# Grades 4-6 Limited Formal Schooling Benchmarks
## Listening

| Early | Emerging |
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| **Competency: Linguistic (Vocabulary)** | |
| • Demonstrates understanding of basic conversational vocabulary;<br><br>e.g. repeats newly introduced isolated words correctly. | • Demonstrates understanding of basic conversational vocabulary;<br><br>e.g. Use newly learning utility words with in phrases with support. |
| **Competency: Linguistic (Grammar/Syntax)** | |
| • Demonstrates understanding of simple commands, visuals, gestures;<br><br>e.g. enter the room when motioned to do so by the teacher, responds to the 'ssshh' and 'listen' gestures | • Demonstrates understanding of simple commands and phrases;<br><br>e.g. the student takes out a pencil and paper when asked to do so |
| • Demonstrates understanding through one word responses to simple questions;<br>e.g., "Do you play football?" "Yes" "What is your favourite food?" "Pizza" | • Demonstrates understanding through simple phrases, to simple questions;<br>e.g. "Where are you from?" "I'm from Myanmar." "What language do you speak?" "Speak Karen." |
| **Competency: Strategic** | |
| • Demonstrates listening for cueing gestures and words through gestures and mimicking;<br><br>e.g. shrugs shoulders, shakes hands | • Demonstrates listening for cueing words by using clarification one word questions;<br><br>e.g. "This?" "Now?" |
| **Competency: Sociolinguistic** | |
| • Demonstrates understanding of personal care and hygiene;<br><br>e.g. uses appropriate toilet routines like washing hands and responds to grooming advice | • Demonstrates understanding of familiar social expressions;<br><br>e.g. waves good-bye, shakes hands, nods and smiles |
| **Competency: Discourse** | |
| • Follows simple instructions for school survival;<br><br>e.g. how to line up, how to open a locker | • Follows simple routines and one step instructions;<br><br>e.g. raises hand when having to go to the washroom |
| • Demonstrates understanding of the basic routines of a classroom; | • Demonstrates understanding of common basic requests; |

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| e.g., not calling out, listening to requests for personal space. | e.g., gives name, address, phone number |
| **Competency: Auditory Discrimination** | |
| • Distinguishes phonemes particularly the onset of simple word by repeating sound;<br><br>e.g. "d" of dog, "bl" of black | • Distinguishes phonemes, particularly the rime of simple words by repeating the sound;<br><br>e.g., "og" of dog, "ack" of black. |

## Grades 4-6 Limited Formal Schooling Benchmarks
### Speaking

| Early | Emerging |
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| **Competency: Linguistic (Vocabulary)** | |
| • Expresses needs using gestures and newly learned vocabulary limited to one word;<br><br>e.g. Student points to his lunch bag to demonstrate that he wants a snack. | • Expresses needs using newly learned utility words in phrases, with support;<br><br>e.g. "I eat." |
| **Competency: Linguistic (Grammar)** | |
| • Repeats a word after teacher uses a simple command, visual or gesture;<br><br>e.g. Teachers asks students to take out their journal. Student repeats, "agenda." | • Uses simple present tense with models for support;<br><br>e.g. Teachers asks, "Where is your backpack?" Student responds, "Here is backpack." |
| **Competency: Linguistic (Syntax)** | |
| • Uses newly learned vocabulary in one word utterances only;<br><br>e.g. Student points to a book and says, "book." | • Uses newly learned vocabulary in patterned sentences with sentence frames;<br><br>e.g. I like to play soccer.<br>    I like to play drums. |
| **Competency: Strategic** | |
| • Uses gestures, pictures and one word to communicate;<br><br>e.g. Student shrugs shoulders to communicate he doesn't know. | • Uses modeled sentence patterns to communicate with peers and teachers;<br><br>e.g. "I need a pencil!"<br>    "May I get a drink?" |
| **Competency: Socio-Linguistic** | |
| • Gestures in response to commands, greetings and expressions; | • Uses modeled greetings and expressions; |

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| e.g. Teacher says, "Hello," and the student waves. | e.g. "How are you?"<br>    "I am fine." |

**Competency: Discourse**

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| • Repeats after teacher, one word in isolation;<br><br>e.g. "Cold!"<br>    "Bathroom" | • Uses short phrases to connect newly learned vocabulary;<br><br>e.g. "Outside cold!" |

**Competency:  Pronunciation**

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| • Repeats beginning phonemes, particularly the onset of simple words;<br><br>e.g. "h" for hat | • Repeats ending phonemes, particularly the rime of simple words;<br><br>e.g. "at" for hat |

