

Kindergarten Monthly Assessment Schedule – Reading Benchmarks & Grade Level Indicators

September

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#1 – Phonemic Awareness	A. Use letter-sound correspondence knowledge and structural analysis to decode words.	2. Identify and complete rhyming words and patterns. 3. Distinguish the number of syllables in words by using rhythmic clapping, snapping or counting. 4. Distinguish and name all upper- and lower-case letters.	
#3 – Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard	B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text. A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.	9. Reread stories independently or as a group, modeling patterns of changes in timing, voice and expression. 4. Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions.	
#4 – Reading Applications: Informational, Technical and Persuasive Text	E. Evaluate two- and three-step directions for proper sequencing and completeness.	5. Follow simple directions.	

October

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#1 – Phonemic Awareness	B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.	1. Read own first and last name.	
#2 – Acquisition of Vocabulary	A. Use context clues to determine the meaning of new vocabulary. B. Read accurately high-frequency words.	1. Understand new words from the context of conversations or from the use of pictures within a text. 2. Recognize and understand words, signs and symbols seen in everyday life.	

November

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#1 – Phonemic Awareness	A. Use letter-sound correspondence knowledge and structural analysis to decode words.	5. Recognize, say and write the common sounds of letters. 6. Distinguish letters from words by	

<p>#3 – Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard</p>	<p>B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.</p> <p>B. Make predictions from text clues and cite specific examples to support predictions.</p> <p>C. Draw conclusions from information in the text.</p>	<p>recognizing that words are separated by spaces.</p> <p>7. Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words.</p> <p>8. Read one-syllable and often-heard words by sight.</p> <p>5. Predict what will happen next, using pictures and content as a guide.</p> <p>7. Recall information from a story by sequencing pictures and events.</p>	
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December

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
<p>#3 – Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard</p>	<p>D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.</p> <p>E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).</p>	<p>6. Compare information (e.g., recognize similarities) in texts using prior knowledge and experience.</p> <p>8. Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts.</p>	

January

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
<p>#4 – Reading Applications: Informational, Technical and Persuasive Text</p>	<p>A. Use text features and structures to organize content, draw conclusions and build text knowledge.</p> <p>D. Use visual aids as sources to gain additional information from text.</p>	<p>1. Use pictures and illustrations to aid comprehension.</p> <p>4. Identify and discuss simple maps, charts and graphs.</p>	

February

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
<p>#5 – Literary Text</p>	<p>A. Compare and contrast plot across literary works.</p>	<p>1. Identify favorite books and stories.</p> <p>3. Retell or re-enact a story that has been heard.</p>	

March

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#2 – Acquisition of Vocabulary	B. Read accurately high-frequency words.	3. Identify words in common categories such as color words, number words and directional words.	
#5 – Literary Text	C. Recognize the defining characteristics and features of different types of literary forms and genres.	4. Distinguish between fantasy and reality. 5. Recognize predictable patterns in stories.	

April

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#2 – Acquisition of Vocabulary	E. Use resources to determine the meanings and pronunciations of unknown words.	4. Determine the meaning of unknown words, with assistance, using a beginner’s dictionary.	
#4 – Reading Applications: Informational, Technical and Persuasive Text	C. Identify the central ideas and supporting details of informational text.	2. Identify and discuss the sequence of events in informational text. 3. Tell the main idea of a selection that has been read aloud.	
#5 – Literary Text	B. Use supporting details to identify and describe main ideas, characters & setting.	2. Identify the characters and setting in a story.	

On-going Assessment (yearlong)

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#3 – Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard	F. Apply and adjust self-monitoring strategies to assess understanding of text.	9. Monitor comprehension of orally read texts by asking and answering questions.	

Kindergarten Monthly Assessment Schedule – Math Benchmarks and Grade Level Indicators

September

Math Standard	K-2 Benchmark	Grade Level Indicator	Notes
#1 – Number, Number Sense and Operations	<p>A. Use place value concepts to represent whole numbers using numerals, words and physical models.</p> <p>B. Recognize, classify, compare and order whole numbers.</p> <p>F. Count, using numerals and ordinal numbers.</p>	<p>5. Relate, read and write numerals for single-digit numbers (0-9).</p> <p>1. Compare and order whole numbers up to 10.</p> <p>7. Compare the number of objects in two or more sets when one set has one or two more, or one or two fewer objects.</p> <p>2. Explain rules of counting, such as each object should be counted once and that order does not change the number.</p> <p>3. Count to twenty; e.g., in play situations or while reading number books.</p>	

