

## Lower School English Standards & Benchmarks

### 1. READING- Students will read fluently with understanding.

Pre-school	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Use illustrations to tell a story.	Use illustrations to tell a story.	Use illustrations to tell a story.					
Begin to understand that print conveys meaning.	Begin to understand that print conveys meaning.	Begin to understand that print conveys meaning.					
	Begin to connect letters and letter sounds.	Connect letters, letter sounds, and names.	Translate letter patterns into spoken language using phonics.	Translate letter patterns into spoken language using phonics, syllabication, and word parts.	Apply knowledge of word relationships, root words, prefixes, and suffixes.	Apply knowledge of word relationships, root words, prefixes, suffixes, synonyms, antonyms, and derivations to determine the meaning of words.	Apply knowledge of word relationships, root words, prefixes, suffixes, synonyms, antonyms, and derivations to determine the meaning of words.
		Begin to read simple familiar texts.	Read narrative and expository text aloud with grade- appropriate fluency, accuracy, pacing, intonation, and expression.	Read narrative and expository text aloud with grade- appropriate fluency, accuracy, pacing, intonation, and expression.	Read narrative and expository text silently and aloud with grade-appropriate fluency, accuracy, pacing, intonation, and expression.	Read narrative and expository text silently and aloud with grade-appropriate fluency, accuracy, pacing, intonation, and expression.	Read narrative and expository text silently and aloud with grade-appropriate fluency, accuracy, pacing, intonation, and expression.
					Use appropriate strategies when reading for different purposes (e.g. locating information, following multi-step instructions, and for personal enjoyment).	Use appropriate strategies when reading for different purposes (e.g. locating information, following multi-step instructions, and for personal enjoyment).	Use appropriate strategies when reading for different purposes (e.g. locating information, following multi-step instructions, and for personal enjoyment).
					Use word meanings within the appropriate context and be able to verify those meanings by definition, restatement, example, and by comparing and contrasting.	Use word meanings within the appropriate context and be able to verify those meanings by definition, restatement, example, and by comparing and contrasting.	Use word meanings within the appropriate context and be able to verify those meanings by definition, restatement, example, and by comparing and contrasting.
						Use idioms and similes to infer the literal and figurative meaning of phrases.	Use idioms, metaphors, and similes to infer the literal and figurative meaning of phrases.
					Use the dictionary as a tool for reading (e.g. meaning, pronunciation, and parts of speech).	Use the dictionary as a tool for reading (e.g. meaning, pronunciation, and parts of speech).	Use the dictionary as a tool for reading (e.g. meaning, pronunciation, and parts of speech).
					Make inferences and draw conclusions based upon implicit and explicit information.	Make inferences and draw conclusions based upon implicit and explicit information.	Make inferences and draw conclusions based upon implicit and explicit information.

**2. READING- Students will comprehend, respond to, and analyse a wide variety of literary texts and be able to recognize and evaluate how language, literary devices, and literary elements contribute to the meaning and impact of those works.**

Pre-school	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Recognise and value literature.	Recognise and value many kinds of literature.	Recognise and value many kinds of literature.					
Connect stories with personal experience.	Connect stories with personal experience.	Connect stories with personal experience.					
Retell a story.	Retell a story.	Retell a story.					
Respond to literature.	Identify the main events of the plot.	Identify the main events of the plot.	Identify the main events of the plot.	Identify the main events of the plot.	Identify the main events of the plot.	Identify the main events of the plot, their causes, and how each influences future actions.	Identify the main events of the plot, their causes, and how each influences future actions.
	Make and confirm predictions about text.	Make and confirm predictions about text by using prior knowledge.	Make and confirm predictions about text by using prior knowledge and ideas presented in text itself.	Identify settings and character traits.	Identify settings and character traits.	Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.
	Respond to literature in a variety of ways.	Produce written, oral, or other forms of responses to literature.	Produce written, oral, or other forms of responses to literature.	Produce written, oral, or other forms of responses to literature.	Produce written or oral responses to literature that demonstrate an understanding of the literary work and that support judgements through references both to the text and to prior knowledge.		
						Produce written or oral responses to literature that demonstrate an understanding of the literary work and that support judgements through references both to the text and to prior knowledge.	Produce written or oral responses to literature that demonstrate an understanding of the literary work and that support judgements through references both to the text and to prior knowledge.
						Produce written or oral summaries of articles and books that contain the main ideas of the event/article and the most significant details.	Produce written or oral summaries of articles and books that contain the main ideas of the event/article and the most significant details.
			Distinguish poetry from other literary forms.	Distinguish different types of poetry from other literary forms.	Determine the characteristics of different forms of poetry and produce written or oral responses (e.g. haiku, free verse, limericks, nursery	Determine the characteristics of different forms of poetry and produce written or oral responses (e.g. haiku, free verse, limericks, nursery rhymes, chants, and acrostics).	Determine the characteristics of different forms of poetry and produce written or oral responses (e.g. haiku, free verse, limericks, nursery rhymes, chants, and acrostics).