## Grades 4-6 Limited Formal Schooling Benchmarks
### Reading

| Early | Emerging |
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| **Competency: Linguistic (Vocabulary)** | |
| • Names upper and lower case letters, recognizes common classroom words and labels;<br><br>e.g. Student points to the glue label when asked to glue for his art work. | • Names upper and lower case letters, identifies letter sounds and reads pre-primer high frequency words previously taught;<br><br>e.g. Student reads words from classroom poems and songs |
| **Competency: Linguistic (Grammar/Syntax)** | |
| • Identify and sort common words into letter patterns or  basic categories;<br><br>e.g. Red, blue and green are *colour*<br>    words,<br>    Bat, band, bin begin with "b" | • Distinguishes between common singular and plural nouns and articles;<br><br>e.g. a man, men<br>    a book, books |
| **Competency: Strategic** | |
| • Uses finger to track word by word when reading;<br><br>e.g. Student points to each word and<br>    follows along as the class reads a<br>    poem together. | • Relies on illustrations to match words to pictures in patterned sentences;<br><br>e.g. Student looks at the pictures to<br>    understand the word "A *green* apple.<br>    A *red* apple." |

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| **Competency: Socio-Linguistic** | |
| • Identifies a feeling associated with a story read aloud;<br><br>  e.g. "Me sad" | • Expresses what is liked/disliked about a book, using sentence frames provided;<br><br>  e.g. "I like the <u>dog</u>." |
| **Competency: Discourse** | |
| • Understands concepts of print;<br><br>  e.g. Where do you begin to read?   Point to the back of the book. | • Comprehends simple patterned sentences;<br><br>  e.g. Student reads a repetitive story and retells it.  The balloon is red.  The balloon is green. |
| **Competency: Fluency** | |
| • Not applicable at this time as students are recognizing sounds in isolation only. | • Reads phonetically regular and pre-primer high frequency words previously taught;<br><br>  e.g., the, be, to, dig, ant |
| **Competency: Phonological Awareness** | |
| • Uses phonemic awareness to identify the beginning sound in one syllable words;<br><br>  e.g. What sound do you hear at the beginning of bug? "b" | • Uses phonemic awareness to blend and segment one syllable words and identify the medial and final sounds;<br><br>  e.g. What sound do you hear at the end of cat?  "t" |

## Grades 4-6 Limited Formal Schooling Benchmarks
### Writing

| Early | Emerging |
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| Competency: Linguistic (Vocabulary) | |
| • Composes high frequency words in context<br><br>  e.g. Introduce the writing of preprimer high frequency words. | • Composes high frequency words in context<br><br>  e.g. Fluently produces words in the preprimer high frequency word list. |
| Competency: Linguistic  (Grammar) | |
| • Writes singular forms<br>  e.g. a man, the dog | • Writes plural forms<br>  e.g. the men, five dogs |
| Competency: Linguistic (Syntax) | |
| • Uses conjunctions in patterned phrases | • Writes verb-preposition combinations |

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| and frames<br><br>e.g. <u>desk</u> and <u>chair</u>, <u>red</u> and <u>blue</u> | e.g. stand up, sit down, think about |
| **Competency: Strategic (Conventions)** | |
| • Writes letters and numbers with attention to spacing and capitals<br><br>e.g. Capitalizes names of people and places | • Spells sight words with increasing accuracy<br><br>e.g. come, one, yellow |
| **Competency: Strategic (Editing)** | |
| • Using environmental print to correct production of words.<br><br>e.g. checking the classroom for words, erasing, correcting spelling | • Re-reads writing to check and correct spelling.<br><br>e.g. knows when a word "looks wrong" and phonetically attempts to correct. |
| **Competency: Socio-linguistic** | |
| • Reproduce text features in own writing<br><br>e.g. Forms letters and numbers with attention to spacing, line, and directions when copying text | • Generates text with some understanding of audience and purpose.<br><br>e.g. "Love your son" on a mother's day card |
| **Competency: Discourse** | |
| • Reproduce text features in own writing<br><br>e.g. Forms letters and numbers with attention to spacing, line, and directions when copying text<br><br>• Match objects, pictures, and diagrams with words<br><br>e.g. Match pictures and labels in a pocket chart | • Reproduce text features in own writing<br><br>e.g. Copies phone number, writes address, completes agenda<br><br>• Write labels for objects, pictures, and diagrams.<br><br>e.g. Label countries on a map. |