, focuses attention on speaker)	
G1LAS1B4	Views, reads, and listens to media works with simple messages or factual information and describes what has been learned	
G1LAS1B5	Uses the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate	
G1LAS1B6	Listens and responds to oral directions (e.g., recalls and responds to simple instructions)	
G1LAS1B7	Identifies and uses vocal characteristics and gestures that influence the meaning of oral language (e.g., uses gestures, tone of voice, and other non-verbal means to communicate more effectively)	

**STANDARD TWO:** Makes sense of a variety of written materials (including literary and informational texts) by using developmentally appropriate reading strategies

#	Benchmark	Semester in which Mastery Achieved
G1LAS2B1	Identifies letter-sound relationships when reading (e.g. identifies the letters of the alphabet, identifies short and long vowel sounds and uses them to decode words, matches sounds to appropriate initial and final blends, reads simple words in context that contain digraphs, recognizes that words often consist of beginning, middle, and final sounds)	
G1LAS2B2	Demonstrates understanding that letters represent sounds and that written words convey meaning (e.g. read short labels, familiar signs; uses phonics to recognize words)	
G1LAS2B3	Uses language patterns (e.g. ., word order) and sound patterns (e.g., rhyme) to identify words and to predict the next word	
G1LAS2B4	Demonstrates understanding of a story by making predictions (e.g. anticipating what might happen next; filling in the next word during collaborative reading, arranges pictures and sentences in the correct order) and relating new information to prior knowledge	
G1LAS2B5	Uses pictures and other features of books and written materials (e.g. ., title, illustrations) to gain meaning from the printed text	
G1LAS2B6	Understands concepts about print (e.g., holds a book right side up, understands that print carries message, turns pages from front to back of the book, recognizes where print begins on a	

	page, that words have spaces between them, that words are spelled with upper- and lowercase letters and knows how to turn to front middle or end of book)	
G1LAS2B7	Responds to literature through writing poetry, singing, dramatizing, choral speaking and drawing (e.g., identifies stories written by a few Bahamian authors, identifies and explores favourite authors, illustrators and titles)	
G1LAS2B8	Follows predictable book patterns to create his/her own stories by making connections between his/her own experiences and those of storybook characters	
G1LAS2B9	Monitors his/her own reading by correcting miscues and re-reading	
G1LAS2B10	Reads aloud familiar stories, poems, and passages with attention to rhythm, flow, and meter	

**STANDARD THREE:** Demonstrates competence in the general skills and strategies of the writing process.

#	Benchmark	Term in which Mastery Achieved
G1LAS3B1	Unscrambles words to form a sentence	
G1LAS3B2	Writes sentences using given words (e.g., completes sentences using story/sentence starters, writes captions, labels, warnings, rules, notices)	
G1LAS3B3	Copies and writes sentences about pictures and familiar objects	
G1LAS3B4	Copies and writes sentences using naming, describing and action words	
G1LAS3B5	Begins to use the mechanics of punctuation within a piece of writing (e.g., starts sentences with capital letters, ends with a period)	

#	Benchmark	Term in which Mastery Achieved
G1LAS3B6	Produces writing (e.g., simple book report, simple rhymes, simple story that contains correct spelling of high frequency words)	
G1LAS3B7	Writes using a variety of tools and media (e.g., crayons, paper, computer, chalkboard, coloured markers, cardboard)	
G1LAS3B8	Prints most of the letters of the alphabet, his/her own name and names of family members, and some short words (e.g., Mummy, Daddy, cat)	
G1LAS3B9	Organizes information so that the writing conveys a clear message (e.g., describe events in the proper sequence: <i>We went to see the dog. I liked him very much. We took him home on the bus.</i> )	
G1LAS3B10	Uses some materials from other media (e.g., computer clip-art) to enhance his/her writing	
G1LAS3B11	Begins to revise written work, with the assistance of the teacher	
G1LAS3B12	Uses and spells correctly the vocabulary appropriate for this grade level	
G1LAS3B13	Uses correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level	
G1LAS3B14	Uses prewriting strategies to plan written work (e.g., discusses Ideas with peers, draws pictures to generate ideas)	
G1LAS3B15	Dictates or writes with a logical sequence of events (e.g., includes a beginning, middle, and ending)	
G1LAS3B16	Dictates or writes detailed descriptions of familiar persons, places, objects, or experiences	
G1LAS3B17	Dictates or writes in response to literature using a variety of formats (e.g., picture books, letters, stories, poems, information pieces)	

**STANDARD FOUR** : : Uses grammatical and mechanical conventions in written compositions

#	Benchmark	Term in which Mastery Achieved
G1LAS4B1	Correctly constructs simple sentences in written compositions	
G1LAS4B2	Uses conventions of capitalization in written compositions (e.g., first and last names, *** first word in sentences, proper nouns and the pronoun I)	
G1LAS4B3	Uses and declarative and interrogative sentences in written compositions	
G1LAS4B4	Distinguishes between standard English and dialect expressions	
G1LAS4B5	uses nouns in written compositions (e.g., nouns for people, animals, things and places, ***distinguishes between singular and plural nouns)	
G1LAS4B6	Identifies personal pronouns	
G1LAS4B7	Uses verbs in written compositions (e.g., uses action words for a variety of situations, ***identifies and uses present tense verb forms with singular and plural nouns, ***identifies and uses past tense verb forms correctly)	
G1LAS4B8	Uses adjectives (e.g., ***identifies and uses describing words in speech, reading and writing)	
G1LAS4B9	Uses adverbs in written compositions (i.e., uses words that answer how, when, where, and why questions)	
G1LAS4B10	Uses conventions of punctuation in written compositions (e.g., uses periods after declarative sentences, uses questions marks after interrogative sentences)	
G1LAS4B11	Uses and spells correctly the vocabulary appropriate for this grade level	
G1LAS4B12	Forms letters in print and spaces words and sentences	
G1LAS4B13	Uses conventions of spelling in written compositions (e.g., spells high	

#	Benchmark	Term in which Mastery Achieved
	frequency, commonly misspelled words from appropriate grade-level list; uses a dictionary and other resources to spell words; spells own first and last name)	

**STANDARD FIVE**: : Gathers and uses information for research purposes

#	Benchmark	Term in which Mastery Achieved
G1LAS5B1	Uses logical thinking skills in problem solving activities (e.g., **asks “how do you know” in appropriate situations and attempts to provide reasonable answers when others ask the same question)	
G1LAS5B2	Provides coherent (though not necessarily valid or convincing) answers when asked why one believes something to be true or how one knows something	
G1LAS5B3	Identifies simple problems and possible solutions (e.g., ways to make something work better)	
G1LAS5B4	Classifies objects by size, colour, or other significant characteristics	
G1LAS5B5	Identifies the similarities and differences between persons, places, things, and events	
G1LAS5B6	Describes and compares things in terms of number, shape, texture, size, weight, colour, motion, sound, and behaviour	

**STANDARD SIX:** Uses a variety of media (e.g. computer software, tapes, CD's) to communicate information

#	Benchmark	Term in which Mastery Achieved
G1LAS6B1	Begins to distinguish between the imaginary and the real (e.g., between folk tales and personal news; between events in cartoons and events in real life)	
G1LAS6B2	Selects and uses a variety of materials to communicate information (e.g., illustrations, photographs, posters)	
G1LAS6B3	Uses a variety of media (e.g., computer software, tapes, filmstrips)	
G1LAS6B4	Views, reads, and listens to media works with simple messages or factual information and describes what he/she has learned	
G1LAS6B5	Creates some simple media works	
G1LAS6B6	Identifies basic computer hardware (e.g., keyboard and mouse, printer, monitor, output, hard drive, CPU [central processing unit])	
G1LAS6B7	Powers-up computer, monitor, and starts a computer program (e.g., checks that printer is switched on and on-line; reboots the computer when necessary)	
G1LAS6B8	Knows the alphanumeric keys and special keys (e.g., function keys, escape key, space bar, delete/backspace, return/enter)	
G1LAS6B9	Handles flash drives and other computer equipment with care	

**GRADE ONE END OF TERM TEST ITEM ALIGNMENT WITH STANDARDS  
AND BENCHMARKS**

<b>Standards/Benchmarks</b>	<b>TEST ITEM (S) IDENTIFIED BY SECTION (A, B, C, etc.) AND NUMBER (1, 2, 3,)</b>
G1LAS1B1	
G1LAS1B2	
G1LAS1B3	
G1LAS1B4	
G1LAS1B5	
G1LAS1B6	
G1LAS1B7	
G1LAS2B1	
G1LAS2B2	
G1LAS2B3	
G1LAS2B4	
G1LAS2B5	
G1LAS2B6	
G1LAS2B7	
G1LAS2B8	
G1LAS2B9	
G1LAS2B10	
G1LAS3B1	
G1LAS3B2	
G1LAS3B3	
G1LAS3B4	
G1LAS3B5	
G1LAS3B6	
G1LAS3B7	
G1LAS3B8	
G1LAS3B9	
G1LAS3B10	
G1LAS3B11	
G1LAS3B12	
G1LAS3B13	
G1LAS3B14	
G1LAS3B15	
G1LAS3B16	
G1LAS3B17	
G1LAS4B1	
G1LAS4B2	
G1LAS4B3	
G1LAS4B4	
G1LAS4B5	
G1LAS4B6	

Standards/Benchmarks	TEST ITEM (S) IDENTIFIED BY SECTION (A, B, C, etc.) AND NUMBER (1, 2, 3,)
G1LAS4B7	
G1LAS4B8	
G1LAS4B9	
G1LAS4B10	
G1LAS4B11	
G1LAS4B12	
G1LAS4B13	
G1LAS5B1	
G1LAS5B2	
G1LAS5B3	
G1LAS5B4	
G1LAS5B5	
G1LAS5B6	
G1LAS6B1	
G1LAS6B2	
G1LAS6B3	
G1LAS6B4	
G1LAS6B5	
G1LAS6B6	
G1LAS6B7	
G1LAS6B8	
G1LAS6B9	

## **GRADE TWO: LANGUAGE ARTS STANDARDS AND BENCHMARKS**

(Aligned with standards of the MOES T, the Ontario Model, Project 2061 Model, the McRel Model: Kendal, J.S. & Marzan. R. J., and the assessment tools SESAT 2 and the CEC Kindergarten Third Term District Examination)

Although all the skills within strands are important, no greater responsibility exists for educators of students in pre- kindergarten through grade three than to ensure that each student in their care leaves the third grade able to read fluently, effortlessly, independently, and enthusiastically. The period spanning kindergarten through grade 3 is the most critical for instruction in the language arts. During that time students acquire the foundational skills needed for later academic, social, and economic success. By the end of the third grade, students should be able to (1) read complex word forms accurately and fluently in connected texts and decode multisyllabic words independently; (2) read grade-level narrative and expository texts and recall sequence, main ideas, and supporting details; and (3) write compositions that describe familiar events and experiences and construct complete, correct sentences to communicate their ideas. In addition, they should be able not only to respond to questions but also to make well-organized oral presentations centered on major points of information. As a result of their new skills, they are beginning to enjoy the richness of ideas expressed in books. Achievement of those skills by the end of the third grade is the goal for all students. Students achieve those skills by building on a progression of carefully specified and strategically sequenced content standards and instruction that begins in kindergarten.

### **STANDARD ONE: Communicates thoughts and feelings by listening and speaking**

#	Benchmark
G2LAS1B1	Communicates messages and follows basic instructions and directions (e.g., follows simple instructions in order to complete a specific activity, gives oral reports)
G2LAS1B2	Asks questions about the immediate environment and offers personal opinions
G2LAS1B3	Listens and responds to a variety of media (e.g., books, CD's, DVD's, interactive software)
G2LAS1B4	Identifies differences between language used at home and language used in school
G2LAS1B5	Distinguishes characteristics of sounds
G2LAS1B6	Identifies and uses vocal characteristics and gestures that influence the meaning of oral language (e.g., voice level, phrasing, and intonation)

**STANDARD TWO:** Makes sense of a variety of written materials (including literary and informational texts) by using developmentally appropriate reading strategies

#	<b>Benchmark</b>
G2LAS2B1	Reads a variety of simple written materials (e.g., pattern books on specific themes, stories, chart stories, poems, interactive software) for different purposes (e.g., recalls the sequence of events in a story or poem, the main idea and significant details, predicts story outcome)
G2LAS2B2	Reads aloud in a way that communicates the meaning
G2LAS2B3	Reads independently, using reading strategies appropriate for this grade level (**e.g., classifies and categorises pictures, words and concepts, uses context clues to gain meaning of unknown words, arranges pictures and the events of stories in order, locates details that recall specific information from a selection, identifies the main idea of a familiar story, identifies information presented in a story to draw conclusions, predicts possible outcome of a selection using story characters, determines cause and effect relationships)
G2LAS2B4	Expresses clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to his/her own knowledge and experience
G2LAS2B5	Demonstrates knowledge of letter-sound relationships when reading (e.g., identifies the sounds associated with long/short vowels, identifies the sounds associated with consonant blends, identifies the sounds associated with consonant digraphs)
G2LAS2B6	Identifies and explores favourite authors, illustrators and titles of children’s literature (fairy/folk tales, poetry, and plays), including those by Bahamian authors
G2LAS2B7	Interprets literature through a variety of activities including writing, art, music, and drama)
G2LAS2B8	Demonstrates ability to use textbooks as study tools to gain information

**STANDARD THREE:** Demonstrates competence in the general skills and strategies of the writing process.

#	Benchmark
G2LAS3B1	Writes sentences using given objects (e.g., picture) as stimuli
G2LAS3B2	Produces short pieces of writing using simple forms (**e.g., descriptive paragraph, narrative paragraph, simple message, directions, informative report, a 'How To' paragraph, daily journal entries, simple book report, simple class poem)
G2LAS3B3	Edits his/her work and that of his/her peers
G2LAS3B4	Communicates ideas (thoughts, feelings, experiences) for specific purposes (e.g., writes a paragraph describing a trip to the Family Island for classmates)
G2LAS3B5	Organizes ideas in a logical sequence (e.g., writes stories that have a beginning, middle, and end)
G2LAS3B6	Uses some materials from other media (e.g., collage) to enhance his/her writing
G2LAS3B7	Revises and edits written work, focusing on specific features (e.g., sequence of ideas), with assistance from the teacher)
G2LAS3B8	Uses and spells correctly the vocabulary appropriate for this grade level

**STANDARD FOUR:** Uses grammatical and mechanical conventions in written compositions

#	Benchmark
G2LAS4B1	Identifies and uses articles 'a', 'an' and 'the' correctly
G2LAS4B2	Uses contractions correctly in written compositions
G2LAS4B3	Uses the past tense appropriately in written compositions
G2LAS4B4	Develops sentences in which subjects and verbs agree
G2LAS4B5	Uses correct verb forms in written compositions
G2LAS4B6	Uses and spells correctly the vocabulary appropriate for this grade level
G2LAS4B7	Uses correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level
G2LAS4B8	Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade-level list; uses a dictionary and other resources to spell words)
G2LAS4B9	Uses conventions of punctuation in written compositions (e.g., uses periods after declarative sentences, uses questions marks after interrogative sentences, uses commas in a series of words)

#	Benchmark
G2LAS4B10	Identifies and writes lower and upper case letters in manuscript
G2LAS4B11	Leaves appropriate spacing between letters and words
G2LAS4B12	Writes sentences using proper formation
G2LAS4B13	Identifies and writes numbers
G2LAS4B14	Identifies and writes given punctuation marks

**STANDARD FIVE:** Gathers and uses information for research purposes

#	Benchmark
G2LAS5B1	Generates questions about topics of personal interest
G2LAS5B2	Identifies basic/simple similarities and differences between persons, places, things, and events
G2LAS5B3	Describes and compares things in terms of number, shape, texture, size, weight, colour, motion, sound, and behaviour