					rhymes, chants, and acrostics).		
				Make and confirm predictions about text by using prior knowledge and ideas presented in text itself.	Make and confirm predictions about text by using prior knowledge and ideas presented in text itself, including illustrations, titles, and foreshadowing clues.	Make and confirm predictions about text by using prior knowledge and ideas presented in text itself, including illustrations, titles, and foreshadowing clues.	Make and confirm predictions about text by using prior knowledge and ideas presented in text itself, including illustrations, titles, topic sentences, key words, and foreshadowing clues.
						Identify, understand, and define the effect of figurative language in literary works including similes.	Identify, understand, and define the effect of figurative language in literary works including similes, metaphors, hyperboles, and personifications.

**3. READING- Analyse and appreciate the similarities and the differences between literary works from different cultures, ages, and ethnic, class, and gender contexts.**

<b>Pre-school</b>	<b>K1</b>	<b>K2</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
Explore stories, poems, and dramas from the cultural areas or groups represented in the group.	Explore a large variety of stories, poems, and dramas from diverse cultural areas or groups and discuss why these stories may have been told.	Explore a large variety of stories, poems, and dramas from diverse cultural areas or groups and discuss why these stories may have been told.	Read, listen, and explore a large variety of stories, poems, and dramas from diverse cultural areas or groups and discuss why these stories may have been told.	Understand various ways imaginative literature (oral and written) has been used in a variety of different cultures and times.	Understand various ways imaginative literature (oral and written) has been used in a variety of different cultures and times to address fundamental issues of human existence.	Understand various ways imaginative literature (oral and written) has been used in a variety of different cultures and times to address fundamental issues of human existence.	Understand various ways imaginative literature (oral and written) has been used in a variety of different cultures and times to address fundamental issues of human existence.
	Compare tales from different cultures.	Compare tales from different cultures.	Compare and contrast tales from different cultures.	Read, listen to, and explore a large variety of stories, poems, and dramas from diverse cultural areas or groups.	Read, listen, and explore a large variety of stories, poems, and dramas from diverse cultural areas or groups.	Read, listen, and explore a large variety of stories, poems, and dramas from diverse cultural areas or groups.	Read, listen, and explore a large variety of stories, poems, and dramas from diverse cultural areas or groups.
				Read, listen to, and explore stories told in a wide variety of cultures and times that reflect reoccurring themes and situations.	Read, listen, and explore stories told in a wide variety of cultures and times that reflect reoccurring cultural codes.	Read, listen, and explore a large variety of stories, poems, and dramas from diverse cultural areas or groups.	Read, listen, and explore a large variety of stories, poems, and dramas from diverse cultural areas or groups.
				Describe the structural differences of various imaginative forms of literature including realistic fiction, fantasy, and folk tales	Describe the structural differences of various imaginative forms of literature including realistic fiction, fantasy, folk tales, and fables.	Describe the structural differences of various imaginative forms of literature including fantasies, myths, and legends.	Describe the structural differences of various imaginative forms of literature including fantasies, myths, legends, and folk tales.
				Compare and contrast tales from different cultures by tracing the exploits of one character type and develop reasons to account for similar tales in diverse cultures (e.g. trickster tales).	Compare and contrast tales from different cultures by tracing the exploits of one character type and develop reasons to account for similar tales in diverse cultures (e.g. trickster tales).	Compare and contrast tales from different cultures by tracing the exploits of one character type and develop reasons to account for similar tales in diverse cultures (e.g. trickster tales).	Compare and contrast tales from different cultures by tracing the exploits of one character type and develop reasons to account for similar tales in diverse cultures.
					Recognise and discuss with understanding the questions of ethics, class, race, gender, and justice embodied in imaginative literature.	Recognise and discuss with understanding the questions of ethics, class, race, gender, and justice embodied in imaginative literature.	Recognise and discuss with understanding the questions of ethics, class, race, gender, and justice embodied in imaginative literature.