October

Math Standard	K-2 Benchmark	Grade Level Indicator	Notes
<p>#1 – Number, Number Sense and Operations</p> <p>#3 – Geometry and Spatial Sense</p> <p>#4 – Patterns, Functions and Algebra</p>	<p>F. Count, using numerals and ordinal numbers.</p> <p>F. Describe location, using comparative (before, after), directional (above, below), and positional (first, last) words.</p> <p>A. Sort, classify, and order objects by size, number, and other properties, and describe the attributes used.</p>	<p>4. Determine “how many” in sets (groups) of 10 or fewer objects.</p> <p>2. Name and demonstrate the relative position of objects as follows: a. place objects over, under, inside, outside, on, beside, between, above, below, on top of, upside down, behind, in back of, in front of; b. describe placement of objects with terms such as on, inside, outside, above, below, over, under, beside, between, in front of, behind.</p> <p>1. Sort, classify and order objects by size, number and other properties. For example: a. identify how objects are alike and different; b. order three events or objects according to a given attribute, such as time or size; c. recognize and explain how objects can be classified in more than one way; and</p>	

	<p>B. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns.</p> <p>C. Create and extend patterns and describe the rule in words.</p>	<p>d. identify what attribute was used to sort groups of objects that have already been sorted.</p> <p>2. Identify, create, extend and copy sequences of sounds (such as musical notes), shapes (such as buttons, leaves or blocks), motions (such as hops or skips), and numbers from 1-10.</p> <p>3. Describe orally the pattern of a given sequence.</p>	
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November

Math Standard	K-2 Benchmark	Grade Level Indicator	Notes
#4 – Patterns, Functions & Algebra	D. Model problem situations using objects, pictures, tables, numbers, letters, and other symbols.	4. Model a problem situation using physical materials.	

December

Math Standard	K-2 Benchmark	Grade Level Indicator	Notes
#2 – Measurement	C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.	<p>1. Identify units of time (day, week, month, year) and compare calendar elements, e.g., weeks are longer than days.</p> <p>2. Compare and order objects of different lengths, areas, weights and capacities, and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less.</p> <p>4. Order events based on time. For example, a. activities that take a long or short time; b. review what we do first, next, last; and c. recall what we did or plan to do yesterday, today, tomorrow.</p>	

January

Math Standard	K-2 Benchmark	Grade Level Indicator	Notes
#1 – Number, Number Sense and Operations	B. Recognize, classify, compare and order whole numbers.	13. Recognize the number or quantity of sets up to 5 without counting; e.g., recognize without counting the dot arrangement on a domino as 5.	
#2 - Measurement	D. Apply measurement techniques to measure length, weight and volume (capacity).	3. Measure length and volume (capacity) using uniform objects in the environment. For example, a. find how many paper clips long is a pencil; b.	

		find how many small containers it takes to fill one big container using sand, rice, beans.	
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February

Math Standard	K-2 Benchmark	Grade Level Indicator	Notes
#1 – Number, Number Sense & Operations	<p>I. Model, represent and explain multiplication as repeated addition, rectangular arrays and skip counting.</p> <p>J. Model, represent and explain division as sharing equally, repeated subtraction and rectangular arrays.</p>	<p>6. Construct multiple sets of objects each containing the same number of objects.</p> <p>11. Demonstrate joining multiple groups of objects, each containing the same number of objects; e.g., combining 3 bags of candy, each containing 2 pieces.</p> <p>12. Partition or share a small set of objects into groups of equal size; e.g., sharing 6 stickers equally among 3 children.</p>	

March

Math Standard	K-2 Benchmark	Grade Level Indicator	Notes
#1 – Number, Number Sense & Operations	<p>D. Determine the value of a collection of coins and dollar bills.</p> <p>G. Model, represent and explain addition as combining sets and counting on.</p> <p>K. Demonstrate fluency in addition facts with addends through 9 and corresponding</p>	<p>9. Identify and state the value of a penny, nickel and dime.</p> <p>8. Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.</p> <p>10. Model and represent addition as combining sets and counting on, and subtraction as take-away and comparison. For example, a. combine and separate small sets of objects in contextual situations, e.g., add or subtract one, two, or another small amount; b. count on (forward) and count back (backward) on a number line between 0 and 10.</p> <p>8 & 10 as listed above.</p> <p>8. Represent and use whole numbers in flexible ways, including relating,</p>	

#5 – Data Analysis & Probability	<p>subtractions.</p> <p>A. Pose questions and gather data about everyday situations and familiar objects</p> <p>B. Sort and classify objects by attributes, and organize data into categories in a simple table or chart.</p>	<p>composing and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.</p> <p>1. Gather and sort data in response to questions posed by teacher and students; e.g., how many sisters and brothers, what color shoes.</p> <p>2. Arrange objects in a floor or table graph according to attributes, such as use, size, color, or shape.</p> <p>3. Select the category or categories that have the most or fewest objects in a floor or table graph.</p>	
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April

