

Overview of Content Standards for Grades Four through Eight

Adapted from the 1999 California Reading/Language Arts Curriculum Framework

At the onset of grade four most students will have progressed from the “learning to read”; phase to the “reading to learn” phase. (American Federation of Teachers 1997), and then, gradually over time and before they move on to high school, they will transition to the “reading and learning for life” phase.

Students will be able to

- read aloud grade level appropriate narrative and expository text fluently and accurately, ranging from classical literature to on-line information.
- 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.
- write clear, coherent, and focused essays
- conduct multiple-step information searches as part of the research process.
- using the learning resources and technology in the library media center and classroom.
- in grades five through eight, students extend their writing applications as they compose narrative, expository, persuasive, and descriptive text of at least 500 to 70 words each.
- use correct conventions in writing as they express their new-found knowledge and understanding and to exhibit increasing sophistication in sentence structure, grammar, punctuation, capitalization, and spelling.

5th Grade Instructional Considerations

Adapted from the 1999 California Reading/Language Arts Curriculum Framework

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 and advanced forms of evaluation, such as expository critique and literary criticism in the reading domain.

Content and Instructional Connections

The teacher can help students integrate mastery of standards across domains, strands, and academic disciplines by having students:

1. Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
2. Use knowledge of word origins to determine the meaning of unknown words.
3. Demonstrate how print and electronic text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, and maps) make information accessible and usable.
4. Create multiple-paragraph narrative compositions, using electronic media and employing organizational features.
5. Add, delete, consolidate, clarify, and rearrange words and sentences.
6. Use topics and examples for speaking, writing, and editing assignments that relate to grade five social sciences content standards.

In addition to the above strategies, the framework offers a wealth of additional insights, tips, and strategies that will help teachers address all the specified standards and benchmarks. We highly recommend that all teachers have access to this valuable planning tool.

Standards Based Rubrics for Writing

Developed by

SCORE



Score is sponsored by CTAP (California Technology Assistance Project) and by CCSESA (California County Superintendents Educational Services Association). SCORE is a web-based classroom resource supporting California's Content Standards and frameworks for Language Arts, Mathematics, History/Social Sciences, and Science. SCORE proffers quality internet resources, such as lesson plans, classroom activities, projects, electronic fieldtrips, discussion groups, and more. SCORE also has a student friendly kid's corner.

Although many web based resources are now available to teachers, this source is uniquely designed to help teachers teach to the California Content Standards. The Writing Rubrics that follow do just that.

<http://www.score.k12.ca.us/>

Standards Based Rubrics

Writing Applications

Grade 5

If you use a number scale, divide the number of points earned by number of traits.

0=not evident

1=minimal evidence of mastery

2=adequate evidence of mastery

3=strong evidence of mastery

4=outstanding evidence of mastery

Writing Standard 2.1 - Narrative

- Write narratives, that
 1. establish and develop plot and setting, and choose a point of view that is appropriate to stories
 2. include sensory details and concrete language to develop plot and character
 3. use a range of narrative strategies (e.g., dialogue, suspense)

Writing Standard 2.2 - Response to Literature

- Write responses to literature that
 1. demonstrate an understanding of a literary work
 2. support judgments through references both to the text and to prior knowledge
 3. develop interpretations that exhibit careful reading and understanding

Writing Standard 2.3 - Information Reports

- Write research reports about key ideas, issues, or events that
 1. frame questions that direct the investigation
 2. establish a controlling idea/topic
 3. develop the topic with simple facts, details, examples and explanations
 4. draw from more than one source of information (e.g., speakers, books, newspapers, media sources)

Writing Standard 2.4 - Persuasive

- Write persuasive compositions or letters that
 1. state a clear position in support of a proposition or proposal
 2. support the position with organized and relevant evidence
 3. anticipate and address reader concerns and counter arguments

Grade 5 - Standards and Benchmark Proficiencies

READING – (R)

- Standard I Word Analysis, Fluency, and Systematic Vocabulary Development**
- Word Recognition
 - Vocabulary and Concept Development
- Standard II Reading Comprehension**
- Comprehension and Analysis of Grade Level Appropriate Text
 - Expository Critique
- Standard III Literary Response and Analysis**
- Structural Features of Literature
 - Narrative Analysis of Grade Level Appropriate Text
 - Literary Criticism

WRITING – (W)

- Standard I Writing Strategies**
- Organization and Focus
 - Research and Technology
 - Evaluation and Revision
- Standard II Writing Applications – Genres and Their Characteristics**
- Writing Applications