**4. READING- Students will read and understand a wide variety of non-fiction texts.**

<b>Pre-school</b>	<b>K1</b>	<b>K2</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
Understand that knowledge can be derived from reading.	Understand that knowledge can be derived from reading and be able to communicate this understanding.	Understand that knowledge can be derived from reading and be able to communicate this understanding.	Communicate knowledge derived from reading.	Summarise and paraphrase information in texts.	Evaluate new information and hypotheses by testing them against known information and ideas including generating and responding to essential questions.	Evaluate new information and hypotheses by testing them against known information and ideas including generating and responding to essential questions.	Evaluate new information and hypotheses by testing them against known information and ideas including generating and responding to essential questions.
			Distinguish between fact and fiction.	Distinguish between cause and effect and fact and opinion in expository texts.	Distinguish between cause and effect and fact and opinion in expository texts.	Distinguish between cause and effect and fact and opinion in expository text.	Distinguish between cause and effect and fact and opinion in expository text.
						Identify structural patterns found in informational text (e.g. compare and contrast, cause and effect, sequential and chronological order, Proposition and support) to strengthen comprehension.	Identify structural patterns found in informational text (e.g. compare and contrast, cause and effect, sequential and chronological order, Proposition and support) to strengthen comprehension.
					Compare and contrast information on the same topic after reading several passages or articles.	Compare and contrast information on the same topic after reading several passages or articles.	Compare and contrast information on the same topic after reading several passages or articles.
						Summarise and paraphrase information in texts.	Summarise and paraphrase information in texts.

**5. WRITING- Students will write with command of an informal, formal, and academic English dialect using the mechanical and grammatical aspects of language properly.**

<b>Pre-school</b>	<b>K1</b>	<b>K2</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
Experiment with the mechanics of writing.	Experiment with the mechanics of writing.	Experiment with the mechanics of writing.	Write complete sentences using descriptive language.	Write simple and compound sentences.	Write simple and compound sentences.	Write simple, compound, and complex sentences.	Write simple, compound, and complex sentences.
	Begin to follow appropriate writing conventions.	Follow appropriate writing conventions.	Use and identify appropriate punctuation and capitalization with any selected internationally recognised system. Use words that are specific and appropriate to the subject.	Use words that are specific and appropriate to the subject.	Use words that are specific and appropriate to the subject.	Use words that are specific and appropriate to the subject.	Use words that are specific and appropriate to the subject.
	Begin to write letters of the alphabet and some words.	Write in print.	Write fluidly and legibly in print.	Write fluidly and legibly in print and begin to write in cursive script.	Write fluidly and legibly in print and cursive and begin to transcribe manuscript into cursive and visa versa.	Write fluidly and legibly in print and cursive and begin to transcribe manuscript into cursive and visa versa.	Write fluidly and legibly in print and cursive and begin to transcribe manuscript into cursive and visa versa.
		Write words and simple sentences.	Write in clear, fluid sentences.	Write in clear, fluid sentences.	Write in clear, fluid sentences.	Use correct and varied sentence types and sentence openings to reinforce the presentation of a lively and effective personal style.	Use correct and varied sentence types and sentence openings to reinforce the presentation of a lively and effective personal style.
			Begin to use spelling patterns.	Use appropriate spelling conventions with any selected internationally recognised system.	Use appropriate spelling conventions with any selected internationally recognised system.	Use appropriate spelling conventions with any selected internationally recognised system.	Use appropriate spelling conventions with any selected internationally recognised system.
				Identify and use nouns, verbs, and adjectives.	Identify and use nouns, verbs, adjectives, pronouns, and adverbs.	Identify and use nouns, verbs, adjectives, pronouns, adverbs, prepositions, conjunctions, and articles.	Identify and use nouns, verbs, adjectives, pronouns, adverbs, prepositions, conjunctions, articles, and interjections.
							Combine short, related clauses with adverbs, adjectives, conjunctions, and prepositional phrases.
				Use and identify appropriate punctuation and capitalization with any selected internationally recognised system.	Use and identify appropriate punctuation and capitalization with any selected internationally recognised system.	Use and identify appropriate punctuation and capitalization with any selected internationally recognised system.	Use and identify appropriate punctuation and capitalization with any selected internationally recognised system.
					Use commas in direct quotations and apostrophes in	Use commas in direct quotations and apostrophes in contractions and to show	