Math Standard	K-2 Benchmark	Grade Level Indicator	Notes
#3 – Geometry and Spatial Sense	C. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties.	<p>1. Identify and sort two-dimensional shapes and three-dimensional objects. For example, a. identify and describe two-dimensional figures and three-dimensional objects from the environment using the child's own vocabulary; b. sort shapes and objects into groups based on student-defined categories; c. select all shapes or objects of one type from a group; d. build two-dimensional figures using paper shapes or tangrams; build simple three-dimensional objects using blocks.</p>	

		expression that show a recognition of punctuation and an understanding of meaning.	
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October

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#2 – Acquisition of Vocabulary	A. Use context clues to determine the meaning of new vocabulary. B. Read accurately high-frequency sight words.	1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading. 4. Recognize common sight words.	

November

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#3 – Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies	A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text. B. Make predictions from text clues and cite specific examples to support predictions. C. Draw conclusions from information in the text.	2. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained). 3. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions. 4. Make predictions while reading and support predictions with information from the text or prior experience. 6. Recall the important ideas in fictional and non-fictional texts.	

December

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#3 – Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies	D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas. E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).	5. Compare information (e.g., recognize similarities) in texts with prior knowledge and experience. 7. Create and use graphic organizers, such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension. 8. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	

January

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#4 – Reading Applications: Informational, Technical and Persuasive Text	<p>A. Use text features and structures to organize content, draw conclusions and build text knowledge.</p> <p>B. Ask clarifying questions concerning essential elements of informational text.</p> <p>C. Identify the central ideas and supporting details of informational text.</p> <p>D. Use visual aids as sources to gain additional information from text.</p> <p>E. Evaluate two- and three-step directions for proper sequencing and completeness.</p>	<p>1. Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts.</p> <p>3. Ask questions concerning essential elements of informational text (e.g., why, who, where, what, when and how).</p> <p>2. Identify the sequence of events in informational text.</p> <p>4. Identify central ideas and supporting details of informational text with teacher assistance.</p> <p>5. Identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction.</p> <p>6. Follow multiple-step directions.</p>	

February

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#5 – Literary Text	A. Compare and contrast plot across literary works. B. Use supporting details to identify and describe main ideas, characters and setting.	1. Provide own interpretation of story, using information from the text. 3. Retell the beginning, middle and ending of a story, including its important events. 2. Identify characters, setting and events in a story.	

March

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#5 – Literary Text	C. Recognize the defining characteristics and features of different types of literary forms and genres.	4. Identify differences between stories, poems and plays. 5. Recognize predictable patterns in stories and poems.	

April

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#2 – Acquisition of Vocabulary	<p>C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning.</p> <p>D. Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.</p> <p>E. Use resources to determine the meanings and pronunciations of unknown words.</p>	<p>6. Predict the meaning of compound words using knowledge of individual words (e.g., daydream, raindrop).</p> <p>7. Recognize contractions (e.g., isn't, aren't, can't, won't) and common abbreviations (e.g., Jan., Feb.).</p> <p>8. Read root words and their inflectional endings (e.g., walk, walked, walking).</p> <p>2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).</p> <p>3. Classify words into categories (e.g., colors, fruits, vegetables).</p> <p>5. Recognize that words can sound alike but have different meanings (e.g., homophones such as hair and hare).</p> <p>9. Determine the meaning of unknown words using a beginner's dictionary.</p>	

On-going Assessment (Yearlong)

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#3 – Reading Process	F. Apply & adjust self-monitoring strategies.	9. Monitor comprehension of independently or group read texts by asking & answering questions.	

	F. Count, using numerals and ordinal numbers.	visual representations. 4. Count forward to 100, count backwards from 100, and count forward or backward starting at any number between 1 and 100.	
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October

Math Standard	K-2 Benchmark	Grade Level Indicator	Notes
#1 – Number, Number Sense & Operations	<p>G. Model, represent and explain addition as combining sets and counting on.</p> <p>H. Model, represent and explain subtraction as comparison, take-away and part-to-whole.</p>	<p>10. Model, represent and explain addition as combining sets (part + part = whole) and counting on. For example: a. model and explain addition using physical materials in contextual situations; b. draw pictures to model addition; c. write number sentences to represent addition; d. explain that adding two whole numbers yields a larger whole number.</p> <p>12. Use conventional symbols to represent the operations of addition and subtraction.</p> <p>11. Model, represent and explain subtraction as take-away and comparison. For example: a. model and explain subtraction using physical materials in contextual situations; b. draw pictures to model subtraction; c. write number sentences to represent subtraction; d. explain that subtraction of whole numbers yields an answer smaller than the original number.</p> <p>12. Use conventional symbols to represent the operations of addition and subtraction.</p>	