**STANDARD SIX:** Uses a variety of media (e.g. computer software, DVD's, CD's) to communicate information

#	Benchmark
G2LAS6B1	Uses some materials from other media (e.g., computer clip-art) to enhance their writing
G2LAS6B2	Views, read, and listens to media works to obtain information and to complete assigned tasks (e.g., identifies the message on a safety cartoon; knows what road signs mean)
G2LAS6B3	Arranges still pictures and/or photographs in a sequence to create his/her own stories
G2LAS6B4	Distinguishes between real life and life depicted in animated works (e.g., television cartoons, films)
G2LAS6B5	Creates some simple media works (e.g., recorded sounds for a story)
G2LAS6B7	Knows basic distinctions among computer software programs, such as word processors, special purpose programs, and games

**GRADE TWO STANDARDS AND BENCHMARKS TRACKING TEMPLATE**  
 (Check the box in which the S/B appears as a tested item)

<b>Standards/Benchmarks</b>	<b>School Based Test</b>	<b>District Test</b>	<b>GLAT</b>	<b>Instructional Materials</b>
G2LAS1B1				
G2LAS1B2				
G2LAS1B3				
G2LAS1B4				
G2LAS1B5				
G2LAS1B6				
G2LAS2B1				
G2LAS2B2				
G2LAS2B3				
G2LAS2B4				
G2LAS2B5				
G2LAS2B6				
G2LAS2B7				
G2LAS2B8				
G2LAS3B1				
G2LAS3B2				
G2LAS3B3				
G2LAS3B4				
G2LAS3B5				
G2LAS3B6				
G2LAS3B7				
G2LAS3B8				
G2LAS4B1				
G2LAS4B2				
G2LAS4B3				
G2LAS4B4				
G2LAS4B5				
G2LAS4B6				
G2LAS4B7				
G2LAS4B8				
G2LAS4B9				
G2LAS4B10				
G2LAS4B11				
G2LAS4B12				
G2LAS4B13				
G2LAS4B14				
G2LAS5B1				
G2LAS5B2				
G2LAS5B3				

<b>Standards/Benchmarks</b>	<b>School Based Test</b>	<b>District Test</b>	<b>GLAT</b>	<b>Instructional Materials</b>
G2LAS6B1				
G2LAS6B2				
G2LAS6B3				
G2LAS6B4				
G2LAS6B5				
G2LAS6B7				

**STANDARD ONE:** Communicates thoughts and feelings by listening and speaking

#	Benchmark	Semester in which Mastery Achieved
G2LAS1B1	Communicates messages and follows basic instructions and directions (e.g., follows simple instructions in order to complete a specific activity, gives oral reports)	
G2LAS1B2	Asks questions about the immediate environment and offers personal opinions	
G2LAS1B3	Listens and responds to a variety of media (e.g., books, audio-tapes, videos)	
G2LAS1B4	Identifies differences between language used at home and language used in school	
G2LAS1B5	Distinguishes characteristics of sounds	
G2LAS1B6	Identifies and uses vocal characteristics and gestures that influence the meaning of oral language (e.g., voice level, phrasing, and intonation)	

**STANDARD TWO:** Makes sense of a variety of written materials (including literary and informational texts) by using developmentally appropriate reading strategies

#	Benchmark	Semester in which Mastery Achieved
G2LAS2B1	Reads a variety of simple written materials (e.g., pattern books on specific themes, stories, chart stories, poems, interactive software) for different purposes (e.g., recalls the sequence of events in a story or poem, the main idea and significant details, predicts story outcome)	
G2LAS2B2	Reads aloud in a way that communicates the meaning	
G2LAS2B3	Reads independently, using reading strategies appropriate for this grade level (***e.g., classifies and categorises pictures, words and concepts, uses context clues to gain meaning of unknown words, arranges pictures and	

#	Benchmark	Semester in which Mastery Achieved
	the events of stories in order, locates details that recall specific information from a selection, identifies the main idea of a familiar story, identifies information presented in a story to draw conclusions, predicts possible outcome of a selection using story characters, determines cause and effect relationships)	
G2LAS2B4	Expresses clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to his/her own knowledge and experience	
G2LAS2B5	Demonstrates knowledge of letter-sound relationships when reading (e.g., identifies the sounds associated with long/short vowels, identifies the sounds associated with consonant blends, identifies the sounds associated with consonant digraphs)	
G2LAS2B6	Identifies and explores favourite authors, illustrators and titles of children's literature (fairy/folk tales, poetry, and plays), including those by Bahamian authors	
G2LAS2B7	Interprets literature through a variety of activities including writing, art, music, and drama)	
G2LAS2B8	Demonstrates ability to use textbooks as study tools to gain information	

**STANDARD THREE:** Demonstrates competence in the general skills and strategies of the writing process.

#	Benchmark	Semester in which Mastery Achieved
G2MS3B1	Writes sentences using given objects (e.g., picture) as stimuli	
G2MS3B2	Produces short pieces of writing using simple forms (***e.g., descriptive paragraph, narrative paragraph, simple message, directions, informative report, a 'How To' paragraph, daily journal	

	entries, simple book report, simple class poem)	
G2MS3B3	Edits his/her work and that of his/her peers	
G2MS3B4	Communicates ideas (thoughts, feelings, experiences) for specific purposes (e.g., writes a paragraph describing a trip to the Family Island for classmates)	
G2MS3B5	Organises ideas in a logical sequence (e.g., writes stories that have a beginning, middle, and end)	
G2MS3B6	Uses some materials from other media (e.g., collage) to enhance his/her writing	
G2MS3B7	Revises and edits written work, focusing on specific features (e.g., sequence of ideas), with assistance from the teacher)	
G2MS3B8	Uses and spells correctly the vocabulary appropriate for this grade level	

**STANDARD FOUR:** Uses grammatical and mechanical conventions in written compositions

#	Benchmark	Semester in which Mastery Achieved
G2LAS4B1	Identifies and uses articles ‘a’, ‘an’ and ‘the’ correctly	
G2LAS4B2	Uses contractions correctly in written compositions	
G2LAS4B3	Uses the past tense appropriately in written compositions	
G2LAS4B4	Develops sentences in which subjects and verbs agree	
G2LAS4B5	Uses correct verb forms in written compositions	
G2LAS4B6	Uses and spells correctly the vocabulary appropriate for this grade level	
G2LAS4B7	Uses correctly the conventions (spelling, grammar, punctuation, etc.)	

#	Benchmark	Semester in which Mastery Achieved
	specified for this grade level	
G2LAS4B8	Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade-level list; uses a dictionary and other resources to spell words)	
G2LAS4B9	Uses conventions of punctuation in written compositions (e.g., uses periods after declarative sentences, uses questions marks after interrogative sentences, uses commas in a series of words)	
G2LAS4B10	Identifies and writes lower and upper case letters in manuscript	
G2LAS4B11	Leaves appropriate spacing between letters and words	
G2LAS4B12	Writes sentences using proper formation	
G2LAS4B13	Identifies and writes numbers	
G2LAS4B14	Identifies and writes given punctuation marks	

**STANDARD FIVE:** Gathers and uses information for research purposes

#	Benchmark	Semester in which Mastery Achieved
G2LAS5B1	Generates questions about topics of personal interest	
G2LAS5B2	Identifies basic/simple similarities and differences between persons, places, things, and events	
G2LAS5B3	Describes and compares things in terms of number, shape, texture, size, weight, colour, motion, sound, and behaviour	

**STANDARD SIX:** Uses a variety of media (e.g. computer software, DVD's, CD's) to communicate information

#	Benchmark	Term in which Mastery Achieved
G2LAS6B1	Uses some materials from other media (e.g., computer clip-art) to enhance their writing	
G2LAS6B2	Views, read, and listens to media works to obtain information and to complete assigned tasks (e.g., identifies the message on a safety cartoon; knows what road signs mean)	
G2LAS6B3	Arranges still pictures and/or photographs in a sequence to create his/her own stories	
G2LAS6B4	Distinguishes between real life and life depicted in animated works (e.g., television cartoons, films)	
G2LAS6B5	Creates some simple media works (e.g., record sounds for a story)	
G2LAS6B7	Knows basic distinctions among computer software programs, such as word processors, special purpose programs, and games	

**GRADE TWO END OF TERM TEST ITEM ALIGNMENT WITH STANDARDS  
AND BENCHMARKS**

<b>Standards/Benchmarks</b>	<b>TEST ITEM (S) IDENTIFIED BY SECTION (A, B, C, etc.) AND NUMBER (1, 2, 3,)</b>
G2LAS1B1	
G2LAS1B2	
G2LAS1B3	
G2LAS1B4	
G2LAS1B5	
G2LAS1B6	
G2LAS2B1	
G2LAS2B2	
G2LAS2B3	
G2LAS2B4	
G2LAS2B5	
G2LAS2B6	
G2LAS2B7	
G2LAS2B8	
G2LAS3B1	
G2LAS3B2	
G2LAS3B3	
G2LAS3B4	
G2LAS3B5	
G2LAS3B6	
G2LAS3B7	
G2LAS3B8	
G2LAS4B1	
G2LAS4B2	
G2LAS4B3	
G2LAS4B4	
G2LAS4B5	
G2LAS4B6	
G2LAS4B7	
G2LAS4B8	
G2LAS4B9	
G2LAS4B10	
G2LAS4B11	
G2LAS4B12	
G2LAS4B13	
G2LAS4B14	
G2LAS5B1	
G2LAS5B2	
G2LAS5B3	

<b>Standards/Benchmarks</b>	<b>TEST ITEM (S) IDENTIFIED BY SECTION (A, B, C, etc.) AND NUMBER (1, 2, 3,)</b>
G2LAS6B1	
G2LAS6B2	
G2LAS6B3	
G2LAS6B4	
G2LAS6B5	
G2LAS6B7	

**GRADE THREE: LANGUAGE ARTS CONTENT AND PROCESS STANDARDS AND BENCHMARKS** (Aligned with standards of the MOES T, the Ontario Model, Project 2061 Model, the McRel Model: Kendal, J.S. & Marzan. R. J., and the assessment tools SESAT 2 and the CEC Kindergarten Third Term District Examination)

Although all the skills within strands are important, no greater responsibility exists for educators of students in pre- kindergarten through grade three than to ensure that each student in their care leaves the third grade able to read fluently, effortlessly, independently, and enthusiastically. The period spanning kindergarten through grade 3 is the most critical for instruction in the language arts. During that time students acquire the foundational skills needed for later academic, social, and economic success. By the end of the third grade, students should be able to (1) read complex word forms accurately and fluently in connected texts and decode multisyllabic words independently; (2) read grade-level narrative and expository texts and recall sequence, main ideas, and supporting details; and (3) write compositions that describe familiar events and experiences and construct complete, correct sentences to communicate their ideas. In addition, they should be able not only to respond to questions but also to make well-organized oral presentations centered on major points of information. As a result of their new skills, they are beginning to enjoy the richness of ideas expressed in books. Achievement of those skills by the end of the third grade is the goal for all students. Students achieve those skills by building on a progression of carefully specified and strategically sequenced content standards and instruction that begins in kindergarten.

**STANDARD ONE:** Communicates thoughts and feelings by listening and speaking

#	Benchmark
G3LAS1B1	Communicates messages, and follows and gives directions for a variety of activities and events (e.g., listens to, recalls and delivers messages, reports on group talks)
G3LAS1B2	Listens to discussions and asks questions to clarify meaning (e.g., asks and answers questions in complete sentences, makes judgments based on what he/she has heard)
G3LAS1B3	Applies the rules for working with others
G3LAS1B4	Views, reads, and listens to media works that convey messages or information and talks about what he/she has learned
G3LAS1B5	Creates a variety of simple media works
G3LAS1B6	Uses the conventions (e.g., sentence structure, vocal characteristics and gestures) of oral language, and of the various media, that are appropriate to the grade level

**STANDARD TWO:** Makes sense of a variety of written materials (including literary and informational texts) by using developmentally appropriate reading strategies

#	Benchmark
G3LAS2B1	Uses conventions of written materials to help him/her understand and use the materials (**e.g., uses a table of contents, locates words in a children's dictionary/glossary)
G3LAS2B2	Identifies sound-symbol relationships when reading new words (e.g., sounds associated with different vowels when decoding words, sounds of digraphs in oral and written work)
G3LAS2B3	Demonstrates an understanding of story elements (e.g., locates main idea and supporting details stated or implied in a selection, arranges the events of a story in order, uses appropriate reading strategies to clarify meaning of the printed text (**e.g., identifies cause and effect relationships in a selection, uses clues from information presented in a text to draw conclusions, makes inferences based on what they have read, makes predictions before and/or after reading a selection)
G3LAS2B4	Explains information gained from non-print media such as film, television, internet, video and radio
G3LAS2B5	Classifies books into fiction and non-fiction
G3LAS2B6	Reads a variety of fiction and non-fiction materials (e.g., chapter books, children's reference books) for different purposes
G3LAS2B7	Reads aloud, speaking clearly and with expression
G3LAS2B8	Expresses clear responses to written materials, relating the ideas in them to his/her own knowledge and experience and to ideas in other materials that he/she has read
G3LAS2B9	Selects material that he/she needs from a variety of sources

**STANDARD THREE:** Demonstrates competence in the general skills and strategies of the writing process.

#	Benchmark
G3LAS3B1	Retells stories, demonstrating an understanding of basic story structure and including information about characters, action, and story ending (**e.g., predicts story outcome, recalls the sequence of events of a story, listens to a story or poem and recalls main ideas or significant details)
G3LAS3B2	Talks about characters and situations in stories, and information and ideas in non-fiction materials
G3LAS3B3	Communicates ideas and information for specific purposes and to specific audiences (e.g., write a notice for a local newspaper,

#	Benchmark
	website, or television advertising an upcoming school event)
G3LAS3B4	Writes materials that show a growing ability to express their points of view and to reflect on his/her own experiences (e.g., daily journal entries)
G3LAS3B5	Organises information into short paragraphs that contain a main idea and related details (e.g., writes narrative and expository paragraphs illustrating knowledge of topic sentence)
G3LAS3B6	Begins to use compound sentences and sentences of varying length
G3LAS3B7	Produces pieces of writing using a variety of forms (e.g., simple research reports, informal letter using the correct format, original story based on a given topic/picture, report giving specific information, paragraph using persuasive language, poem, cause and effect paragraph)
G3LAS3B8	Uses materials from other media (e.g., sketches) to enhance his/her writing
G3LAS3B9	Uses and spells correctly the vocabulary appropriate for this grade level
G3LAS3B10	Uses correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level
G3LAS3B11	Uses prewriting strategies to plan written work (e.g., discusses ideas with peers, draws pictures to generate ideas, writes key thoughts and questions, rehearses ideas, records reactions and observations)
G3LAS3B12	Uses strategies to draft and revise written work (e.g., rereads; rearranges words, sentences, and paragraphs to improve or clarify meaning; varies sentence type; adds descriptive words and details; deletes extraneous information; incorporates suggestions from peers and teachers; sharpens the focus)

**STANDARD FOUR:** Uses grammatical and mechanical conventions in written compositions

#	Benchmark
G3LAS4B1	Uses Standard English in all subject areas
G3LAS4B2	Correctly constructs simple sentences and builds sentences of other levels
G3LAS4B3	Capitalizes first word of sentences, proper nouns, pronoun “I” , titles and initials
G3LAS4B4	
G3LAS4B5	Expands sentences using various methods (e.g., ***identifies and uses conjunctions, **uses exclamatory and imperative