02/04/2004

Lower School English

					contractions and to show possession.	possession	
				Use paragraph form in writing and appropriately indent paragraphs.	Use paragraph form in writing and appropriately indent paragraphs.	Use paragraph form in writing and appropriately indent paragraphs.	Use paragraph form in writing and appropriately indent paragraphs.
						Establish coherence within paragraphs through effective transitions.	Establish coherence within paragraphs through effective transitions.
					Use underlining. Quotations, or italics to identify titles.		
						Edit written manuscript to reflect appropriate and effective grammar.	Edit written manuscript to reflect appropriate and effective grammar.

**6. WRITING- Students will write with clarity, logic, validity, and effectiveness on a wide variety of topics.**

Pre-school	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Begin to write experimentally.	Write Experimentally.	Begin to write independently.	Use multi-step writing process (e.g. identify the audience and purpose, generate ideas, plan, draft, confer, revise, and publish) to express ideas.	Use multi-step writing process (e.g. identify the audience and purpose, generate ideas, plan, draft, confer, revise, and publish) to express ideas.	Use multi-step writing process (e.g. identify the audience and purpose, generate ideas, plan, draft, confer, revise, and publish) to express ideas.	Use multi-step writing process (e.g. identify audience and purpose, generate ideas, plan, draft, confer, revise, and publish) to express ideas.)	Use multi-step writing process (e.g. identify audience and purpose, generate ideas, plan, draft, confer, revise, and publish) to express ideas.)
	Understand that writing has purpose and meaning.	Understand that writing has purpose and meaning.					
	Use letters to indicate the sound of a phoneme or word.	Use letters to indicate the sound of a phoneme or word.					
			Write in narrative and informative forms.	Write in narrative and informative forms.	Write narratives on incidents that relate ideas observations or memories.	Write narratives on incidents that relate ideas, observations, or memories; provide a context to enable the reader to imagine the experience.	Write narratives on incidents that relate ideas, observations, or memories; provide a context to enable the reader to imagine the experience.
			Take guided notes on written communication.	Take guided notes on written communication.	Take notes on written communication.	Take notes on written communication for a variety of purposes.	Take relevant notes on written communication for a variety of purposes.
					Write independently in a variety of forms (expository, narrative, and descriptive).	Write summaries that contain the main ideas of the reading selection and the most significant details	Write summaries that contain the main ideas of the reading selection and the most significant details.
					Select a focus and organization.	Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.	Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.
						Use a variety of perspectives in writing.	
							Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, and explanations; concludes with a paragraph that summarizes the points.
						Use traditional structures for conveying information (e.g. chronological order, cause and effect, similarity and difference, and posing and answering a question).	Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

**7. ORAL COMMUNICATION- Students will listen, understand, and respond critically to oral communication.**

<b>Pre-School</b>	<b>K1</b>	<b>K2</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
Listen attentively.	Listen attentively.	Listen attentively.					
Ask questions and respond.	Ask questions and respond.	Ask thoughtful questions and make relevant responses to questions.	Ask thoughtful questions and make relevant responses to questions.	Ask thoughtful questions and make relevant responses to questions with appropriate elaboration.	Ask thoughtful questions and make relevant responses to questions with appropriate elaboration.	Ask thoughtful questions and make relevant responses to questions with appropriate elaboration.	Ask thoughtful questions and make relevant responses to questions with appropriate elaboration.
Understand and follow simple oral directions.	Understand and follow oral directions.	Understand and follow oral directions	Understand and follow oral directions	Understand and follow oral directions.	Understand and follow oral directions.	Understand and follow oral directions.	Understand and follow oral directions.
		Participate appropriately in class discussion.	Participate appropriately in class discussion.	Participate appropriately in class discussion.	Participate appropriately in class and group discussion.	Participate appropriately in class and group discussion.	Participate appropriately in class and group discussion.
						Take notes on oral presentations.	Take notes on oral presentations.
						Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