<p>#4 – Patterns, Functions and Algebra</p>	<p>A. Sort, classify, and order objects by size, number, and other properties, and describe the attributes used.</p> <p>B. Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns.</p> <p>C. Create and extend patterns and describe the rule in words.</p>	<p>1. Sort, classify and order objects by two or more attributes, such as color and shape, and explain how objects were sorted.</p> <p>2. Extend sequences of sounds, shapes or simple number patterns, and create and record similar patterns. For example, a. analyze and describe patterns with multiple attributes using numbers and shapes, e.g., AA, B, aa, b, AA, B, aa, b....; b. continue repeating and growing patterns with materials, pictures and geometric items, e.g., XO, XOO, XOOO, XOOOO.</p> <p>3. Describe orally the basic unit or general plan of a repeating or growing pattern.</p>	
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November

Math Standard	K-2 Benchmark	Grade Level Indicator	Notes
#1 – Number, Number Sense & Operations	K. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions.	<p>16. Develop strategies for basic addition facts, such as a. counting all; b. counting on; c. one more, two more; d. doubles; e. doubles plus or minus one; f. make ten; g. using tens frames; h. identity property (adding zero).</p> <p>17. Develop strategies for basic subtraction facts, such as: a. relating to addition (e.g., think of $7-3=?$ As “3 plus ? equals 7”); b. one less, two less; c. all but one (e.g., $8-7$, $5-4$); d. using tens frames; e. missing addends.</p>	
#4 – Patterns, Functions and Algebra	<p>D. Model problem situations using objects, pictures, tables, numbers, letters, and other symbols.</p> <p>E. Solve open sentences & explain strategies.</p>	<p>5. Describe orally and model a problem situation using words, objects or number phrase or sentence.</p> <p>4. Solve open sentences by representing an expression in more than one way using the commutative property, e.g., $4 + 5 = 5 + 4$ or the number of blue balls plus red balls is the same as the number of red balls plus blue balls ($R+B=B+R$).</p>	

December

Math Standard	K-2 Benchmark	Grade Level Indicator	Notes
#5 – Data Analysis & Probability	<p>A. Pose questions and gather data about everyday situations and familiar objects.</p> <p>B. Sort & classify objects by attributes, and organize data into categories in a simple table or chart.</p> <p>C. Represent data using objects, picture graphs and bar graphs.</p> <p>D. Describe the probability of chance events as more, less or equally likely to occur.</p>	<p>5. Construct a question that can be answered by using information from a graph.</p> <p>1. Identify multiple categories for sorting data.</p> <p>2. Collect and organize data into charts using tally marks.</p> <p>6. Arrange five objects by an attribute, such as size or weight, and identify the ordinal position of each object.</p> <p>7. Answer questions about the number of objects represented in a picture graph, bar graph or table graph, e.g., category with most, how many more in a category compared to another, how many altogether in two categories.</p> <p>3. Display data in picture graphs with units of 1 and bar graphs with intervals of 1.</p> <p>4. Read and interpret charts, picture graphs and bar graphs as sources of information to identify main ideas, draw conclusions, and make predictions.</p> <p>8. Describe the likelihood of simple events as possible/impossible and more likely/less likely; e.g., when</p>	

<p>#1 – Number, Number Sense & Operations</p>	<p>L. Demonstrate fluency in adding and subtracting multiples of 10, and recognize combinations that make 10.</p>	<p>using spinners or number cubes in classroom activities.</p> <p>16. Develop strategies for basic addition facts, such as: a. counting all; b. counting on; c. one more, two more; d. doubles; e. doubles plus or minus one; f. make ten; g. using tens frames; h. identity property (adding zero).</p> <p>17. Develop strategies for basic subtraction facts, such as: a. relating to addition (for example, think of $7-3=?$ As “$3 + ?$ equals 7”); b. one less, two less; c. all but one (e.g., $8-7$, $5-4$); d. using tens frames; e. missing addends.</p>	
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	D. Identify, explain and model (superposition, copying) the concept of shapes being congruent and similar.	5. Copy figures and draw simple two-dimensional shapes from memory.	
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February

Math Standard	K-2 Benchmark	Grade Level Indicator	Notes
#3 – Geometry and Spatial Sense	<p>E. Recognize two- and three-dimensional objects from different positions.</p> <p>F. Describe location, using comparative (before, after), directional (above, below), and positional (first, last) words.</p> <p>G. Identify and draw figures with line symmetry.</p>	<p>5. Copy figures and draw simple two-dimensional shapes from memory.</p> <p>4. Extend the use of location words to include distance (near, far, close to) and directional words (left, right).</p> <p>5. Copy figures and draw simple two-dimensional shapes from memory.</p>	