#	<b>Benchmark</b>
	sentences, **uses coordinating conjunctions—linking ideas using connecting words)
G3LAS4B6	Uses appropriate language in written work to express emotions
G3LAS4B7	Reads work produced by himself/herself, peers and media, lists errors found and corrects them
G3LAS4B8	Identifies and distinguishes between action verbs and linking verbs
G3LAS4B9	Identifies and uses pronouns correctly in oral and written sentences
G3LAS4B10	Identifies the complete subject and the complete predicate in a sentence
G3LAS4B11	Identifies and uses adverbs correctly
G3LAS4B12	Distinguishes between singular and plural possessive nouns/pronouns
G3LAS4B13	Uses conventions of punctuation in written compositions (e.g., uses periods after imperative sentences and in initials, abbreviations, and titles before names; ***uses the comma in dates, parts of a letter and in a series; uses apostrophes in contractions and possessive nouns; uses quotation marks around titles and with direct quotations; uses a colon between hour and minutes)
G3LAS4B14	Identifies and corrects run-on sentences
G3LAS4B15	Identifies and use homophones
G3LAS4B16	Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade-level list; uses a dictionary and other resources to spell words)
G3LAS4B17	Uses conventions of capitalization in written compositions (e.g., titles of people; proper nouns [names of settlements/towns, islands/cities, and counties; days of the week; months of the year; names of streets; names of countries; holidays]; first word of direct quotations; heading, salutation, and closing of a letter)
G3LAS4B18	Writes given words in alphabetical order
G3LAS4B19	Writes sentences containing contractions
G3LAS4B20	Revises formation of all manuscript letters (e.g., copies class poems in manuscript; writes list of favourite books in manuscript writes important information from various subject areas)

**STANDARD FIVE: Gathers and uses information for research purposes**

#	Benchmark
G3LAS5B1	Identifies the similarities and differences between persons, places, things, and events using concrete criteria
G3LAS5B2	Uses books to gather information for research topics (e.g., uses table of contents, examines pictures and charts)
G3LAS5B3	Uses a variety of strategies to identify topics to investigate (e.g., brainstorm, lists questions, uses idea webs)
G3LAS5B4	Uses dictionaries to gather information for research topics
G3LAS5B5	Compiles information into written reports or summaries

**STANDARD SIX: Uses a variety of media (e.g. computer software, tapes, CD's) to communicate information**

#	Benchmark
G3LAS6B1	Views, reads, and listens to media works to obtain information and to complete assigned tasks (e.g., views or reads the weather reports on television or in the newspaper)
G3LAS6B2	Distinguishes between a commercial and a programme (e.g., on the radio or television) and between an advertisement and an article (e.g., in a magazine or newspaper)
G3LAS6B3	Identifies different technologies (e.g., television, radio, the Internet, CD-ROMs and recorders, e-book readers, MP3 players ) and understand that they serve different functions
G3LAS6B4	Creates some simple media works (e.g., designs an advertisement for a toy)
G3LAS6B5	Knows proper finger placement on the home row keys
G3LAS6B6	Types on a computer keyboard, using correct hand and body positions
G3LAS6B7	Understands that when an individual creates something on a computer, the created work is that person's property, and only that person has the right to change it
G3LAS6B8	Knows the basic functions of hardware (e.g., keyboard and mouse provide input; printer and monitor provide output; storage devices - flash key ; the CPU processes information)

**GRADE THREE STANDARDS AND BENCHMARKS TRACKING TEMPLATE**  
 (Check the box in which the S/B appears as a tested item)

<b>Standards/Benchmarks</b>	<b>School Based Test</b>	<b>District Test</b>	<b>GLAT</b>	<b>Instructional Materials</b>
G3LAS1B1				
G3LAS1B2				
G3LAS1B3				
G3LAS1B4				
G3LAS1B5				
G3LAS1B6				
G3LAS2B1				
G3LAS2B2				
G3LAS2B3				
G3LAS2B4				
G3LAS2B5				
G3LAS2B6				
G3LAS2B7				
G3LAS2B8				
G3LAS2B9				
G3LAS3B1				
G3LAS3B2				
G3LAS3B3				
G3LAS3B4				
G3LAS3B5				
G3LAS3B6				
G3LAS3B7				
G3LAS3B8				
G3LAS3B9				
G3LAS3B10				
G3LAS3B11				
G3LAS3B12				
G3LAS4B1				
G3LAS4B2				
G3LAS4B3				
G3LAS4B4				
G3LAS4B5				
G3LAS4B6				
G3LAS4B7				
G3LAS4B8				
G3LAS4B9				
G3LAS4B10				
G3LAS4B11				
G3LAS4B12				

<b>Standards/Benchmarks</b>	<b>School Based Test</b>	<b>District Test</b>	<b>GLAT</b>	<b>Instructional Materials</b>
G3LAS4B13				
G3LAS4B14				
G3LAS4B15				
G3LAS4B16				
G3LAS4B17				
G3LAS4B18				
G3LAS4B19				
G3LAS4B20				
G3LAS5B1				
G3LAS5B2				
G3LAS5B3				
G3LAS5B4				
G3LAS5B5				
G3LAS6B1				
G3LAS6B2				
G3LAS6B3				
G3LAS6B4				
G3LAS6B5				
G3LAS6B6				
G3LAS6B7				
G3LAS6B8				

**STANDARD ONE:** Communicates thoughts and feelings by listening and speaking

#	Benchmark	Semester in which Mastery Achieved
G3LAS1B1	Communicates messages, and follows and gives directions for a variety of activities and events (e.g., listens to, recalls and delivers messages, reports on group talks)	
G3LAS1B2	Listens to discussions and asks questions to clarify meaning (e.g., asks and answers questions in complete sentences, makes judgments based on what he/she has heard)	
G3LAS1B3	Applies the rules for working with others	
G3LAS1B4	Views, reads, and listens to media works that convey messages or information and talks about what he/she has learned	
G3LAS1B5	Creates a variety of simple media works	
G3LAS1B6	Uses the conventions (e.g., sentence structure, vocal characteristics and gestures) of oral language, and of the various media, that are appropriate to the grade level	

**STANDARD TWO:** Makes sense of a variety of written materials (including literary and informational texts) by using developmentally appropriate reading strategies

#	Benchmark	Semester in which Mastery Achieved
G3LAS2B1	Uses conventions of written materials to help him/her understand and use the materials (**e.g., uses a table of contents, locates words in a children's dictionary/glossary)	
G3LAS2B2	Identifies sound-symbol relationships when reading new words (e.g., sounds associated with different vowels when decoding words, sounds of digraphs in oral and written work)	
G3LAS2B3	Demonstrates an understanding of story elements (e.g., locates main idea and	

#	Benchmark	Semester in which Mastery Achieved
	supporting details stated or implied in a selection, arranges the events of a story in order, uses appropriate reading strategies to clarify meaning of the printed text (**e.g., identifies cause and effect relationships in a selection, uses clues from information presented in a text to draw conclusions, makes inferences based on what they have read, makes predictions before and/or after reading a selection)	
G3LAS2B4	Explains information gained from non-print media such as film, television, video and radio	
G3LAS2B5	Classifies books into fiction and non-fiction	
G3LAS2B6	Reads a variety of fiction and non-fiction materials (e.g., chapter books, children's reference books) for different purposes	
G3LAS2B7	Reads aloud, speaking clearly and with expression	
G3LAS2B8	Expresses clear responses to written materials, relating the ideas in them to his/her own knowledge and experience and to ideas in other materials that he/she has read	
G3LAS2B9	Selects material that he/she needs from a variety of sources	

**STANDARD THREE:** Demonstrates competence in the general skills and strategies of the writing process.

#	Benchmark	Semester in which Mastery Achieved
G3LAS3B1	Retells stories, demonstrating an understanding of basic story structure and including information about characters, action, and story ending (**e.g., predicts story outcome, recalls the sequence of events of a story, listens to a story or poem and recalls main ideas or significant	

#	Benchmark	Semester in which Mastery Achieved
	details)	
G3LAS3B2	Talks about characters and situations in stories, and information and ideas in non-fiction materials	
G3LAS3B3	Communicates ideas and information for specific purposes and to specific audiences (e.g., write a notice for a local newspaper advertising an upcoming school event)	
G3LAS3B4	Writes materials that show a growing ability to express their points of view and to reflect on his/her own experiences (e.g., daily journal entries)	
G3LAS3B5	Organizes information into short paragraphs that contain a main idea and related details (e.g., writes narrative and expository paragraphs illustrating knowledge of topic sentence)	
G3LAS3B6	Begins to use compound sentences and sentences of varying length	
G3LAS3B7	Produces pieces of writing using a variety of forms (e.g., simple research reports, informal letter using the correct format, original story based on a given topic/picture, report giving specific information, paragraph using persuasive language, poem, cause and effect paragraph)	
G3LAS3B8	Uses materials from other media (e.g., sketches) to enhance his/her writing	
G3LAS3B9	Uses and spells correctly the vocabulary appropriate for this grade level	
G3LAS3B10	Uses correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level	
G3LAS3B11	Uses prewriting strategies to plan written work (e.g., discusses ideas with peers, draws pictures to generate ideas, writes key thoughts and questions, rehearses ideas, records reactions and observations)	
G3LAS3B12	Uses strategies to draft and revise written work (e.g., rereads; rearranges	

#	Benchmark	Semester in which Mastery Achieved
	words, sentences, and paragraphs to improve or clarify meaning; varies sentence type; adds descriptive words and details; deletes extraneous information; incorporates suggestions from peers and teachers; sharpens the focus)	

**STANDARD FOUR:** Uses grammatical and mechanical conventions in written compositions

#	Benchmark	Semester in which Mastery Achieved
G3LAS4B1	Uses Standard English in all subject areas	
G3LAS4B2	Correctly constructs simple sentences and builds sentences of other levels	
G3LAS4B3	Capitalizes first word of sentences, proper nouns, pronoun “I” , titles and initials	
G3LAS4B4		
G3LAS4B5	Expands sentences using various methods (e.g., ***identifies and uses conjunctions, **uses exclamatory and imperative sentences, **uses co-ordinating conjunctions—linking ideas using connecting words)	
G3LAS4B6	Uses appropriate language in written work to express emotions	
G3LAS4B7	Reads work produced by himself/herself, peers and media, lists errors found and corrects them	
G3LAS4B8	Identifies and distinguishes between action verbs and linking verbs	
G3LAS4B9	Identifies and uses pronouns correctly in oral and written sentences	
G3LAS4B10	Identifies the complete subject and the complete predicate in a sentence	
G3LAS4B11	Identifies and uses adverbs correctly	
G3LAS4B12	Distinguishes between singular and plural possessive nouns/pronouns	
G3LAS4B13	Uses conventions of punctuation in written compositions (e.g., uses	

#	Benchmark	Semester in which Mastery Achieved
	periods after imperative sentences and in initials, abbreviations, and titles before names; ***uses the comma in dates, parts of a letter and in a series; uses apostrophes in contractions and possessive nouns; uses quotation marks around titles and with direct quotations; uses a colon between hour and minutes)	
G3LAS4B14	Identifies and corrects run-on sentences	
G3LAS4B15	Identifies and use homophones	
G3LAS4B16	Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade-level list; uses a dictionary and other resources to spell words)	
G3LAS4B17	Uses conventions of capitalization in written compositions (e.g., titles of people; proper nouns [names of settlements/towns, islands/cities, and counties; days of the week; months of the year; names of streets; names of countries; holidays]; first word of direct quotations; heading, salutation, and closing of a letter)	
G3LAS4B18	Writes given words in alphabetical order	
G3LAS4B19	Writes sentences containing contractions	
G3LAS4B20	Revises formation of all manuscript letters (e.g., copies class poems in manuscript; writes list of favourite books in manuscript writes important information from various subject areas)	

**STANDARD FIVE:** Gathers and uses information for research purposes

#	Benchmark	Semester in which Mastery Achieved
G3LAS5B1	Identifies the similarities and differences between persons, places, things, and events using concrete criteria	
G3LAS5B2	Uses books to gather information for research topics (e.g., uses table of contents, examines pictures and charts)	
G3LAS5B3	Uses a variety of strategies to identify topics to investigate (e.g., brainstorm, lists questions, uses idea webs)	
G3LAS5B4	Uses dictionaries to gather information for research topics	
G3LAS5B5	Compiles information into written reports or summaries	

**STANDARD SIX:** Uses a variety of media (e.g. computer software, DVD's, CD's) to communicate information

#	Benchmark	Semester in which Mastery Achieved
G3LAS6B1	Views, reads, and listens to media works to obtain information and to complete assigned tasks (e.g., views or reads the weather reports on television or in the newspaper)	
G3LAS6B2	Distinguishes between a commercial and a programme (e.g., on the radio or television) and between an advertisement and an article (e.g., in a magazine or newspaper)	
G3LAS6B3	Identifies different technologies (e.g., television, radio, the Internet, CD-ROMs, and recorders) and understand that they serve different functions	
G3LAS6B4	Creates some simple media works (e.g., designs an advertisement for a toy)	
G3LAS6B5	Knows proper finger placement on the home row keys	
G3LAS6B6	Types on a computer keyboard, using correct hand and body positions	

#	Benchmark	Semester in which Mastery Achieved
G3LAS6B7	Understands that when an individual creates something on a computer, the created work is that person's property, and only that person has the right to change it	
G3LAS6B8	Knows the basic functions of hardware (e.g., keyboard and mouse provide input; printer and monitor provide output; hard and floppy disk provide storage; the CPU processes information)	

**GRADE THREE END OF TERM TEST ALIGNMENT WITH STANDARDS AND BENCHMARKS**

<b>Standards/Benchmarks</b>	<b>TEST ITEM (S) IDENTIFIED BY SECTION (A, B, C, etc.) AND NUMBER (1, 2, 3,)</b>
G3LAS1B1	
G3LAS1B2	
G3LAS1B3	
G3LAS1B4	
G3LAS1B5	
G3LAS1B6	
G3LAS2B1	
G3LAS2B2	
G3LAS2B3	
G3LAS2B4	
G3LAS2B5	
G3LAS2B6	
G3LAS2B7	
G3LAS2B8	
G3LAS2B9	
G3LAS3B1	
G3LAS3B2	
G3LAS3B3	
G3LAS3B4	
G3LAS3B5	
G3LAS3B6	
G3LAS3B7	
G3LAS3B8	
G3LAS3B9	
G3LAS3B10	
G3LAS3B11	
G3LAS3B12	
G3LAS4B1	
G3LAS4B2	
G3LAS4B3	
G3LAS4B4	
G3LAS4B5	
G3LAS4B6	
G3LAS4B7	
G3LAS4B8	
G3LAS4B9	
G3LAS4B10	
G3LAS4B11	
G3LAS4B12	
G3LAS4B13	

Standards/Benchmarks	TEST ITEM (S) IDENTIFIED BY SECTION (A, B, C, etc.) AND NUMBER (1, 2, 3,)
G3LAS4B14	
G3LAS4B15	
G3LAS4B16	
G3LAS4B17	
G3LAS4B18	
G3LAS4B19	
G3LAS4B20	
G3LAS5B1	
G3LAS5B2	
G3LAS5B3	
G3LAS5B4	
G3LAS5B5	
G3LAS6B1	
G3LAS6B2	
G3LAS6B3	
G3LAS6B4	
G3LAS6B5	
G3LAS6B6	
G3LAS6B7	
G3LAS6B8	

## GENERAL OVERVIEW GRADES 4-6

According to the Reading and Language Arts Framework for California Public Schools, The standards for Grades 4-6 are expansive, revealing the important and weighty transitions in knowledge and skills expected of all students after the primary grades. The first significant transition for students occurs when they move from the stage popularly referred to as learning to read in kindergarten through grade three to that of reading to learn in grade four (National Center to Improve the Tools of Educators 1997).

Emphasis on subject-matter reading begins to exert its full force on all students at this stage as they begin to study social studies and science. The stages of learning to read and reading to learn help establish a further stage that extends through grade six. That stage is perhaps best characterized as reading and learning for life, during which students begin to grapple with the full and complex range of lifelong language and literacy skills. The expectations reach far beyond the stages of learning to read and reading to learn to knowing what is important and why. Students will not be able to grasp those important advanced skills and experiences if they are still struggling to decipher the alphabetic writing system. Therefore, the important transitions to engagement with more complex informational text in print and electronic form should not detract from the continuing importance of ensuring that all students are competent and fluent readers in grades four through six.