WRITTEN AND ORAL LANGUAGE CONVENTIONS (WOL)

- Standard I Written and Oral Language Conventions**
- Sentence Structure
 - Grammar
 - Punctuation
 - Capitalization
 - Spelling

LISTENING AND SPEAKING – (LS)

- Standard I Listening and Speaking Strategies**
- Comprehension
 - Organization and Delivery of Oral Communication
 - Analysis and Evaluation of Oral and Media Communication
- Standard II Speaking Applications – Genres and Their Characteristics**
- Speaking Applications

GRADE 5 - READING

(R) STANDARD I										
<i>Word Analysis, Fluency and Systematic Vocabulary Development</i>										
<p>Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</p>										
Legend										
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>										
Benchmarks										
<i>Word Recognition</i>				Timeline		Int.		Assessment		
Gr5.R.I.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
<i>Vocabulary and Concept Development</i>				Timeline		Int.		Assessment		
Gr5.R.I.2 Use word origins to determine the meaning of unknown words.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
Gr5.R.I.3 Understand and explain frequently used synonyms, antonyms, and homographs.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
Gr5.R.I.4 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>).				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
Gr5.R.I.5 Understand and explain the figurative and metaphorical use of words in context.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3

GRADE 5 - READING

(R) STANDARD II							
<i>Reading Comprehension</i>							
<p>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.</p>							
Legend							
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>							
Benchmarks							
<i>Structural Features of Informational Materials</i>	Timeline		Int.	Assessment			
Gr5.R.II.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr5.R.II.2 Analyze text that is organized in sequential or chronological order.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	Timeline		Int.	Assessment			
Gr5.R.II.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr5.R.II.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
<i>Expository Critique</i>	Timeline		Int.	Assessment			
Gr5.R.II.5 Distinguish facts, supported inferences, and opinions in text	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3

GRADE 5 - READING

(R) STANDARD III							
<i>Literary Response And Analysis</i>							
<p>Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.</p>							
Legend							
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>							
Benchmarks							
<i>Structural Features of Literature</i>	Timeline		Int.	Assessment			
Gr5.R.III.1 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.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>	Timeline		Int.	Assessment			
Gr5.R.III.2 Identify the main problem or conflict of the plot and explain how it is resolved.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr5.R.III.3 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.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr5.R.III.4 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.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
Gr5.R.III.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3

GRADE 5 - READING

(R) STANDARD III (continued)

Literary Response And Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* (a separate California Department of Education publication) illustrate the quality and complexity of the materials to be read by students.

Legend

Q/T= Quarter or Trimester

Ong.=Ongoing

Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other

Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more

Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number

Benchmarks								
<i>Literary Criticism</i>		Timeline		Int.	Assessment			
Gr5.R.III.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4	
	Q/T2	Ong.	SS	1	1	1	1	
	Q/T3	Ong.	M/S	2	2	2	2	
	Q4	Ong.	O	3	3	3	3	
Gr5.R.III.7 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.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4	
	Q/T2	Ong.	SS	1	1	1	1	
	Q/T3	Ong.	M/S	2	2	2	2	
	Q4	Ong.	O	3	3	3	3	

GRADE 5 - WRITING

(W) STANDARD I										
<i>Writing Strategies</i>										
<p>Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</p>										
Legend										
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>										
Benchmarks										
<i>Organization and Focus</i>				Timeline		Int.		Assessment		
<p>Gr5.W.I.1 Create multiple-paragraph narrative compositions:</p> <p>a Establish and develop a situation or plot</p> <p>b Describe the setting.</p> <p>c Present an ending.</p>				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
<p>Gr5.W.I.2 Create multiple-paragraph expository compositions:</p> <p>a Establish a topic, important ideas, or events in sequence or chronological order.</p> <p>b Provide details and transitional expressions that link one paragraph to another in a clear line of thought.</p> <p>c Offer a concluding paragraph that summarizes important ideas and details.</p>				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3

GRADE 5 - WRITING

(W) STANDARD I									
<i>Writing Strategies (continued)</i>									
<p>Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</p>									
Legend									
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>									
Benchmarks									
<i>Research and Technology</i>				Timeline		Int.		Assessment	
Gr5.W.I.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr5.W.I.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr5.W.I.5 Use a thesaurus to identify alternative word choices and meanings.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
<i>Evaluation and Revision</i>				Timeline		Int.		Assessment	
Gr5.W.I.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		