March

Math Standard	K-2 Benchmark	Grade Level Indicator	Notes
#1 – Number, Number Sense & Operations	<p>D. Determine the value of a collection of coins and dollar bills.</p> <p>I. Model, represent and explain multiplication as repeated addition, rectangular arrays and skip counting.</p> <p>J. Model, represent and explain division as sharing equally, repeated subtraction and rectangular arrays.</p>	<p>6. Identify and state the value of a penny, nickel, dime, quarter and dollar.</p> <p>7. Determine the value of a small collection of coins (with a total value up to one dollar) using 1 or 2 different type coins, including pennies, nickels, dimes and quarters.</p> <p>13. Model and represent multiplication as repeated addition and rectangular arrays in contextual situations, e.g., four people will be at my party and if I want to give 3 balloons to each person, how many balloons will I need to buy?</p> <p>14. Model and represent division as sharing equally in contextual situations, e.g., sharing cookies.</p>	

April

Math Standard	K-2 Benchmark	Grade Level Indicator	Notes
<p>#1 – Number, Number Sense & Operations</p> <p>#2 – Measurement</p>	<p>E. Make change using coins for values up to one dollar.</p> <p>A. Explain the need for standard units of measure.</p> <p>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.</p> <p>D. Apply measurement techniques to measure length, weight and volume (capacity).</p>	<p>8. Show different combinations of coins that have the same value.</p> <p>1. Recognize and explain the need for fixed units and tools for measuring length and weight; i.e., rulers and balance scales.</p> <p>2. Tell time to the hour and half hour on digital and analog (dial) timepieces.</p> <p>3. Order a sequence of events with respect to time (e.g., summer, fall, winter and spring; morning, afternoon and night).</p> <p>4. Estimate and measure weight using non-standard units, e.g., blocks of uniform size.</p> <p>5. Estimate and measure lengths using non-standard and standard units, i.e., centimeters, inches & feet.</p>	

October

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#2 – Acquisition of Vocabulary	A. Use context clues to determine the meaning of new vocabulary. B. Read accurately high-frequency sight words.	1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading. 4. Read accurately high-frequency sight words.	

December

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#3 – Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies	D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas. E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).	3. Compare and contrast information in texts with prior knowledge and experience. 4. Summarize text by recalling main ideas and some supporting details. 6. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	

January

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#4 – Reading Applications: Informational, Technical and Persuasive Text	<p>A. Use text features and structures to organize content, draw conclusions and build text knowledge.</p> <p>B. Ask clarifying questions concerning essential elements of informational text.</p> <p>C. Identify the central ideas and supporting details of informational text.</p> <p>D. Use visual aids as sources to gain additional information from text.</p> <p>E. Evaluate two- and three-step directions for proper sequencing and completeness.</p>	<p>1. Use the table of contents, glossary, captions and illustrations to identify information and to comprehend texts.</p> <p>3. List questions about essential elements from informational text (e.g., why, who, where, what, when and how) and identify answers.</p> <p>2. Arrange events from informational text in sequential order.</p> <p>4. Classify ideas from informational texts as main ideas or supporting details.</p> <p>5. Identify information in diagrams, charts, graphs and maps.</p> <p>6. Analyze a set of directions for proper sequencing.</p>	

February

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#2 – Acquisition of Vocabulary	D. Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.	2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms). 3. Classify words into categories (e.g., colors, fruits, vegetables). 5. Read homographs aloud correctly, adjusting sounds to fit meaning, and use words in context.	
#5 – Literary Text	A. Compare and contrast plot across literary works. B. Use supporting details to identify and describe main ideas, characters and setting.	1. Compare and contrast different versions of the same story. 3. Retell the plot of a story. 2. Describe characters and setting.	

March

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#5 – Literary Text	C. Recognize the defining characteristics and features of different types of literary forms and genres. D. Explain how an author's word choice and use of methods influences the reader. E. Identify the theme of a literary text.	4. Distinguish between stories, poems, plays, fairy tales and fables. 5. Identify words from texts that appeal to the senses. 6. Identify the theme of a text.	

On-going Assessment (Yearlong)

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#3 – Reading Process	F. Apply & adjust self-monitoring strategies.	7. Monitor comprehension by recognizing when text does not make sense, and look back or read on to reinforce comprehension. 8. Monitor reading comprehension by identifying word errors and self-correcting.	