A priority in the reading domain for each of the grades in the four through six cluster is ensuring that students are able to read aloud narrative and expository text fluently and accurately. To do so, students must continue to recognize increasingly complex words accurately and automatically in grade-level-appropriate narrative and expository text ranging from classical literature to on-line information. In addition, they must continue to develop their vocabulary knowledge and skills in more sophisticated ways, such as analyzing idioms, analogies, metaphors, and similes to infer literal and figurative meanings of phrases and understanding historical influences on the meanings of English words.

Students must also learn to write clear, coherent, and focused essays and conduct multiple-step information searches as part of the research process, using the learning resources and technology in the library media center and the classroom. In grades five and six, students extend their writing applications as they compose narrative, expository, persuasive, and descriptive texts of at least 500 words each. They are expected to use correct conventions in writing as they express their newly found knowledge and understanding and to exhibit increasing sophistication in sentence structure, grammar, punctuation, capitalization, and spelling.

The strands for grades four through six are the same as those for kindergarten through grade three except for a change of emphasis. The introduction of new emphases, however, does not diminish the importance of some well-established strands, such as word analysis, fluency, and systematic vocabulary development, which continues to be a

central strand in grades four through six. This focus recognizes the fundamental importance to reading comprehension of skillful and fluent decoding. *If students in grades four through six are unable to comprehend the complexities of narrative and expository text, a highly probable source of the problem is inability to decode words accurately and fluently.* Therefore, word recognition activities and fluency practice for students who continue to struggle with the alphabetic writing system continue to be critical in this grade span.

A primary focus in grades four through six is having students learn words and concepts. Students study the origins, derivations, and use of words over time and in different types of text. Although extensive independent reading is the primary means of increasing vocabulary knowledge, many children need direct instruction in word-learning strategies to develop their vocabularies and enhance their ability to learn new words while reading. Because vocabulary knowledge is not acquired genetically or without extensive and sustained engagement with print, the classroom environment, instruction, and extensive opportunities to read are essential. Vocabulary knowledge, which typically doubles during grades four through eight, is a direct result of how much a student reads. The more a student reads, the more the vocabulary knowledge increases. For example, students who read one-half million to one million words of running text generally learn approximately 3,000 new words per year. Voracious readers—those who read five million or more words of running text per year—in the middle school years will obviously learn more than 3,000 new words.

The goal by the sixth grade is that students independently read close to one million words of running text annually. Therefore, the process and benefits of independent reading must be instilled and reinforced from the fourth grade forward if students are to attain that goal. Ours is an age in which teachers can encourage independent reading through a variety of strategies. Access to outstanding age appropriate multicultural literature as well as a variety of print and electronic informational materials in school and in public libraries is important for all students, particularly for those who do not have reading material at home.

Other standards extended and emphasized in grades four through six include:

- Use of the research process and a variety of learning resources and technologies in the school library, classrooms, the community, and the home as tools and strategies for preparing various types of documents, reports, and presentations
- Writing applications in a full range of text structures, including narratives, biographies, autobiographies, short stories, responses to literature, research reports, persuasive compositions, technical documents, and documents related to career development
- Speaking applications that require students to deliver well-organized formal presentations employing traditional rhetorical strategies
- Literary forms and devices that help to define and clarify an author's ideas, purpose, tone, point of view, and intentions.

Students who have not become fluent readers by the end of the third grade can and must still be taught to become successful readers. However, the evidence and message are

clear: without systematic and explicit instruction in the alphabetic code, little chance exists of their ever catching up (Felton and Pepper 1995). Reasons for students failing to learn to read in the upper elementary school, middle school, and high school grades include the following (Greene 1998):

- Instructional materials in grades four and above contain too many unfamiliar words, making the text unmanageable for struggling readers.
- Text in grades four and above contains complex word types and phonic elements that exceed learners' current skills.
- Word-recognition efforts drain cognitive resources, leaving little for comprehension.
- The sentence and text structures are complex (e.g., parenthetical elements, passive voice), making comprehension more difficult.
- Teachers of middle school and high school students have often not been taught how to teach students to read.

The problems experienced by students in grades four and above who continue to struggle with the alphabetic code are difficult if not impossible to overcome with the traditional curriculum. What is known about students who do not learn to read easily is that they need explicit, carefully designed instruction in the alphabetic code. What differs from the traditional curriculum is that these students no longer have three or four years to learn to read, making the curricular requirements all the more important. Some strategic interventions that must be made to alter the learning patterns of students who have not yet learned to read are to:

1. Adopt a program of documented effectiveness that teaches students the fundamentals of systematic decoding and sequentially extends their abilities to read and write more complicated word types and text structures. The early curriculum should include research-based components: phonemic awareness, alphabetic understanding (e.g., letter-sound correspondences); phonological recoding (decoding and encoding); reading accuracy and fluency; vocabulary; and comprehension (Greene 1998). The curriculum should progress to more complex word-recognition skills.
2. Administer measures of assessment and assign to students the materials and programs that will enable them to read successfully (with 90 to 95 percent accuracy).
3. Design and schedule special instruction to maximize resources. One-on one instruction by a qualified teacher, although desirable, is often not affordable. Identify small groups of students who are at similar levels of ability and schedule instruction for those groups.
4. Schedule a sufficient amount of time for reading instruction and protect that time. Struggling readers in grades four through six should receive at least two hours of language arts instruction each day.
5. Monitor student progress and adjust the instruction and time allocations accordingly. The proficiency of all students in the fundamental areas of reading, including word recognition, fluency, academic language, and comprehension strategies, must be determined. Once students have mastered the code, they may need additional assistance

in a number of areas. Some who have reading difficulties at these grade levels may have rudimentary skills in word recognition but need practice in developing fluency. Others may be reasonably proficient in word recognition and fluency but need support to develop the vocabulary and background information they need to understand more advanced expository and narrative text. Still others may need explicit instruction in comprehension strategies to help them in their understanding and analysis of text. Many students need encouragement and structures to read independently outside class so that they can strengthen all aspects of their reading development. Students with diagnosed needs in word recognition and fluency will require the most intensive interventions in grades four through six. However, teachers in self contained classrooms and content areas can assist in a number of ways those readers who may not require the most intensive interventions but still need to improve their reading ability substantially. They can assist those readers by

- (1) scheduling opportunities for practice in developing fluency, providing age appropriate materials that match the students' instructional levels;
- (2) providing vocabulary and information needed to understand literary readings and textbook chapters;
- (3) teaching strategies directly for comprehending different forms of text; and
- (4) organizing opportunities for independent reading both in class and at home.

**GRADE FOUR: LANGUAGE ARTS CONTENT AND PROCESS STANDARDS AND BENCHMARKS**(Aligned with standards of the MOES T, the Ontario Model, Project 2061 Model, the McRel Model: Kendal, J.S. & Marzan. R. J., and the assessment tools SESAT 2 and the CEC Kindergarten Third Term District Examination)

The fourth-grade content standards collectively represent an important transformation for students. When students advance from the third grade to the fourth grade, they make a critical transition from learning to read to reading to learn in subject-matter content. This changeover requires students to be fluent and automatic readers by the end of the third grade so that they are prepared to read and comprehend complex narrative and expository texts in such content areas as history–social science and science. An instructional priority for grades four through six is a continuing focus on ensuring that all students are able to read fluently and accurately. In addition, students are beginning a technological adventure of acquiring a new set of skills, such as basic keyboarding and familiarity with computer terminology.

The following, taken from the Reading and Language Arts Framework for California Public Schools, is a summary of the competencies which are taught at this level and reflected in the standards and benchmarks listed below.

In the fourth grade students should:

1. listen critically and respond appropriately to oral communications.
2. ask thoughtful questions
3. summarize major ideas,
4. use supporting evidence to substantiate conclusions,
5. identify how language usages reflect regional and cultural differences
6. give precise directions and instructions.
7. during their delivery of oral communications, present effective introductions and conclusions; use traditional structures for conveying information; emphasize points that make clear to listeners or viewers the important ideas and concepts; and employ details, anecdotes, examples, volume, pitch, phrasing, pace, modulation, and gestures to explain, clarify, or enhance meaning.
8. evaluate the role of the news media in focusing attention on events and in forming opinions on issues
9. use speaking strategies to make narrative and informational presentations. Such strategies would involve ability to relate ideas, frame a key question, provide a context for listeners to imagine an event or experience, provide insight into why a selection is memorable, and incorporate more than one source of information.
10. deliver oral summaries of articles and books
11. recite brief poems, soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.

In the fourth grade teachers should:

1. emphasize the linkages between the students' experiences in reading and composing different types of text structures and making oral presentations from those texts. For example, compositions that students have written can be used to create outlines they will work from in their oral presentations.

2. provide an ample number of model presentations in which specific elements (e.g., volume, pace, gestures) are demonstrated. The models should focus on a few elements at a time rather than introduce all elements at once.

To help students integrate mastery of standards across domains, a teacher can have the students do the following:

1. Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.
2. Use knowledge of root words to determine the meaning of unknown words within a passage and use the words in written compositions.
3. Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment) and in a range of contexts.
4. Make connections between the main events of the plot, their causes, and the influence of each event on future actions.
5. Answer questions about their knowledge of the situation and setting and of a character's traits and motivations to determine the causes of the character's actions.
6. Make connections between the focus of a composition, its organizational structure, and its point of view according to purpose, audience, length, and format.
7. Create multiple-paragraph compositions.
8. Complete writing and oral assignments in the language arts that provide opportunities to attain content standards simultaneously in social studies, science, mathematics and special subject areas.

**STANDARD ONE:** Communicates thoughts and feelings by listening and speaking

#	Benchmark
G4LAS1B1	Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings on a variety of topics and responds appropriately to the questions of others.
G4LAS1B2	Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
G4LAS1B3	Identify how language usages (e.g., sayings, expressions, non-verbal cues) reflect regions and cultures and identifies specific ways in which language is used in real-life situations (e.g., buying something from a shopkeeper, requesting something from a parent, arguing with a sibling, talking to a friend)
G4LAS1B4	Give precise directions and instructions in sequential order.
G4LAS1B5	Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.
G4LAS1B6	Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question).
G4LAS1B7	Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.
G4LAS1B8	Use details, examples, anecdotes, or experiences to explain or clarify information.
G4LAS1B9	Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.
G4LAS1B10	Evaluate the role of the media in focusing attention on events and in forming opinions on issues.
G4LAS1B11	Make narrative presentations: a. Relate ideas, observations, or recollections about an event or experience. b. Provide a context that enables the listener to imagine the circumstances of the event or experience. c. Provide insight into why the selected event or experience is memorable.
G4LAS1B12	Make informational presentations: a. Frame a key question. b. Include main ideas, facts and details that help listeners to focus. c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio or internet reports).
G4LAS1B13	Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant

#	Benchmark
	details.
G4LAS1B14	Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.
G4LAS1B15	Expresses and responds to ideas and opinions concisely and clearly (e.g., responds to questions and comments by giving reasons in support of opinions, listens to compare and contrast, listens to distinguish between fact and fiction, listens to distinguish between fact and opinion, listens in order to draw conclusions)
G4LAS1B16	Uses the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (e. g., speaks in sentences void of subject-verb agreement and past tense errors)

**STANDARD TWO:** Makes sense of a variety of written materials (including literary and informational texts) by using developmentally appropriate reading strategies

#	Benchmark
G4LAS2B1	Read narrative and expository text including self-written pieces and those of peers aloud with grade appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.
G4LAS2B2	Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
G4LAS2B3	Use knowledge of root words to determine the meaning of unknown words within a passage.
G4LAS2B4	Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i> ).
G4LAS2B5	Use a thesaurus to determine related words and concepts.
G4LAS2B6	Distinguish and interpret words with multiple meanings.
G4LAS2B7	Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.
G4LAS2B8	Use appropriate strategies ( makes predictions before, during and after reading, identifies the main idea when stated or implied in a selection, identifies statements that support the main idea, sequences the events of a story, draws conclusions

#	<b>Benchmark</b>
	from information presented in a selection, identifies cause and effect relationships in a selection) when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).
G4LAS2B9	Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.
G4LAS2B10	Evaluate new information and hypotheses by testing them against known information and ideas.
G4LAS2B11	Compare and contrast information on the same topic after reading several passages or articles.
G4LAS2B12	Distinguish between cause and effect and between fact and opinion in expository text.
G4LAS2B13	Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).
G4LAS2B14	Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.
G4LAS2B15	Identify the main events of the plot, their causes, and the influence of each event on future actions.
G4LAS2B16	Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.
G4LAS2B17	Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).
G4LAS2B18	Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.
G4LAS2B19	Identifies and explores favourite authors, illustrators and titles, including those of Bahamian authors
G4LAS2B20	Interprets literature through a variety of activities including, but not limited to, writing, art, music, and drama

**STANDARD THREE:** Demonstrates competence in the general skills and strategies of the writing process.

#	<b>Benchmark</b>
G4LAS3B1	Begins to write for more complex purposes by selecting a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
G4LAS3B2	Create multiple-paragraph compositions: a. Provide an introductory paragraph. b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. c. Include supporting paragraphs with simple facts, details, and explanations. d. Conclude with a paragraph that summarizes the points. e. Use correct indentation.
G4LAS3B3	Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
G4LAS3B4	Write fluidly and legibly in cursive or joined italic.
G4LAS3B5	Quote or paraphrase information sources, citing them appropriately.
G4LAS3B6	Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).
G4LAS3B7	Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.
G4LAS3B8	Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.
G4LAS3B9	Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.
G4LAS3B10	Write narratives: a. Relate ideas, observations, or recollections of an event or experience. b. Provide a context to enable the reader to imagine the world of the event or experience. c. Use concrete sensory details. d. Provide insight into why the selected event or experience is memorable.
G4LAS3B11	Write responses to literature: a. Demonstrate an understanding of the literary work (e.g. identifies persuasive techniques). b. Support judgments through references to both the text and

#	Benchmark
	prior knowledge.
G4LAS3B12	Write information reports: a. Frame a central question about an issue or situation. b. Include facts and details for focus. c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).
G4LAS3B13	Write summaries that contain the main ideas of the reading selection and the most significant details.
G4LAS3B14	Writes autobiographical and biographical compositions (e.g., provides a context within which the incident occurs, uses simple narrative strategies, provides some insight into why this incident is memorable, writes biographies of famous Bahamians)
G4LAS3B15	Writes informal letters to pen pals, relatives and friends (e.g., includes the date, address, greeting, and closing; addresses envelopes)
G4LAS3B16	Writes different types of poetry such as limericks, cinquapins, free verse etc.
G4LAS3B17	Use materials form other media (e.g. photos) to enhance writing

**STANDARD FOUR:** Uses grammatical and mechanical conventions in written compositions

#	Benchmark
G4LAS4B1	Use simple and compound sentences in writing and speaking.
G4LAS4B2	Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.
G4LAS4B3	Identify and use regular and irregular verbs, adverbs, prepositions, negatives and coordinating conjunctions in writing and speaking.
G4LAS4B4	Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.
G4LAS4B5	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.
G4LAS4B6	Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
G4LAS4B7	Uses and spells correctly the vocabulary appropriate for this grade level
G4LAS4B8	Use underlining, quotation marks, or italics to identify titles of documents.