GRADE 5 - WRITING

(W) STANDARD II									
<i>Writing Applications - Genres and their Characteristics</i>									
<p>Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard I</p> <p>Using the writing strategies of grade five outlined in Writing Standard I, students:</p>									
Legend									
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>									
Benchmarks									
<i>Writing Applications</i>				Timeline		Int.		Assessment	
Gr5.W.II.1 Write narratives: a Establish a plot, point of view, setting, and conflict. b Show, rather than tell, the events of the story.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr5.W.II.2 Write responses to literature: a Demonstrate an understanding of a literary work. b Support judgments through references to the text and to prior knowledge. c Develop interpretations that exhibit careful reading and understanding.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr5.W.II.3 Write research reports about important ideas, issues, or events by using the following guidelines: a Frame questions that direct the investigation. b Establish a controlling idea or topic. c Develop the topic with simple facts, details, examples, and explanations.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		

GRADE 5 WRITTEN AND ORAL LANGUAGE CONVENTIONS

(WOL) STANDARD I										
<i>Written and Oral English Language Conventions</i>										
<p>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills. Students write and speak with a command of standard American English conventions appropriate to this grade level.</p>										
Legend										
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>										
Benchmarks										
<i>Sentence Structure</i>				Timeline		Int.		Assessment		
Gr5.WOL.I.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
<i>Grammar</i>				Timeline		Int.		Assessment		
Gr5.WOL.I.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>), modifiers, and pronouns.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
<i>Punctuation</i>				Timeline		Int.		Assessment		
Gr5.WOL.I.3 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.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
<i>Capitalization</i>				Timeline		Int.		Assessment		
Gr5.WOL.I.4 Use correct capitalization.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
<i>Spelling</i>				Timeline		Int.		Assessment		
Gr5.WOL.I.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3

GRADE 5 - LISTENING AND SPEAKING

<i>(LS) STANDARD I</i>									
<i>Listening and Speaking Strategies</i>									
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.									
Legend									
Q/T = Quarter or Trimester Ong. =Ongoing Int =Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number									
Benchmarks									
<i>Comprehension</i>				Timeline		Int.		Assessment	
Gr5.LS.I.1 Ask questions that seek information not already discussed.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr5.LS.I.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr5.LS.I.3 Make inferences or draw conclusions based on an oral report.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
<i>Organization and Delivery of Oral Communication</i>				Timeline		Int.		Assessment	
Gr5.LS.I.4 Select a focus, organizational structure, and point of view for an oral presentation.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr5.LS.I.5 Clarify and support spoken ideas with evidence and examples.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		
Gr5.LS.I.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4		
	Q/T2	Ong.	SS	1	1	1	1		
	Q/T3	Ong.	M/S	2	2	2	2		
	Q4	Ong.	O	3	3	3	3		

GRADE 5 - LISTENING AND SPEAKING

<i>(LS) STANDARD I</i>										
<i>Listening and Speaking Strategies (contunued)</i>										
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.										
Legend										
Q/T = Quarter or Trimester Ong. =Ongoing Int =Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number										
Benchmarks										
<i>Analysis and Evaluation of Oral and Media Communications</i>				Timeline		Int.		Assessment		
Gr5.LS.I.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
Gr5.LS.I.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3

GRADE 5 - LISTENING AND SPEAKING

(LS) STANDARD II <i>Genres and Their Characteristics)</i>									
<p>Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard I.</p> <p>Using the speaking strategies of grade five outlined in Listening and Speaking Standard I, students:</p>									
Legend									
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numbering: Grade – Standard Title – Standard number – Benchmark number</p>									
Benchmarks									
<i>Speaking Applications</i>				Timeline		Int.		Assessment	
<p>Gr5.LS.II.1 Deliver narrative presentations:</p> <p>a Establish a situation, plot, point of view, and setting with descriptive words and phrases.</p> <p>b Show, rather than tell, the listener what happens.</p>	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3		
<p>Gr5.LS.II.2 Deliver informative presentations about an important idea, issue, or event by the following means:</p> <p>a Frame questions to direct the investigation.</p> <p>b Establish a controlling idea or topic.</p> <p>c Develop the topic with simple facts, details, examples, and explanations.</p>	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3		
<p>Gr5.LS.II.3 Deliver oral responses to literature:</p> <p>a Summarize significant events and details.</p> <p>b Articulate an understanding of several ideas or images communicated by the literary work.</p> <p>c Use examples or textual evidence from the work to support conclusions.</p>	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3		