2nd Grade Monthly Assessment Schedule – Math Benchmarks & Grade Level Indicators

September

Math Standard	K-2 Benchmark	Grade Level Indicator	Notes
<p>#1 – Number, Number Sense & Operations</p>	<p>A. Use place value concepts to represent whole numbers using numerals, words and physical models.</p> <p>B. Recognize, classify, compare and order whole numbers.</p>	<p>1. Use place value concepts to represent, compare and order whole numbers using physical models, numerals and words, with ones, tens and hundreds. For example, a. Recognize 10 can mean “10 ones” or a single entity (1 ten) through physical models and trading games.</p> <p>1. Use place value concepts to represent, compare and order whole numbers using physical models, numerals and words, with ones, tens and hundreds. For example, a. Recognize 10 can mean “10 ones” or a single entity (1 ten) through physical models and trading games.; b. Read and write 3-digit numerals (e.g., 243 as two hundred forty three, 24 tens and 3 ones, or 2 hundreds and 43 ones, etc.) and construct models to represent each.</p> <p>2. Recognize and classify numbers as even or odd.</p>	

November

Math Standard	K-2 Benchmark	Grade Level Indicator	Notes
#1 – Number, Number Sense & Operations	L. Demonstrate fluency in adding and subtracting multiples of 10, and recognize combinations that make 10.	11. Add and subtract multiples of 10.	
#4 – Patterns, Functions and Algebra	D. Model problem situations using objects, pictures, tables, numbers, letters, and other symbols.	4. Use objects, pictures, numbers and other symbols to represent a problem situation.	
	F. Represent an unknown quantity as a variable using a symbol, such as square, triangle, and circle (use the actual symbol).	6. Use symbols to represent unknown quantities and identify values for symbols in an expression or equation using addition and subtraction.	
	G. Describe and compare qualitative and quantitative change.	7. Describe qualitative and quantitative changes, especially those involving addition and subtraction; e.g., a student growing taller versus a student growing two inches in one year.	
#5 – Data Analysis & Probability	A. Pose questions and gather data about everyday situations and familiar objects.	1. Pose questions, use observations, interviews and surveys to collect data, and organize data in charts, picture graphs and bar graphs.	

December

Math Standard	K-2 Benchmark	Grade Level Indicator	Notes
#5 – Data Analysis & Probability	<p>A. Pose questions and gather data about everyday situations and familiar objects.</p> <p>B. Sort & classify objects by attributes, and organize data into categories in a simple table or chart.</p> <p>C. Represent data using objects, picture graphs and bar graphs.</p> <p>D. Describe the probability of chance events as more, less or equally likely to occur.</p>	<p>6. Recognize that data may vary from one population to another; e.g., favorite TV shows of students and of parents.</p> <p>1. Pose questions, use observations, interviews and surveys to collect data, and organize data in charts, picture graphs and bar graphs.</p> <p>4. Write a few sentences to describe and compare categories of data represented in a chart or graph, and make statements about the data as a whole.</p> <p>2. Read, interpret and make comparisons and predictions from data represented in charts, line plots, picture graphs and bar graphs.</p> <p>3. Read and construct simple timelines to sequence events.</p> <p>5. Identify untrue or inappropriate statements about a given set of data.</p> <p>7. List some of the possible outcomes of a simple experiment, and predict whether given outcomes are more, less or equally likely to occur.</p> <p>8. Use physical models and</p>	

		pictures to represent possible arrangements of 2 or 3 objects (like flipping a coin, rolling different colored cubes).	
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	<p>C. Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties.</p> <p>D. Identify, explain and model (superposition, copying) the concept of shapes being congruent and similar.</p>	<p>shape of faces, edges, or vertices.</p> <p>1. Identify, describe, compare, and sort three-dimensional objects (i.e., cubes, spheres, prisms, cones, cylinders and pyramids) according to the shape of faces, edges, or vertices.</p> <p>4. Identify and determine whether two-dimensional shapes are congruent (same shape and size) or similar (same shape different size) by copying or using superposition (lay one thing on top of another).</p>	
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February

Math Standard	K-2 Benchmark	Grade Level Indicator	Notes
#1 – Number, Number Sense and Operations	K. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions.	10. Demonstrate fluency in addition facts with addends through 9 and corresponding subtractions; e.g., $9 + 9 = 18$, $18 - 9 = 9$.	
#3 – Geometry and Spatial Sense	E. Recognize two- and three-dimensional objects from different positions. G. Identify and draw figures with line symmetry.	3. Recognize two-dimensional shapes and three-dimensional objects from different positions. 5. Create and identify two-dimensional figures with line symmetry; e.g., what letter shapes, logos, polygons are symmetrical?	
#4 – Patterns, Functions and Algebra	E. Solve open sentences & explain strategies.	5. Understand equivalence and extend the concept to situations involving symbols; e.g., $4 + 5 = 9$ and $9 = 4 + 5$ and $4 + 5 = 3 + 6 =$ (then insert symbols).	