#	Benchmark
G4LAS4B9	Uses correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (e.g., ***uses a specific strategy to help learn the spelling of words; locates the spelling of unfamiliar words in a dictionary or other resource books; spells words related to particular themes; spells words correctly that are related to specific content area subjects)
G4LAS4B10	Uses cursive writing in a variety of tasks (***e.g., writes addresses and names of classmates in alphabetical order using cursive writing; produces his/her own signature; addresses envelopes using cursive writing; produces and designs invitations using cursive writing; writes sentences using appropriate punctuation marks; writes important information from content area subjects)

**STANDARD FIVE:** Gathers and uses information for research purposes

#	Benchmark
G4LAS5B1	Classifies objects by size, colour, or other significant characteristics
G4LAS5B2	Identifies the similarities and differences between persons, places, things, and events using a variety of criteria
G4LAS5B3	Uses encyclopedias to gather information for research topics
G4LAS5B4	Uses multiple representations of information (e.g., maps, charts, photos) to find information for research topics

**STANDARD SIX:** Uses a variety of media (e.g. computer software, tapes, CD's) to communicate information

#	Benchmark
G4LAS6B1	identifies basic elements of text (e.g., size of print) and basic techniques (e.g., different tones of voice in audio productions) that help convey the message in print and media material
G4LAS6B2	Uses basic terminology (e.g., close-up, low angle) to discuss visual images in print and electronic media
G4LAS6B3	Creates simple media works (e.g., creates a series of shots using a still video camera or still camera and then display them for the class)
G4LAS6B4	Uses proper fingering for all keys, beginning from the

#	<b>Benchmark</b>
	homerow, maintaining proper posture while using the keyboard; knows basic parts of a computer
G4LAS6B5	Knows potential hazards to computer media (e.g., the damage caused to discs by magnetic fields, dirt, and dust; caused to computers by excessive heat, smoke, and moisture)
G4LAS6B6	Uses a word processor to edit, copy, move, save, and print text with some formatting (e.g., centering lines, using tabs, forming paragraphs)
G4LAS6B7	Knows basic facts about networked computers (e.g., computers can connect to each other via modem and telephone line, or through local network systems, or internet and intranet)

**GRADE FOUR STANDARDS AND BENCHMARKS TRACKING TEMPLATE**

<b>Standards/Benchmarks</b>	<b>Semester One</b>	<b>Semester 2</b>
#		
G4LAS1B1		
G4LAS1B2		
G4LAS1B3		
G4LAS1B4		
G4LAS1B5		
G4LAS1B6		
G4LAS1B7		
G4LAS1B8		
G4LAS1B9		
G4LAS1B10		
G4LAS1B11		
G4LAS1B12		
G4LAS1B13		
G4LAS1B14		
G4LAS1B15		
G4LAS1B16		
G4LAS2B1		
G4LAS2B2		
G4LAS2B3		
G4LAS2B4		
G4LAS2B5		
G4LAS2B6		
G4LAS2B7		
G4LAS2B8		
G4LAS2B9		
G4LAS2B10		
G4LAS2B11		
G4LAS2B12		
G4LAS2B13		
G4LAS2B14		
G4LAS2B15		
G4LAS2B16		
G4LAS2B17		
G4LAS2B18		
G4LAS2B19		
G4LAS2B20		
G4LAS3B1		
G4LAS3B2		
G4LAS3B3		
G4LAS3B4		

<b>Standards/Benchmarks</b>	<b>Semester One</b>	<b>Semester 2</b>
G4LAS3B5		
G4LAS3B6		
G4LAS3B7		
G4LAS3B8		
G4LAS3B9		
G4LAS3B10		
G4LAS3B11		
G4LAS3B12		
G4LAS3B13		
G4LAS3B14		
G4LAS3B15		
G4LAS3B16		
G4LAS3B17		
G4LAS3B1		
G4LAS3B2		
G4LAS3B3		
G4LAS3B4		
G4LAS3B5		
G4LAS3B6		
G4LAS3B7		
G4LAS3B8		
G4LAS3B9		
G4LAS3B10		
G4LAS3B11		
G4LAS3B12		
G4LAS3B13		
G4LAS3B14		
G4LAS3B15		
G4LAS3B16		
G4LAS3B17		
G4LAS4B1		
G4LAS4B2		
G4LAS4B3		
G4LAS4B4		
G4LAS4B5		
G4LAS4B6		
G4LAS4B7		
G4LAS4B8		
G4LAS4B9		
G4LAS4B10		
G4LAS5B1		
G4LAS5B2		
G4LAS5B3		
G4LAS5B4		

Standards/Benchmarks	Semester One	Semester 2
G4LAS6B1		
G4LAS6B2		
G4LAS6B3		
G4LAS6B4		
G4LAS6B5		
G4LAS6B6		
G4LAS6B7		

**STANDARD ONE:** Communicates thoughts and feelings by listening and speaking

#	Benchmark	Semester in which Mastery Achieved
G4LAS1B1	Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings on a variety of topics and responds appropriately to the questions of others.	
G4LAS1B2	Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	
G4LAS1B3	Identify how language usages (e.g., sayings, expressions, non-verbal cues) reflect regions and cultures and identifies specific ways in which language is used in real-life situations (e.g., buying something from a shopkeeper, requesting something from a parent, arguing with a sibling, talking to a friend)	
G4LAS1B4	Give precise directions and instructions in sequential order.	
G4LAS1B5	Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.	
G4LAS1B6	Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question).	
G4LAS1B7	Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.	
G4LAS1B8	Use details, examples, anecdotes, or	

#	Benchmark	Semester in which Mastery Achieved
	experiences to explain or clarify information.	
G4LAS1B9	Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.	
G4LAS1B10	Evaluate the role of the media in focusing attention on events and in forming opinions on issues.	
G4LAS1B11	<p>Make narrative presentations:</p> <ul style="list-style-type: none"> <li>a. Relate ideas, observations, or recollections about an event or experience.</li> <li>b. Provide a context that enables the listener to imagine the circumstances of the event or experience.</li> <li>c. Provide insight into why the selected event or experience is memorable.</li> </ul>	
G4LAS1B12	<p>Make informational presentations:</p> <ul style="list-style-type: none"> <li>a. Frame a key question.</li> <li>b. Include main ideas, facts and details that help listeners to focus.</li> <li>c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television, internet or radio reports).</li> </ul>	
G4LAS1B13	Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	
G4LAS1B14	Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.	
G4LAS1B15	Expresses and responds to ideas and opinions concisely and clearly (e.g., responds to questions and comments by giving reasons in support of opinions, listens to compare and contrast, listens to distinguish between fact and fiction, listens to distinguish between fact and opinion, listens in order to draw conclusions)	

#	Benchmark	Semester in which Mastery Achieved
G4LAS1B16	Uses the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (e. g., speaks in sentences void of subject-verb agreement and past tense errors)	

**STANDARD TWO:** Makes sense of a variety of written materials (including literary and informational texts) by using developmentally appropriate reading strategies

#	Benchmark	Semester in which Mastery Achieved
G4LAS2B1	Read narrative and expository text including self-written pieces and those of peers aloud with grade appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	
G4LAS2B2	Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	
G4LAS2B3	Use knowledge of root words to determine the meaning of unknown words within a passage.	
G4LAS2B4	Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i> ).	
G4LAS2B5	Use a thesaurus to determine related words and concepts.	
G4LAS2B6	Distinguish and interpret words with multiple meanings.	
G4LAS2B7	Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	
G4LAS2B8	Use appropriate strategies ( makes predictions before, during and after reading, identifies the main idea when stated or implied in a selection,	

#	<b>Benchmark</b>	<b>Semester in which Mastery Achieved</b>
	identifies statements that support the main idea, sequences the events of a story, draws conclusions from information presented in a selection, identifies cause and effect relationships in a selection) when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	
G4LAS2B9	Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	
G4LAS2B10	Evaluate new information and hypotheses by testing them against known information and ideas.	
G4LAS2B11	Compare and contrast information on the same topic after reading several passages or articles.	
G4LAS2B12	Distinguish between cause and effect and between fact and opinion in expository text.	
G4LAS2B13	Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).	
G4LAS2B14	Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	
G4LAS2B15	Identify the main events of the plot, their causes, and the influence of each event on future actions.	
G4LAS2B16	Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	
G4LAS2B17	Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster	

#	Benchmark	Semester in which Mastery Achieved
	tales).	
G4LAS2B18	Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	
G4LAS2B19	Identifies and explores favourite authors, illustrators and titles, including those of Bahamian authors	
G4LAS2B20	Interprets literature through a variety of activities including, but not limited to, writing, art, music, and drama	

**STANDARD THREE:** Demonstrates competence in the general skills and strategies of the writing process.

#	Benchmark	Semester in which Mastery Achieved
G4LAS3B1	Begins to write for more complex purposes by selecting a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	
G4LAS3B2	Create multiple-paragraph compositions: a. Provide an introductory paragraph. b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. c. Include supporting paragraphs with simple facts, details, and explanations. d. Conclude with a paragraph that summarizes the points. e. Use correct indentation.	
G4LAS3B3	Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).	
G4LAS3B4	Write fluidly and legibly in cursive or	

#	Benchmark	Semester in which Mastery Achieved
	joined italic.	
G4LAS3B5	Quote or paraphrase information sources, citing them appropriately.	
G4LAS3B6	Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).	
G4LAS3B7	Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.	
G4LAS3B8	Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	
G4LAS3B9	Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	
G4LAS3B10	Write narratives: a. Relate ideas, observations, or recollections of an event or experience. b. Provide a context to enable the reader to imagine the world of the event or experience. c. Use concrete sensory details. d. Provide insight into why the selected event or experience is memorable.	
G4LAS3B11	Write responses to literature: a. Demonstrate an understanding of the literary work (e.g. identifies persuasive techniques). b. Support judgments through references to both the text and prior knowledge.	
G4LAS3B12	Write information reports: a. Frame a central question about an issue or situation. b. Include facts and details for focus. c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).	
G4LAS3B13	Write summaries that contain the main ideas of the reading selection and the most significant details.	

#	Benchmark	Semester in which Mastery Achieved
G4LAS3B14	Writes autobiographical and biographical compositions (e.g., provides a context within which the incident occurs, uses simple narrative strategies, provides some insight into why this incident is memorable, writes biographies of famous Bahamians)	
G4LAS3B15	Writes informal letters to pen pals, relatives and friends (e.g., includes the date, address, greeting, and closing; addresses envelopes)	
G4LAS3B16	Writes different types of poetry such as limericks, cinquapins, free verse etc.	
G4LAS3B17	Use materials form other media (e.g. photos) to enhance writing	

**STANDARD FOUR:** Uses grammatical and mechanical conventions in written compositions

#	Benchmark	Semester in which Mastery Achieved
G4LAS4B1	Use simple and compound sentences in writing and speaking.	
G4LAS4B2	Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	
G4LAS4B3	Identify and use regular and irregular verbs, adverbs, prepositions, negatives and coordinating conjunctions in writing and speaking.	
G4LAS4B4	Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.	
G4LAS4B5	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	
G4LAS4B6	Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	
G4LAS4B7	Uses and spells correctly the	

#	Benchmark	Semester in which Mastery Achieved
	vocabulary appropriate for this grade level	
G4LAS4B8	Use underlining, quotation marks, or italics to identify titles of documents.	
G4LAS4B9	Uses correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (e.g., ***uses a specific strategy to help learn the spelling of words; locates the spelling of unfamiliar words in a dictionary or other resource books; spells words related to particular themes; spells words correctly that are related to specific content area subjects)	
G4LAS4B10	Uses cursive writing in a variety of tasks (***e.g., writes addresses and names of classmates in alphabetical order using cursive writing; produces his/her own signature; addresses envelopes using cursive writing; produces and designs invitations using cursive writing; writes sentences using appropriate punctuation marks; writes important information from content area subjects)	

**STANDARD FIVE:** Gathers and uses information for research purposes

#	Benchmark	Semester in which Mastery Achieved
G4LAS5B1	Classifies objects by size, colour, or other significant characteristics	
G4LAS5B2	Identifies the similarities and differences between persons, places, things, and events using a variety of criteria	
G4LAS5B3	Uses encyclopaedias to gather information for research topics	
G4LAS5B4	Uses multiple representations of information (e.g., maps, charts, photos) to find information for research topics	

**STANDARD SIX:** Uses a variety of media (e.g. computer software, DVD's, CD's) to communicate information

#	Benchmark	Term in which Mastery Achieved
G4LAS6B1	Identifies basic elements of text (e.g., size of print) and basic techniques (e.g., different tones of voice in audio productions) that help convey the message in print and media material	
G4LAS6B2	Uses basic terminology (e.g., close-up, low angle) to discuss visual images in print and electronic media	
G4LAS6B3	Creates simple media works (e.g., creates a series of shots using a still video camera or still camera and then display them for the class)	
G4LAS6B4	Uses proper fingering for all keys, beginning from the homerow, maintaining proper posture while using the keyboard; knows basic parts of a computer	
G4LAS6B5	Knows potential hazards to computer media (e.g., the damage caused to discs by magnetic fields, dirt, and dust; caused to computers by excessive heat, smoke, and moisture)	
G4LAS6B6	Uses a word processor to edit, copy, move, save, and print text with some formatting (e.g., centering lines, using tabs, forming paragraphs)	
G4LAS6B7	Knows basic facts about networked computers (e.g., computers can connect to each other via modem and telephone line, or through local network systems, or internet and intranet)	

**GRADE FOUR END OF TERM TEST ALIGNMENT WITH STANDARDS AND BENCHMARKS**

<b>Standards/Benchmarks</b>	<b>TEST ITEM (S) IDENTIFIED BY SECTION (A, B, C, etc.) AND NUMBER (1, 2, 3,)</b>
G4LAS1B1	
G4LAS1B2	
G4LAS1B3	
G4LAS1B4	
G4LAS1B5	
G4LAS1B6	
G4LAS1B7	
G4LAS1B8	
G4LAS1B9	
G4LAS1B10	
G4LAS1B11	
G4LAS1B12	
G4LAS1B13	
G4LAS1B14	
G4LAS1B15	
G4LAS1B16	
G4LAS2B1	
G4LAS2B2	
G4LAS2B3	
G4LAS2B4	
G4LAS2B5	
G4LAS2B6	
G4LAS2B7	
G4LAS2B8	
G4LAS2B9	
G4LAS2B10	
G4LAS2B11	
G4LAS2B12	
G4LAS2B13	
G4LAS2B14	
G4LAS2B15	
G4LAS2B16	
G4LAS2B17	
G4LAS2B18	
G4LAS2B19	
G4LAS2B20	
G4LAS3B1	
G4LAS3B2	
G4LAS3B3	

Standards/Benchmarks	TEST ITEM (S) IDENTIFIED BY SECTION (A, B, C, etc.) AND NUMBER (1, 2, 3,)
G4LAS3B4	
G4LAS3B5	
G4LAS3B6	
G4LAS3B7	
G4LAS3B8	
G4LAS3B9	
G4LAS3B10	
G4LAS3B11	
G4LAS3B12	
G4LAS3B13	
G4LAS3B14	
G4LAS3B15	
G4LAS3B16	
G4LAS3B17	
G4LAS3B1	
G4LAS3B2	
G4LAS3B3	
G4LAS3B4	
G4LAS3B5	
G4LAS3B6	
G4LAS3B7	
G4LAS3B8	
G4LAS3B9	
G4LAS3B10	
G4LAS3B11	
G4LAS3B12	
G4LAS3B13	
G4LAS3B14	
G4LAS3B15	
G4LAS3B16	
G4LAS3B17	
G4LAS4B1	
G4LAS4B2	
G4LAS4B3	
G4LAS4B4	
G4LAS4B5	
G4LAS4B6	
G4LAS4B7	
G4LAS4B8	
G4LAS4B9	
G4LAS4B10	
G4LAS5B1	
G4LAS5B2	

<b>Standards/Benchmarks</b>	<b>TEST ITEM (S) IDENTIFIED BY SECTION (A, B, C, etc.) AND NUMBER (1, 2, 3,)</b>
G4LAS5B3	
G4LAS5B4	
G4LAS6B1	
G4LAS6B2	
G4LAS6B3	
G4LAS6B4	
G4LAS6B5	
G4LAS6B6	
G4LAS6B7	

**GRADE FIVE LANGUAGE ARTS CONTENT AND PROCESS STANDARDS AND BENCHMARKS**(Aligned with standards of the MOES T, the Ontario Model, Project 2061 Model, the McRel Model: Kendal, J.S. & Marzan. R. J., and the assessment tools SESAT 2 and the CEC Kindergarten Third Term District Examination)

The fifth-grade standards and instruction build on and extend the foundational and transitional skills begun in the fourth-grade. The instructional priority for both the fourth grade and the fifth grade is a continued focus on ensuring that all students are able to read fluently and accurately and are therefore prepared to read and comprehend complex narrative and expository texts in the content areas. In addition, students in the fifth grade are introduced to new, advanced forms of evaluation, such as expository critique and literary criticism in the reading domain.