**8.ORAL COMMUNICATION- Students will deliver coherent, well-focused oral presentations using appropriate formal or informal dialect.**

Pre-School	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Tell stories from personal experience.	Tell stories from personal experience.	Tell stories from personal experience.					
Present simple poems, chants, rhymes or songs.	Recite brief poems, chants, rhymes and songs.	Recite brief poems, chants, rhymes and songs.	Recite brief poems, chants and rhymes using clear diction, appropriate tempo and volume.	Recite brief poems using clear diction, appropriate tempo and volume.	Recite brief poems using clear diction, appropriate tempo and volume.	Recite brief poems using clear diction, appropriate tempo and volume.	Recite brief poems using clear diction, appropriate tempo and volume.
Give simple directions	Give simple directions.	Give simple directions.	Give simple directions	Give simple directions.	Give precise directions and instructions.	Give precise directions and instructions.	Give precise directions and instructions.
			Use appropriate vocabulary, voice modulation, expression, and tone as determined by audience and purpose of presentation.	Use appropriate vocabulary, voice modulation, expression, and tone as determined by audience and purpose of presentation.	Use appropriate vocabulary, voice modulation, expression, and tone as determined by audience and purpose of presentation.	Use appropriate vocabulary, voice modulation, expression, and tone as determined by audience and purpose of presentation.	Use appropriate vocabulary, voice modulation, expression, and tone as determined by audience and purpose of presentation.
				Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.	Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.	Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.	Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.
			Make narrative and informative presentations.	Make narrative and informative presentations.	Make narrative and informative presentations.	Make narrative and informative presentations.	Make narrative and informative presentations.
				Express a point of view.			
					Use details, examples, anecdotes, or experiences to explain or clarify information.	Use details, examples, anecdotes, or experiences to explain or clarify information.	Use details, examples, anecdotes, or experiences to explain or clarify information.
							Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence.
							Emphasize points in ways that assist the listener or viewer in following key ideas and concepts.
						Use traditional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.	Use traditional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.

**9. RESEARCH- Students will demonstrate a command of research skills.**

Pre-School	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Understand the need for research.	Become regular library users.	Become regular library users.	Become independent library users by knowing the layout and systems of the library, and how to use appropriate resources.	Become independent library users by knowing the layout and systems of the library and how to use appropriate resources.	Become independent library users by knowing the layout and systems of the library and how to use appropriate resources.	Become independent library users by knowing the layout and systems of the library and how to use appropriate resources.
		Understand the need for research and what tools exist to aid research.	Locate information in reference sources by using organizational features (e.g. contents pages, indexes.)	Locate information in reference sources by using organizational features (e.g. contents pages, indexes and glossaries).	Locate information in reference sources by using organizational features (e.g. contents pages, indexes and glossaries).	Locate information in reference sources by using organizational features (e.g. contents pages, indexes and glossaries).	Locate information in reference sources by using organizational features (e.g. contents pages, indexes and glossaries).
				Use various reference materials (e.g. dictionary, thesaurus, library catalogue, encyclopaedia, on-line information) as an aid to research and writing.	Use various reference materials (e.g. dictionary, thesaurus, library catalogue, encyclopaedia, on-line information) as an aid to research and writing.	Use various reference materials (e.g. dictionary, thesaurus, library catalogue, encyclopaedia, on-line information) as an aid to research and writing.	Use various reference materials (e.g. dictionary, thesaurus, library catalogue, encyclopaedia, on-line information) as an aid to research and writing.
			Write reports in their own words.	Write reports in their own words.	Write reports in their own words that frame a key question about an issue or situation; include facts and details for focus; and draw from more than one source.	Write reports in their own words that frame a key question about an issue or situation; include facts and details for focus; and draw from more than one source.	Write reports in their own words that frame a key question about an issue or situation; include facts and details for focus; and draw from more than one source.
					Quote or paraphrase information sources, avoiding plagiarism and citing sources appropriately.	Quote or paraphrase information sources, avoiding plagiarism and citing sources appropriately.	Quote or paraphrase information sources, avoiding plagiarism and citing sources appropriately.
						Understand the structure of, organisation and appropriate use of almanacs, newspapers, magazines and teacher recommended websites.	Understand the structure of, organisation and appropriate use of almanacs, newspapers, magazines and teacher recommended websites.