March

Math Standard	K-2 Benchmark	Grade Level Indicator	Notes
#1 – Number, Number Sense & Operations	D. Determine the value of a collection of coins and dollar bills. E. Make change using coins for values up to one dollar. M. Add and subtract two-digit numbers with and without regrouping.	4. Represent and write the value of money using the “cents” symbol and in decimal form when using the \$ sign. 3. Count money and make change using coins and a dollar bill. 9. Model and use the commutative property for addition.	

April

Math Standard	K-2 Benchmark	Grade Level Indicator	Notes
<p>#1 – Number, Number Sense & Operations</p>	<p>I. Model, represent and explain multiplication as repeated addition, rectangular arrays and skip counting.</p> <p>J. Model, represent and explain division as sharing equally, repeated subtraction and rectangular arrays.</p> <p>M. Add and subtract two-digit numbers with and without regrouping.</p>	<p>7. Model, represent and explain multiplication as repeated addition, rectangular arrays and skip counting.</p> <p>8. Model, represent and explain division as sharing equally and repeated subtraction.</p> <p>12. Demonstrate multiple strategies for adding and subtracting 2- or 3-digit whole numbers, such as a. comparative numbers; b. compensatory numbers; c. informal use of commutative and associative properties of addition.</p>	
<p>#2 – Measurement</p>	<p>B. Select appropriate units for length, weight, volume (capacity) and time, using: objects, i.e., non-standard units; US customary units—inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year; metric units—centimeter, meter, gram and liter.</p> <p>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and</p>	<p>1. Identify and select appropriate units of measure for: a. length—centimeters, meters, inches, feet, or yards; b. volume (capacity)—liters, cups, pints, or quarts; c. weight—grams, ounces, or pounds; d. time—hours, half-hours, quarter-hours, or minutes and time designations a.m. or p.m.</p> <p>2. Establish personal or common referents for units of measure to make estimates and comparison; e.g., the width of a</p>	

	<p>estimates.</p> <p>D. Apply measurement techniques to measure length, weight and volume (capacity).</p> <p>E. Recognize that using different units of measurement will yield different numbers for the same measurement.</p>	<p>finger is a centimeter, a large bottle of soda pop is 2 liters, a small paper clip weighs about one gram.</p> <p>4. Tell time to the nearest minute interval on digital and to the nearest 5 minute interval on analog (dial) timepieces.</p> <p>5. Estimate and measure the length and weight of common objects, using metric and US customary units, accurate to the nearest unit.</p> <p>6. Select and use appropriate measurement tools; e.g., a ruler to draw a segment 3 inches long, a measuring cup to place 2 cups of rice in a bowl, a scale to weight 50 grams of candy.</p> <p>3. Describe and compare the relationships among units of measure, such as centimeters and meters; inches, feet and yards; cups, pints and quarts; ounces and pounds; and hours, half-hours, and quarter-hours; e.g., how many inches in a foot?</p> <p>7. Make and test predictions about measurements, using different units to measure the same length or volume.</p>	
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	<p>benchmark).</p> <p>G. Model and use commutative and associative properties for addition and multiplication (*only part of benchmark).</p> <p>H. Use relationships between operations, such as subtraction as the inverse of addition (*only part of benchmark).</p> <p>K. Analyze and solve multi-step problems involving addition and subtraction (*only part of benchmark).</p>	<p>11. Model and use the commutative and associative properties for addition.</p> <p>10. Explain and use relationships between operations, such as: a. relate addition and subtraction as inverse operations.</p> <p>12. Add and subtract whole numbers with and without regrouping.</p>	
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October

Math Standard	3-4 Benchmark	Grade Level Indicator	Notes
<p>#1 – Number, Number Sense & Operations</p>	<p>G. Model and use commutative and associative properties for multiplication (*only part of benchmark).</p> <p>H. Use relationships between operations, such as division as the inverse of multiplication (*only part of benchmark).</p> <p>L. Use a variety of methods and appropriate tools (mental math, paper and pencil, calculators) for computing with whole numbers.</p>	<p>11. Model and use the commutative and associative properties for multiplication.</p> <p>10. Explain and use relationships between operations, such as: b. relate multiplication and division as inverse operations; c. relate addition to multiplication (repeated addition); d. relate subtraction to division (repeated subtraction).</p> <p>8. Model, represent and explain multiplication e.g., repeated addition, skip counting, rectangular arrays and area model (e.g., a. use conventional mathematical symbols to write equations for word problems involving multiplication; b. understand that, unlike addition and subtraction, the factors in multiplication and division may have different units, like 3 boxes of 5 cookies each).</p> <p>9. Model, represent and explain division; e.g., sharing equally, repeated subtraction, rectangular arrays and area model. For example, a. translate contextual situations involving division into conventional</p>	