The following, taken from the Reading and Language Arts Framework for California Public Schools, is a summary of the competencies which are taught at this level and reflected in the standards and benchmarks listed below.

**In the fifth grade students should:**

1. Read aloud narrative and expository text fluently and accurately and use appropriate pacing, intonation, and expression.
2. Receive continued systematic, explicit instruction in decoding or comprehension strategies or both.
3. Understand and explain words, including using figurative and metaphorical words in context and abstract roots and affixes derived from Greek and Latin to analyze the meaning of complex words.
4. Understand and explain frequently used synonyms, antonyms, and homographs. Students should continue to engage in extensive independent reading as the primary means of increasing vocabulary knowledge (Nagy 1998).
5. Be given systematic vocabulary instruction
6. Understand how text structures (e.g., formats, graphics, sequences, diagrams, illustrations, charts, maps) make information accessible and usable and analyze text organized in sequential or chronological order.
7. Use basic comprehension strategies, such as (a) discerning main ideas and concepts in texts; (b) identifying and assessing evidence that supports ideas; (c) drawing inferences, conclusions, or generalizations about text; and (d) identifying textual evidence and prior knowledge to support those inferences, conclusions, and generalizations. distinguish facts, supported inferences, and opinions in text.
8. Identify the main problem or conflict of the plot and explain how it is resolved;
9. Contrast the actions, motives, and appearances of characters;
10. Understand and recognize themes in sample works;
11. Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).
12. Use organizational features of printed or electronic text to locate relevant information;

13. Create simple documents, using electronic media and employing organizational features (e.g., passwords, entry and pulldown menus, word searchers, spell checks);
14. Use a thesaurus to identify alternative word choices and meanings.
15. Continue to revise and edit manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, rearranging words and sentences, and making final corrections.
16. Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives;
17. Make inferences or draw conclusions based on an oral report.
18. Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalizations)
19. Identify logical fallacies used in oral presentations and media messages.
20. Take an active role in analyzing the media as sources of information, entertainment, persuasion, interpretation of events, and transmission of culture
21. Use speaking strategies to deliver narrative and informative presentations and oral responses to literature.
22. Identify, analyze, and critique persuasive techniques(e.g., promises, dares, flattery, glittering generalizations)
23. Identify logical fallacies used in oral presentations and media messages.
24. They are to take an active role in analyzing the media as sources of information, entertainment, persuasion, interpretation of events, and transmission of culture.

As students in the fifth grade continue to progress through the stages of writing as a process, they are required to create multiple-paragraph narrative and expository compositions. To do so, they must establish and develop a topic or plot, describe the setting or details that link one paragraph to another, and present an ending or concluding paragraph that summarizes important ideas and details.

Students are expected to write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words for each text and continue to demonstrate a command of standard English. They are also required to write narratives; responses to literature; research reports about important ideas, issues, or events; and persuasive letters or compositions.

### **Important instructional considerations for the writing process include:**

1. Ensuring that students understand the text structure (narrative, descriptive, expository, persuasive) before they begin to employ that structure in their writing
2. Using that text structure as a tool for organizing a written composition
3. Demonstrating that writing is composed of several different stages: prewriting, drafting, revising, editing, and postwriting
4. Providing examples or models of writing that make clear the important features (e.g., main problem, conflict, character motives, theme, imagery) of narrative and expository compositions

5. Using strategies that make conspicuous for students exactly how to identify, comprehend, and record the critical features of compositions on a note sheet (For example, the teacher reads aloud a piece of writing and explicitly identifies it.)
6. Demonstrating a range of examples of *one* particular feature at a time (e.g., conflict) in one type of text (e.g., narrative), then introducing new features (e.g., main problem or conflict, plot)

**In fifth-grade teachers should:**

1. Use texts in which complex linguistic and syntactical features are appropriate for the fifth-grade level.
2. Control the number of unfamiliar vocabulary words
3. Ensure that students have the prerequisite knowledge and skills to comprehend the text.
4. Begin with teacher-directed instruction, including modeling and guidance, and gradually shift responsibility to the student.
5. Include repeated opportunities for students to answer comprehension questions during the reading of the text.
6. Require students to read some of the text aloud, at least initially.
7. Provide sufficient practice for students to reach a high level of performance for one level of text complexity before introducing the next level.
8. Have students read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
9. Have students use knowledge of word origins to determine the meaning of unknown words.
10. Have students demonstrate how print and electronic text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
11. Have students create multiple-paragraph narrative compositions, using electronic media and employing organizational features.
12. Have students add, delete, consolidate, clarify, and rearrange words and sentences.
13. Have students use topics and examples for speaking, writing, and editing assignments that relate to grade five history–social science and science content standards.

## **SPECIFIC INSTRUCTIONAL STRATEGIES**

### **Instructional Strategies for Teaching the Writing of Various Text Structures:**

1. Provide students with ample opportunities to compose each text structure and receive written, systematic, and instructive feedback on their writing
2. Use procedural facilitators such as think sheets or note sheets to help structure and organize information
3. Model each stage of the writing process (prewriting, drafting, revising, editing, postwriting) and provide ample opportunities for students to become proficient at each stage.
4. Provide explicit, clear criteria (e.g., use of an editor's checklist) for students to follow in editing written compositions

### **Instructional Strategies for Teaching Elements of Narrative Text:**

1. Introduce and sequence the elements of narrative text from easy to complex;
2. Use a note sheet that allows students to record information about each story element (e.g., character information, conflict or problem, theme) as they read a story or text;
3. Use a think-aloud strategy in conjunction with the note sheet whereby the teacher summarizes and points out how to anticipate elements of story grammar in the text. This strategy can also be extended and used with contrasting information on character according to which students locate, record, and contrast the motives of two characters. However, this extension requires students to be proficient in identifying character elements before they are contrasted. Students are also required to evaluate the meaning of archetypal patterns and symbols and the author's use of various techniques (e.g., appeal of characters in a picture or book, logic and credibility of plots and settings) to influence the readers' perspectives.

### **Instructional Strategies for Teaching Locating Relevant Information:**

1. Use a topic that is familiar and interesting to students.
2. Begin with a clear and unambiguous set of examples of information relevant to the topic.
3. Include examples of information obviously irrelevant to the topic.
4. Use teacher-directed or guided instruction that reveals to students the requirements for locating relevant information.
5. Progress from examples involving clearly relevant information to those that require more critical discrimination of relevant and irrelevant information.

## GRAMMATICAL AND MECHANICAL CONVENTIONS

Students are expected to have a command of the English-language conventions, including sentence structure, grammar, punctuation, capitalization, and spelling. The conventions can be conceptualized as discrete skills and taught in strands. Instruction by strand employs an incremental and progressive approach to teaching specific skills and strategies that will be employed for use in larger standards. For example, a writing lesson might include separate and individual strands of instruction in punctuation, grammar, and sentence structure. Each strand is specific to the particular written convention (e.g., conventions for grammar and punctuation) and is related to the larger standard of the writing process and being competent in the composition of various text structures (e.g., persuasive letter or composition).

### Parts of Speech

The parts of speech can be confusing to students if instruction is not clear. Teaching demonstrations should include an adequate number of examples, both positive and negative, of a part of speech that the student is able to identify. For example, students must learn that the words *eat*, *ate*, *has eaten*, and *will eat* are all verbs. Verbs in the present and past tenses can be presented first and followed at a later time by two-word verbs, such as *has eaten*, *will eat*, and *is eating*. When teaching students to identify the parts of speech, the teacher should sequence the instruction so that the students can learn that many words can serve as different parts of speech according to how the word is used in a sentence. For example, the word *running* may function as a noun (e.g., *Running* is fun); as an adjective (e.g., The *running* water in the stream moved us along quickly); or as part of a verb (e.g., We were *running*). Cumulative review is particularly important in teaching the parts of speech. Once students learn a new part of speech, they should be given exercises in which sentences include examples of the new part of speech along with previously introduced and taught parts of speech. Review and practice should be frequent enough to provide for understanding and retention.

### Sentence Structures

When introducing a new type of sentence structure, the teacher should provide adequate practice in writing sentences before requiring students to use the new sentence type in writing passages. Those assignments should be structured to prompt usage of the new sentence type. In addition, the teacher should provide adequate cumulative review to facilitate understanding and retention as well as exercises requiring the students to revise existing passages by combining sentences and thereby create a new type of sentence structure. Students should be taught not only *how* to create new sentence types but *when* to use them. For example, some students will need careful instruction to determine when words, phrases, or clauses should be joined by *and*, *or*, or *but*.

## Punctuation

When a new mark of punctuation is introduced, exercises should be included that provide adequate practice first in *how* to use the new mark and then in *when* to use it. For example, when students learn how to write sentences that begin with a clause that tells *when* (e.g., *After the sun went down*, the mosquitoes became unbearable), some students are likely to begin using commas even when the clause comes at the end of the sentence. Students need adequate practice to determine when *not* to use the new punctuation.

**STANDARD ONE:** Communicates thoughts and feelings by listening and speaking

#	Benchmark
G5LAS1B1	Ask questions that seek information not already discussed.
G5LAS1B2	Interpret a speaker’s verbal and nonverbal messages, purposes, and perspectives.
G5LAS1B3	Make inferences or draw conclusions based on an oral report.
G5LAS1B4	Select a focus, organizational structure, and point of view for an oral presentation.
G5LAS1B5	Clarify and support spoken ideas with evidence and examples.
G5LAS1B6	Engage the audience with appropriate verbal cues, facial expressions, and gestures.
G5LAS1B7	Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.
G5LAS1B8	Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.
G5LAS1B9	Deliver narrative presentations: <ol style="list-style-type: none"> <li>Establish a situation, plot, point of view, and setting with descriptive words and phrases.</li> <li>Show, rather than tell, the listener what happens.</li> </ol>
G5LAS1B10	Deliver informative presentations about an important idea, issue, or event by the following means: <ol style="list-style-type: none"> <li>Frame questions to direct the investigation.</li> <li>Establish a controlling idea or topic.</li> <li>Develop the topic with simple facts, details, examples, and explanations.</li> </ol>
G5LAS1B11	Deliver oral responses to literature: <ol style="list-style-type: none"> <li>Summarize significant events and details.</li> <li>Articulate an understanding of several ideas or images communicated by the literary work.</li> <li>Use examples or textual evidence from the work to support conclusions.</li> </ol>
G5LAS1B12	contributes and works constructively in groups (e.g., participates in interviews)

**STANDARD TWO:** Makes sense of a variety of written materials (including literary and informational texts) by using developmentally appropriate reading strategies

#	Benchmark
G5LAS2B1	Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
G5LAS2B2	Use word origins to determine the meaning of unknown words.
G5LAS2B3	Understand and explain frequently used synonyms, antonyms, and homographs.
G5LAS2B4	Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i> ).
G5LAS2B5	Understand and explain the figurative and metaphorical use of words in context.
G5LAS2B6	Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
G5LAS2B7	Analyze text that is organized in sequential or chronological order.
G5LAS2B8	Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
G5LAS2B9	Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
G5LAS2B10	Distinguish facts, supported inferences, and opinions in expository text.
G5LAS2B11	Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.
G5LAS2B12	Identify the main problem or conflict of the plot and explain how it is resolved.
G5LAS2B13	Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
G5LAS2B14	Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
G5LAS2B15	Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).
G5LAS2B16	Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.

#	Benchmark
G5LAS2B17	Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

**STANDARD THREE:** Demonstrates competence in the general skills and strategies of the writing process.

#	Benchmark
G5LAS3B1	Create multiple-paragraph narrative compositions: <ul style="list-style-type: none"> <li>a. Establish and develop a situation or plot.</li> <li>b. Describe the setting.</li> <li>c. Present an ending.</li> </ul>
G5LAS3B2	Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.
G5LAS3B3	Create multiple-paragraph expository compositions: <ul style="list-style-type: none"> <li>a. Establish a topic, important ideas, or events in sequence or chronological order.</li> <li>b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.</li> <li>c. Offer a concluding paragraph that summarizes important ideas and details.</li> </ul>
G5LAS3B4	Write narratives: <ul style="list-style-type: none"> <li>a. Establish a plot, point of view, setting, and conflict.</li> <li>b. Show, rather than tell, the events of the story.</li> </ul>
G5LAS3B5	Write responses to literature: <ul style="list-style-type: none"> <li>a. Demonstrate an understanding of a literary work.</li> <li>a. Support judgments through references to the text and to prior knowledge.</li> <li>c. Develop interpretations that exhibit careful reading and understanding.</li> </ul>
G5LAS3B6	Write research reports about important ideas, issues, or events by using the following guidelines: <ul style="list-style-type: none"> <li>a. Frame questions that direct the investigation.</li> <li>b. Establish a controlling idea or topic.</li> <li>c. Develop the topic with simple facts, details, examples, and explanations.</li> </ul>
G5LAS3B7	Write persuasive letters or compositions: <ul style="list-style-type: none"> <li>a. State a clear position in support of a proposal. Support a</li> </ul>

#	Benchmark
	position with relevant evidence. c. Follow a simple organizational pattern. d. Address reader concerns.
G5LAS3B8	Produces media texts using writing and materials from other media (e.g., an advertisement for radio or television)
G5LAS3B9	Identifies techniques used by various authors (e.g., notes cue words used in expository-type text; identifies persuasive techniques, ***identifies the different parts of a newspaper; ***identifies the important features of a newspaper article)

**STANDARD FOUR:** Uses grammatical and mechanical conventions in written compositions

#	Benchmark
G5LAS4B1	Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.
G5LAS4B2	Identify and correctly use verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i> ), modifiers, and pronouns.
G5LAS4B3	Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.
G5LAS4B4	Use correct capitalization.
G5LAS4B5	Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.
G5LAS4B6	Identifies and corrects errors in speech and writing
G5LAS4B7	Writes text containing challenging cursive letters (e.g., names and dates of Bahamian holidays and special events; anti-drug slogans; important information from content area subjects; proper names of places)

**STANDARD FIVE:** Gathers and uses information for research purposes

#	Benchmark
G5LAS5B1	Identifies issues and problems in the school or community that one might help solve
G5LAS5B2	Studies problems in the community and how they were solved
G5LAS5B3	Keeps a notebook that describes observations made
G5LAS5B4	Attempts to verify the results of experiments done by others
G5LAS5B5	Makes records of observations regarding time and place to formulate hypotheses
G5LAS5B6	Uses key words, indexes, cross-references, and letters on volumes to find information for research topics
G5LAS5B7	Uses graphic organisers to gather and record information for research topics (e.g., notes, charts, graphs)
G5LAS5B8	Buttresses his/her statements with facts found in books, articles, and databases, and identifies the sources used and expects others to do the same (**e.g., analyses arguments to determine if they are supported by facts from books, articles, and databases, raises questions about arguments that are based on the assertion that “everybody knows” or “I just know”, seeks reasons for believing things other than the assertion that “everybody agrees”)

**STANDARD SIX:** Uses a variety of media (e.g. computer software, DVD’s, CD’s) to communicate information

#	Benchmark
G5LAS6B1	Identifies camera angles and distance from the subject in photographs and describe their effects on the viewer's perceptions
G5LAS6B2	Identifies and describe the different types of advertising that they encounter in their surroundings (e.g., on billboards, T-shirts);
G5LAS6B3	Creates a variety of media works (e.g., creates an album of camera shots, identifying the different camera angles and distances and commenting on their effects).
G5LAS6B4	Makes back-up copies of stored data, such as text, programs, and databases
G5LAS6B5	Knows how formats differ among software applications (e.g., word processing files, database files) and hardware platforms (e.g., Macintosh, Windows)
G5LAS6B6	Understands the concept of software piracy (i.e., illegally copying software), and that piracy is a violation of copyright laws

**GRADE FIVE STANDARDS AND BENCHMARKS TRACKING TEMPLATE**

<b>Standards/Benchmarks</b>	<b>Semester One</b>	<b>Semester 2</b>
G5LAS1B1		
G5LAS1B2		
G5LAS1B3		
G5LAS1B4		
G5LAS1B5		
G5LAS1B6		
G5LAS1B7		
G5LAS1B8		
G5LAS1B9		
G5LAS1B10		
G5LAS1B11		
G5LAS1B12		
G5LAS2B1		
G5LAS2B2		
G5LAS2B3		
G5LAS2B4		
G5LAS2B5		
G5LAS2B6		
G5LAS2B7		
G5LAS2B8		
G5LAS2B9		
G5LAS2B10		
G5LAS2B11		
G5LAS2B12		
G5LAS2B13		
G5LAS2B14		
G5LAS2B15		
G5LAS2B16		
G5LAS2B17		
G5LAS3B1		
G5LAS3B2		
G5LAS3B3		
G5LAS3B4		
G5LAS3B5		
G5LAS3B6		
G5LAS3B7		
G5LAS3B8		
G5LAS3B9		
G5LAS4B1		
G5LAS4B2		
G5LAS4B3		
G5LAS4B4		

<b>Standards/Benchmarks</b>	<b>Semester One</b>	<b>Semester 2</b>
G5LAS4B5		
G5LAS4B6		
G5LAS4B7		
G5LAS5B1		
G5LAS5B2		
G5LAS5B3		
G5LAS5B4		
G5LAS5B5		
G5LAS5B6		
G5LAS5B7		
G5LAS5B8		
G5LAS6B1		
G5LAS6B2		
G5LAS6B3		
G5LAS6B4		
G5LAS6B5		
G5LAS6B6		

**STANDARD ONE:** Communicates thoughts and feelings by listening and speaking

#	Benchmark	Semester in which Mastery Achieved
G5LAS1B1	Ask questions that seek information not already discussed.	
G5LAS1B2	Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.	
G5LAS1B3	Make inferences or draw conclusions based on an oral report.	
G5LAS1B4	Select a focus, organizational structure, and point of view for an oral presentation.	
G5LAS1B5	Clarify and support spoken ideas with evidence and examples.	
G5LAS1B6	Engage the audience with appropriate verbal cues, facial expressions, and gestures.	
G5LAS1B7	Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.	
G5LAS1B8	Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	
G5LAS1B9	Deliver narrative presentations: a. Establish a situation, plot, point of view, and setting with descriptive words and phrases. b. Show, rather than tell, the listener what happens.	
G5LAS1B10	Deliver informative presentations about an important idea, issue, or event by the following means: a. Frame questions to direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations.	
G5LAS1B11	Deliver oral responses to literature: a. Summarize significant events and details. b. Articulate an understanding of	

#	Benchmark	Semester in which Mastery Achieved
	several ideas or images communicated by the literary work. c. Use examples or textual evidence from the work to support conclusions.	
G5LAS1B12	contributes and works constructively in groups (e.g., participates in interviews)	

**STANDARD TWO:** Makes sense of a variety of written materials (including literary and informational texts) by using developmentally appropriate reading strategies

#	Benchmark	Semester in which Mastery Achieved
G5LAS2B1	Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	
G5LAS2B2	Use word origins to determine the meaning of unknown words.	
G5LAS2B3	Understand and explain frequently used synonyms, antonyms, and homographs.	
G5LAS2B4	Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i> ).	
G5LAS2B5	Understand and explain the figurative and metaphorical use of words in context.	
G5LAS2B6	Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	
G5LAS2B7	Analyze text that is organized in sequential or chronological order.	
G5LAS2B8	Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	
G5LAS2B9	Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	

#	Benchmark	Semester in which Mastery Achieved
G5LAS2B10	Distinguish facts, supported inferences, and opinions in expository text.	
G5LAS2B11	Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.	
G5LAS2B12	Identify the main problem or conflict of the plot and explain how it is resolved.	
G5LAS2B13	Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	
G5LAS2B14	Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.	
G5LAS2B15	Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).	
G5LAS2B16	Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	
G5LAS2B17	Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.	

**STANDARD THREE:** Demonstrates competence in the general skills and strategies of the writing process.

#	Benchmark	Semester in which Mastery Achieved
G5LAS3B1	Create multiple-paragraph narrative compositions: a. Establish and develop a situation or plot. b. Describe the setting. c. Present an ending.	
G5LAS3B2	Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.	
G5LAS3B3	Create multiple-paragraph expository compositions: a. Establish a topic, important ideas, or events in sequence or chronological order. b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought. c. Offer a concluding paragraph that summarizes important ideas and details.	
G5LAS3B4	Write narratives: a. Establish a plot, point of view, setting, and conflict. b. Show, rather than tell, the events of the story.	
G5LAS3B5	Write responses to literature: a. Demonstrate an understanding of a literary work. a. Support judgments through references to the text and to prior knowledge. c. Develop interpretations that exhibit careful reading and understanding.	
G5LAS3B6	Write research reports about important ideas, issues, or events by using the following guidelines: a. Frame questions that direct the investigation.	

#	Benchmark	Semester in which Mastery Achieved
	b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations.	
G5LAS3B7	Write persuasive letters or compositions: a. State a clear position in support of a proposal. Support a position with relevant evidence. c. Follow a simple organizational pattern. d. Address reader concerns.	
G5LAS3B8	Produces media texts using writing and materials from other media (e.g., an advertisement for radio, television, website)	
G5LAS3B9	Identifies techniques used by various authors (e.g., notes cue words used in expository-type text; identifies persuasive techniques, ***identifies the different parts of a newspaper; ***identifies the important features of a newspaper article) Identifies different parts of a website	

**STANDARD FOUR:** Uses grammatical and mechanical conventions in written compositions

#	Benchmark	Semester in which Mastery Achieved
G5LAS4B1	Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.	
G5LAS4B2	Identify and correctly use verbs that are often misused (e.g., <i>lie/lay</i> , <i>sit/set</i> , <i>rise/raise</i> ), modifiers, and pronouns.	
G5LAS4B3	Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.	

#	Benchmark	Semester in which Mastery Achieved
G5LAS4B4	Use correct capitalization.	
G5LAS4B5	Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	
G5LAS4B6	Identifies and corrects errors in speech and writing	
G5LAS4B7	Writes text containing challenging cursive letters (e.g., names and dates of Bahamian holidays and special events; anti-drug slogans; important information from content area subjects; proper names of places)	

**STANDARD FIVE: Gathers and uses information for research purposes**

#	Benchmark	Semester in which Mastery Achieved
G5LAS5B1	Identifies issues and problems in the school or community that one might help solve	
G5LAS5B2	Studies problems in the community and how they were solved	
G5LAS5B3	Keeps a notebook that describes observations made	
G5LAS5B4	Attempts to verify the results of experiments done by others	
G5LAS5B5	Makes records of observations regarding time and place to formulate hypotheses	
G5LAS5B6	Uses key words, indexes, cross-references, and letters on volumes to find information for research topics	
G5LAS5B7	Uses graphic organisers to gather and record information for research topics (e.g., notes, charts, graphs)	
G5LAS5B8	Buttresses his/her statements with facts found in books, articles, and databases, and identifies the sources used and expects others to do the same (**e.g., analyses arguments to determine if they are supported by facts from books,	

#	Benchmark	Semester in which Mastery Achieved
	articles, and databases, raises questions about arguments that are based on the assertion that “everybody knows” or “I just know”, seeks reasons for believing things other than the assertion that “everybody agrees”)	

**STANDARD SIX:** Uses a variety of media (e.g. computer software, DVD’s, CD’s) to communicate information

#	Benchmark	Semester in which Mastery Achieved
G5LAS6B1	Identifies camera angles and distance from the subject in photographs and describe their effects on the viewer's perceptions	
G5LAS6B2	Identifies and describe the different types of advertising that they encounter in their surroundings (e.g., on billboards, T-shirts);	
G5LAS6B3	Creates a variety of media works (e.g., creates an album of camera shots, identifying the different camera angles and distances and commenting on their effects).	
G5LAS6B4	Makes back-up copies of stored data, such as text, programs, and databases	
G5LAS6B5	Knows how formats differ among software applications (e.g., word processing files, database files) and hardware platforms (e.g., Macintosh, Windows)	
G5LAS6B6	Understands the concept of software piracy (i.e., illegally copying software), and that piracy is a violation of copyright laws	

**GRADE FIVE END OF TERM TEST ALIGNMENT WITH STANDARDS AND BENCHMARKS**

<b>Standards/Benchmarks</b>	<b>TEST ITEM (S) IDENTIFIED BY SECTION (A, B, C, etc.) AND NUMBER (1, 2, 3,)</b>
G5LAS1B1	
G5LAS1B2	
G5LAS1B3	
G5LAS1B4	
G5LAS1B5	
G5LAS1B6	
G5LAS1B7	
G5LAS1B8	
G5LAS1B9	
G5LAS1B10	
G5LAS1B11	
G5LAS1B12	
G5LAS2B1	
G5LAS2B2	
G5LAS2B3	
G5LAS2B4	
G5LAS2B5	
G5LAS2B6	
G5LAS2B7	
G5LAS2B8	
G5LAS2B9	
G5LAS2B10	
G5LAS2B11	
G5LAS2B12	
G5LAS2B13	
G5LAS2B14	
G5LAS2B15	
G5LAS2B16	
G5LAS2B17	
G5LAS3B1	
G5LAS3B2	
G5LAS3B3	
G5LAS3B4	
G5LAS3B5	
G5LAS3B6	
G5LAS3B7	
G5LAS3B8	
G5LAS3B9	

Standards/Benchmarks	TEST ITEM (S) IDENTIFIED BY SECTION (A, B, C, etc.) AND NUMBER (1, 2, 3,)
G5LAS4B1	
G5LAS4B2	
G5LAS4B3	
G5LAS4B4	
G5LAS4B5	
G5LAS4B6	
G5LAS4B7	
G5LAS5B1	
G5LAS5B2	
G5LAS5B3	
G5LAS5B4	
G5LAS5B5	
G5LAS5B6	
G5LAS5B7	
G5LAS5B8	
G5LAS6B1	
G5LAS6B2	
G5LAS6B3	
G5LAS6B4	
G5LAS6B5	
G5LAS6B6	

**GRADESIX: LANGUAGE ARTS CONTENT AND PROCESS STANDARDS AND BENCHMARKS**(Aligned with standards of the MOES T, the Ontario Model, Project 2061 Model, the McRel Model: Kendal, J.S. & Marzan. R. J., and the assessment tools SESAT 2 and the CEC Kindergarten Third Term District Examination)

In the sixth-grade students focus on active engagement with the text. They are required to analyze, identify, define, explain and critique rather than merely understand, describe, use, know, and distinguish as they were required to do in the fifth grade. However, the standards still require students to read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. As in the fifth grade, an instructional priority in the sixth grade is an increased focus on advanced forms of evaluation in expository critique and literary criticism and advanced presentations on problems and solutions.

The following, taken from the Reading and Language Arts Framework for California Public Schools, is a summary of the competencies which are taught at this level and reflected in the standards and benchmarks listed below.

**In the sixth grade students should:**

1. Continue to focus on decoding words fluently and accurately.
2. Read aloud narrative and expository text fluently and accurately, with appropriate pacing, intonation, and expression.
3. Receive continued systematic and explicit instruction in decoding or comprehension strategies or both if they are not reading at grade level.
4. Interpret figurative language and recognize meanings of frequently used foreign words with multiple meanings.
5. Understand and explain shades of meaning in related words (e.g., *softly* and *quietly*).
6. Engage in extensive independent reading as the primary means for increasing vocabulary knowledge.
7. Be given ample opportunities and encouragement to read. Vocabulary instruction must still be systematic. Instruction in word derivation should be a common component of instruction across the academic year, emphasizing and coordinating vocabulary analysis with words students will encounter in the instructional materials they read. In an effort to increase the likelihood that students will retain vocabulary, words that have been studied previously should be interspersed in instructional materials and lessons.
8. identify the structural features of the popular media (e.g., newspapers, magazines, on-line information) and use those features to obtain information;
9. analyze instructional materials that use a compare-and-contrast organizational pattern.
10. connect and clarifying main ideas and identifying their relationships to other sources and related topics;
11. clarify the understanding of instructional materials by creating outlines, logical notes, summaries, or reports;

12. follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club or league membership).
13. In expository writing determine the adequacy and appropriateness of evidence for an author's conclusions and to note instances of unsupported inferences, fallacious reasoning, unreasonable persuasion, and propaganda in instructional materials.
14. Analyze the effect of qualities of character (e.g., courage or cowardice, ambition or laziness) on plot and resolution of conflict.
15. Analyze the influence of setting on the problem and its resolution.
16. Determine how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.
17. Identify the speaker and recognize the difference between first-person and third-person narration (e.g., autobiography compared with biography).
18. Identify and analyze features of themes conveyed through characters, actions, and images.
19. Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.
20. Evaluate the meaning of archetypal patterns and symbols and the author's use of various techniques (e.g., appeal of characters in a picture or book, logic and credibility of plots and settings) to influence the readers' perspectives.
21. Select forms of writing that best suits the intended purpose;
22. Create multiple-paragraph expository compositions;
23. Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

### **In sixth-grade teachers should:**

#### **General Instructional Strategies for Teaching Writing:**

1. Select clear examples or models of the different forms of writing (e.g., autobiographical and persuasive writing) so that students are able to distinguish the features of each form. The examples selected to represent each form must not be overly complex or subtle or cluttered in purpose or structure.
2. Make explicit the specific purpose and intended audience for each of the different forms of writing.  
Provide ample opportunities for students to discern the specific purpose and intended audience for each form before requiring them to generate examples of each form of writing on their own.
3. Use an adequate number of examples of each different form of writing. The examples should reveal

a modest range of the distinguishing features of each form (It is not essential initially to show students the full range of distinguishing features of each.)

4. Employ a teaching strategy (e.g., explicit modeling, think-aloud strategy, facilitative questioning strategy) that makes conspicuous for students the distinguishing features of each writing form.

5. Construct a review schedule that provides students with ample opportunities to revisit and reinforce the distinguishing features of each form.

## **Conducting Research**

Teachers should work with library media teachers to ease students into this complex computer-based, electronic text environment by teaching students about different electronic sources available to them in their classroom, school library, and community libraries or computer centers and labs (e.g., CDROM encyclopedias and dictionaries, library databases, other online databases, newsgroups, web pages)

## **Instructional Strategies for Teaching Expository Writing**

Instructional guidelines for writing expository compositions include:

1. Introducing and teaching one type of expository composition at a time
2. Selecting clear and appropriate examples of each type of expository composition, including examples of students' writing to use as models
3. Using a think sheet or note sheet to provide an outline for learning the essential structure of each type of expository composition
4. Reading and summarizing the important information in one type of expository text (e.g., a social studies text involving a problem and solution) by using a think sheet or note sheet before writing the specific type of expository composition
5. Establishing a process to provide students with sufficient comments and feedback for their expository compositions, such as a partner system for editing that uses an editing checklist on selected assignments and teacher comments on others

**STANDARD ONE:** Communicates thoughts and feelings by listening and speaking

#	Benchmark
G6LAS1B1	makes reports, describes and explains a course of action, and follows detailed instructions
G6LAS1B2	asks and answers questions to obtain and clarify information
G6LAS1B3	expresses and responds to a range of ideas and opinions concisely, clearly, and appropriately (e.g., listens in order to distinguish between fact and fiction as well as fact and opinion; identifies and uses words and phrases in his/her speech that convey feelings or images, predicts reasonable outcomes based on given information, uses persuasive techniques when speaking)
G6LAS1B4	contributes and works constructively in groups
GLAS1B5	identifies the main types of media works and the most characteristic techniques used in them (e.g., identifies relationships between visual material and oral content, interprets and expresses sensory impressions gained while listening)
G6LAS1B6	uses the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (e.g., uses speech that is clear and free from articulation errors, proper intonation, stress, rhythm, rate and volume)
G6LAS1B7	determines when and how to use language appropriately in various social contexts (greetings, conversational openings and closings, introductions and asking questions, take turns while engaging in conversations)

**STANDARD TWO:** Makes sense of a variety of written materials (including literary and informational texts) by using developmentally appropriate reading strategies

#	Benchmark
G6LAS2B1	uses phonetic and context clues to decode unfamiliar words encountered in reading (e.g., ***differentiates between words with multiple meanings, ***interprets given words, phrases, idioms, and identifies word referents)
G6LAS2B2	identifies the main idea whether stated or implied in various selections
G6LAS2B3	evaluates the actions of various characters in the literature
G6LAS2B4	responds to figurative language used in literature
GLAS2B5	develops an appreciation for a variety of cultural vocabularies and dialects
G6LAS2B6	demonstrates an understanding of and appreciation for the use of fiction and non-fiction in literature

#	Benchmark
G6LAS2B7	locates information through the use of standard book features
G6LAS2B8	identifies an author's purpose and elements in stories
G6LAS2B9	participates in small group and whole class discussions about what has been read
G6LAS2B10	reads a variety of genre such as plays, poetry, mysteries, adventure stories, realistic fiction, myths, etc. and recognizes their form
G6LAS2B11	distinguishes between fact and opinion (e.g., identifies propaganda techniques used in advertisements, speeches and other forms of communication)
GLAS2B12	relates reading to their own experiences (e.g., makes predictions by relating new information to prior knowledge, gains a deeper understanding and appreciation of self and others)

**STANDARD THREE:** Demonstrates competence in the general skills and strategies of the writing process.

#	Benchmark
G6LAS3B1	communicates ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., writes the instructions for building a Junkanoo costume for an audience unfamiliar with the technical terminology)
G6LAS3B2	uses writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions)
G6LA3B3	organizes information to convey a central idea, using well-linked paragraphs
G6LAS3B4	uses a variety of sentence types (e.g., questions, statements) and sentence structures (e.g., complex sentences) appropriate for their purposes
GLAS3B5	produces pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips)
G6LAS3B6	produces media texts using writing and materials from other media (e.g., creates a web page publicizing a sloop sailing/regatta/athletics club)
G6LAS3B7	produces a conversation/dialogue using appropriate quotation marks
G6LAS3B8	uses the writing process when completing his/her assignments (*e.g., revises and edits his/her work in collaboration with others, seeking and evaluating feedback, and focusing on

#	Benchmark
	content, organization, and appropriateness of vocabulary for audience; proof-reads and corrects his/her final drafts, focusing on grammar, punctuation, spelling, and conventions of style)
G6LAS3B9	communicates ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., writes the instructions for building a Junkanoo costume for an audience unfamiliar with the technical terminology)
G6LAS3B10	uses writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions)
G6LAS3B11	organizes information to convey a central idea, using well-linked paragraphs

**STANDARD FOUR:** Uses grammatical and mechanical conventions in written compositions

#	Benchmark
G6LAS4B1	uses conventions of spelling, capitalization and punctuation in written compositions specified for this grade level
G6LAS4B2	uses and spells correctly the vocabulary appropriate for this grade level
G6LA4B3	writes compound sentences
G6LAS4B4	identifies and uses the possessive forms of singular and plural nouns
GLAS4B5	identifies and uses a variety of prepositions
G6LAS4B6	identifies and uses adverbs of manner
G6LAS4B7	uses conjunctions to connect his/her ideas appropriately
G6LAS4B8	use commas appropriately in his/her writing
G6LAS4B9	capitalizes the first word in direct quotations
G6LA4B10	
G6LAS4B11	uses quotation marks appropriately in direct quotations
GLAS4B12	writes text containing challenging cursive letters (**e.g., completes given forms with specific information using cursive writing; given words and their abbreviations; important information from content area subjects)
G6LAS4B13	uses conventions of spelling, capitalization and punctuation in written compositions specified for this grade level
G6LAS4B14	uses and spells correctly the vocabulary appropriate for this grade level
G6LAS4B15	writes compound sentences

**STANDARD FIVE**: : Gathers and uses information for research purposes

#	Benchmark
G6LAS5B1	analyses the problems that have confronted people in the past in terms of the major goals and obstacles to those goals
G6LAS5B2	distinguishes between actual observations and ideas or conclusions about what was observed
G6LAS5B3	identifies basic informal fallacies, including appeals to authority, the use of statements such as “everybody knows,” and vague references such as “leading doctors say”
G6LAS5B4	recognises when a comparison is not fair because important characteristics are not the same
GLAS5B5	gathers data for research topics from interviews (e.g., prepares and asks relevant questions, makes notes of responses, compiles responses)
G6LAS5B6	uses the card catalogue to locate books for research topics
G6LAS5B7	uses the Reader's Guide to Periodical Literature and other indexes to gather information for research topics
G6LAS5B8	uses a computer catalogue to gather information for research topics
G6LAS5B9	uses a variety of resource materials to gather information for research topics (e.g., magazines, newspapers, dictionaries, schedules, journals, phone directories, globes, atlases, almanacs)
G6LAS5B10	determines the appropriateness of an information source for a research topic
G6LAS5B11	organizes information and ideas from multiple sources in systematic ways (e.g., time lines, outlines, notes, graphic representations)
GLAS5B12	writes research papers (e.g., separates information into major components based on a set of criteria, examines critical relationships between and among elements of a research topic, integrates a variety of information into a whole)
G6LAS5B13	is aware that there may be more than one good way to interpret a given set of findings
G6LAS5B14	makes basic distinctions between information that is based on fact and information that is based on opinion
G6LAS5B15	compares and contrasts the credibility of differing accounts of the same event
G6LAS5B16	selects criteria or rules for category membership that are relevant and important

**STANDARD SIX** Uses a variety of media (e.g. computer software, DVD's, CD's) to communicate information

#	<b>Benchmark</b>
G6LAS6B1	*identifies the main characteristics of some familiar media (e.g., television, film, magazines, websites)
G6LAS6B2	*recognises that media works are composed of a series of separate elements (e.g., shots in movies; sections of a newspaper; pages on a website)
G6LAS6B3	*lists and describes many of the ways in which the media provide information (e.g., through news reports, the Internet, documentary films, CD-ROMs)
G6LAS6B4	*creates a variety of media works (e.g., a simple multi-media presentation)
GLAS6B5	**trouble-shoots simple problems in software (e.g., re-boots, uses help systems)
G6LAS6B6	**knows the common features and uses of data bases (e.g., data bases contain records of similar data, which is sorted or organized for ease of use; data bases are used in both print form, such as telephone books, and electronic form, such as computerized card catalogues)
G6LAS6B7	**uses data base software to add, edit, and delete records, and to find information through simple sort or search techniques

**GRADE SIX STANDARDS AND BENCHMARKS TRACKING TEMPLATE**

<b>Standards/Benchmarks</b>	<b>Semester One</b>	<b>Semester 2</b>
G6LAS1B1		
G6LAS1B2		
G6LAS1B3		
G6LAS1B4		
GLAS1B5		
G6LAS1B6		
G6LAS1B7		
G6LAS2B1		
G6LAS2B2		
G6LAS2B3		
G6LAS2B4		
GLAS2B5		
G6LAS2B6		
G6LAS2B7		
G6LAS2B8		
G6LAS2B9		
G6LAS2B10		
G6LAS2B11		
GLAS2B12		
G6LAS3B1		
G6LAS3B2		
G6LA3B3		
G6LAS3B4		
GLAS3B5		
G6LAS3B6		
G6LAS3B7		
G6LAS3B8		
G6LAS3B9		
G6LAS3B10		
G6LAS3B11		
G6LAS4B1		
G6LAS4B2		
G6LA4B3		
G6LAS4B4		
GLAS4B5		
G6LAS4B6		
G6LAS4B7		
G6LAS4B8		
G6LAS4B9		
G6LA4B10		
G6LAS4B11		
GLAS4B12		

<b>Standards/Benchmarks</b>	<b>Semester One</b>	<b>Semester 2</b>
G6LAS4B13		
G6LAS4B14		
G6LAS4B15		
G6LAS5B1		
G6LAS5B2		
G6LAS5B3		
G6LAS5B4		
GLAS5B5		
G6LAS5B6		
G6LAS5B7		
G6LAS5B8		
G6LAS5B9		
G6LAS5B10		
G6LAS5B11		
GLAS5B12		
G6LAS5B13		
G6LAS5B14		
G6LAS5B15		
G6LAS5B16		
G6LAS6B1		
G6LAS6B2		
G6LAS6B3		
G6LAS6B4		
GLAS6B5		
G6LAS6B6		
G6LAS6B7		
G6LAS6B8		
G6LAS6B9		
G6LAS6B10		
G6LAS6B11		
G6LAS6B12		
G6LAS6B13		
G6LAS6B14		
G6LAS6B15		
GLAS6B16		
G6LAS6B17		

**STANDARD ONE:**

#	Benchmark	Semester in which Mastery Achieved
G6LAS1B1	makes reports, describes and explains a course of action, and follows detailed instructions	
G6LAS1B2	asks and answers questions to obtain and clarify information	
G6LAS1B3	expresses and responds to a range of ideas and opinions concisely, clearly, and appropriately (e.g., listens in order to distinguish between fact and fiction as well as fact and opinion; identifies and uses words and phrases in his/her speech that convey feelings or images, predicts reasonable outcomes based on given information, uses persuasive techniques when speaking)	
G6LAS1B4	contributes and works constructively in groups	
GLAS1B5	identifies the main types of media works and the most characteristic techniques used in them (e.g., identifies relationships between visual material and oral content, interprets and expresses sensory impressions gained while listening)	
G6LAS1B6	uses the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (e.g., uses speech that is clear and free from articulation errors, proper intonation, stress, rhythm, rate and volume)	

**STANDARD TWO:**

#	Benchmark	Semester in which Mastery Achieved
G6LAS2B1	uses phonetic and context clues to decode unfamiliar words encountered in reading (e.g., ***differentiates between words with multiple meanings, ***interprets given words, phrases, idioms, and identifies word referents)	
G6LAS2B2	identifies the main idea whether stated or implied in various selections	
G6LAS2B3	evaluates the actions of various characters in the literature	
G6LAS2B4	responds to figurative language used in literature	
GLAS2B5	develops an appreciation for a variety of cultural vocabularies and dialects	
G6LAS2B6	demonstrates an understanding of and appreciation for the use of fiction and non-fiction in literature	
G6LAS2B7	locates information through the use of standard book features	
G6LAS2B8	identifies an author's purpose and elements in stories	
G6LAS2B9	participates in small group and whole class discussions about what has been read	
G6LAS2B10	reads a variety of genre such as plays, poetry, mysteries, adventure stories, realistic fiction, myths, etc. and recognizes their form	
G6LAS2B11	distinguishes between fact and opinion (e.g., identifies propaganda techniques used in advertisements, speeches and other forms of communication)	
GLAS2B12	relates reading to their own experiences (e.g., makes predictions by relating new information to prior knowledge, gains a deeper understanding and appreciation of self and others)	

**STANDARD THREE:**

#	Benchmark	Semester in which Mastery Achieved
G6LAS3B1	communicates ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., writes the instructions for building a Junkanoo costume for an audience unfamiliar with the technical terminology)	
G6LAS3B2	uses writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions)	
G6LA3B3	organizes information to convey a central idea, using well-linked paragraphs	
G6LAS3B4	uses a variety of sentence types (e.g., questions, statements) and sentence structures (e.g., complex sentences) appropriate for their purposes	
GLAS3B5	produces pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips)	
G6LAS3B6	produces media texts using writing and materials from other media (e.g., creates a web page publicizing a sloop sailing/regatta/athletics club)	
G6LAS3B7	produces a conversation/dialogue using appropriate quotation marks	
G6LAS3B8	uses the writing process when completing his/her assignments (*e.g., revises and edits his/her work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience; proof-reads and corrects his/her final drafts, focusing on grammar, punctuation, spelling, and conventions of style)	

#	Benchmark	Semester in which Mastery Achieved
G6LAS3B9	communicates ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., writes the instructions for building a Junkanoo costume for an audience unfamiliar with the technical terminology)	
G6LAS3B10	uses writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions)	
G6LAS3B11	organizes information to convey a central idea, using well-linked paragraphs	

#### STANDARD FOUR:

#	Benchmark	Semester in which Mastery Achieved
G6LAS4B1	uses conventions of spelling, capitalization and punctuation in written compositions specified for this grade level	
G6LAS4B2	uses and spells correctly the vocabulary appropriate for this grade level	
G6LA4B3	writes compound sentences	
G6LAS4B4	identifies and uses the possessive forms of singular and plural nouns	
GLAS4B5	identifies and uses a variety of prepositions	
G6LAS4B6	identifies and uses adverbs of manner	
G6LAS4B7	uses conjunctions to connect his/her ideas appropriately	
G6LAS4B8	use commas appropriately in his/her writing	
G6LAS4B9	capitalizes the first word in direct quotations	
G6LA4B10		
G6LAS4B11	uses quotation marks appropriately in direct quotations	
GLAS4B12	writes text containing challenging cursive letters (**e.g., completes given forms with specific information using cursive writing; given words and their abbreviations; important information from	

#	Benchmark	Semester in which Mastery Achieved
	content area subjects)	
G6LAS4B13	uses conventions of spelling, capitalization and punctuation in written compositions specified for this grade level	
G6LAS4B14	uses and spells correctly the vocabulary appropriate for this grade level	
G6LAS4B15	writes compound sentences	

**STANDARD FIVE:**

#	Benchmark	Semester in which Mastery Achieved
G6LAS5B1	analyses the problems that have confronted people in the past in terms of the major goals and obstacles to those goals	
G6LAS5B2	distinguishes between actual observations and ideas or conclusions about what was observed	
G6LAS5B3	identifies basic informal fallacies, including appeals to authority, the use of statements such as “everybody knows,” and vague references such as “leading doctors say”	
G6LAS5B4	recognises when a comparison is not fair because important characteristics are not the same	
GLAS5B5	gathers data for research topics from interviews (e.g., prepares and asks relevant questions, makes notes of responses, compiles responses)	
G6LAS5B6	uses the card catalogue to locate books for research topics	
G6LAS5B7	uses the Reader's Guide to Periodical Literature and other indexes to gather information for research topics	
G6LAS5B8	uses a computer catalogue to gather information for research topics	
G6LAS5B9	uses a variety of resource materials to gather information for research topics (e.g., magazines, newspapers, internet, dictionaries, schedules, journals, phone	

#	Benchmark	Semester in which Mastery Achieved
	directories, globes, atlases, almanacs)	
G6LAS5B10	determines the appropriateness of an information source for a research topic	
G6LAS5B11	organizes information and ideas from multiple sources in systematic ways (e.g., time lines, outlines, notes, graphic representations)	
GLAS5B12	writes research papers (e.g., separates information into major components based on a set of criteria, examines critical relationships between and among elements of a research topic, integrates a variety of information into a whole)	
G6LAS5B13	is aware that there may be more than one good way to interpret a given set of findings	
G6LAS5B14	makes basic distinctions between information that is based on fact and information that is based on opinion	
G6LAS5B15	compares and contrasts the credibility of differing accounts of the same event	
G6LAS5B16	selects criteria or rules for category membership that are relevant and important	

**STANDARD SIX:**

#	Benchmark	Semester in which Mastery Achieved
G6LAS6B1	identifies the main characteristics of some familiar media (e.g., television, film, magazines, websites)	
G6LAS6B2	recognizes that media works are composed of a series of separate elements (e.g., shots in movies; sections of a newspaper; pages on a website)	
G6LAS6B3	lists and describes many of the ways in which the media provide information (e.g., through news reports, the Internet, documentary films, CD-	

#	Benchmark	Semester in which Mastery Achieved
	ROMs)	
G6LAS6B4	creates a variety of media works (e.g., a simple multi-media presentation)	
GLAS6B5	trouble-shoots simple problems in software (e.g., re-boots, uses help systems)	
G6LAS6B6	knows the common features and uses of data bases (e.g., data bases contain records of similar data, which is sorted or organized for ease of use; data bases are used in both print form, such as telephone books, and electronic form, such as computerized card catalogues)	
G6LAS6B7	uses data base software to add, edit, and delete records, and to find information through simple sort or search techniques	