<p>#4 – Patterns, Functions and Algebra</p>	<p>A. Analyze and extend patterns, and describe the rule in words.</p> <p>B. Use patterns to make predictions, identify relationships, and solve problems.</p>	<p>mathematical symbols; b. explain how a remainder may impact an answer in a real-world situation; e.g., 14 cookies being shared by 4 children.</p> <p>1. Extend multiplicative and growing patterns, and describe the pattern or rule in words.</p> <p>2. Analyze and replicate arithmetic sequences with and without a calculator.</p> <p>3. Use patterns to make predictions, identify relationships, and solve problems.</p>	
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November

Math Standard	3-4 Benchmark	Grade Level Indicator	Notes
#1 – Number, Number Sense & Operations	<p>F. Count money and make change using coins and paper bills to ten dollars.</p> <p>I. Demonstrate fluency in multiplication facts with factors through 10 and corresponding division</p> <p>J. Estimate the results of whole number computations using a variety of strategies, and judge the reasonableness.</p> <p>K. Analyze and solve multi-step problems involving multiplication and division of whole numbers (*only part of benchmark).</p>	<p>4. Count money and make change using coins and paper bills to ten dollars.</p> <p>13. Demonstrate fluency in multiplication facts through 10 and corresponding division facts.</p> <p>15. Evaluate the reasonableness of computations based upon operations and the numbers involved; e.g., considering relative size, place value and estimates.</p> <p>14. Multiply and divide 2- and 3-digit numbers by a single-digit number, without remainders for division.</p>	

December

Math Standard	3-4 Benchmark	Grade Level Indicator	Notes
#2 – Measurement	<p>A. Select appropriate units for perimeter, area, weight, volume (capacity), time and temperature, using objects of uniform size; US customary units, e.g., mile, square inch, cubic inch, second, degree Fahrenheit, and other units as appropriate; metric units, e.g., millimeter, kilometer, square centimeter, kilogram, cubic centimeter, degree Celsius, and other units as appropriate.</p> <p>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.</p> <p>D. Identify appropriate tools and apply counting techniques for measuring side lengths, perimeter, and area of squares, rectangles, and simple irregular two-dimensional shapes, volume of rectangular prisms, and time and temperature.</p>	<p>1. Identify and select appropriate units for measuring: a. length—miles, kilometers and other units of measure as appropriate; b. volume (capacity)—gallons; c. weight—ounces, pounds, grams, or kilograms; d. temperature—degrees (Fahrenheit or Celsius).</p> <p>4. Read thermometers in both Fahrenheit and Celsius scales.</p> <p>2. Establish personal or common referents to include additional units; e.g., a gallon container of milk; a postage stamp is about a square inch.</p> <p>5. Estimate and measure length, weight and volume (capacity), using metric and US customary units, accurate to the nearest $\frac{1}{2}$ or $\frac{1}{4}$ unit as appropriate.</p> <p>4. Read thermometers in both Fahrenheit and Celsius scales.</p> <p>6. Use appropriate measurement tools and techniques to construct a figure or approximate an amount of specified length, weight or volume (capacity); e.g., construct a rectangle with length $2\frac{1}{2}$ inches and width 3</p>	

<p>#3 – Geometry and Spatial Sense</p>	<p>E. Tell time to the nearest minute.</p> <p>A. Provide rationale for groupings and comparisons of two-dimensional figures and three-dimensional objects.</p> <p>D. Identify and draw right, obtuse, acute, and straight angles.</p> <p>E. Use attributes to describe line and rotational symmetry in two-dimensional shapes and designs.</p>	<p>inches, fill a measuring cup to the $\frac{3}{4}$ cup mark.</p> <p>7. Make estimates for perimeter, area and volume using links, tiles, cubes and other models.</p> <p>3. Tell time to the nearest minute and find elapsed time using a calendar or a clock.</p> <p>1. Analyze and describe properties of two-dimensional shapes and three-dimensional objects using terms such as vertex, edge, angle, side and face.</p> <p>2. Identify and describe the relative size of angles with respect to right angles as follows: a. use physical models, like straws, to make different sized angles by opening and closing the sides, not by changing the side lengths; b. identify, classify and draw right, acute, obtuse and straight angles.</p> <p>1. Analyze and describe properties of two-dimensional shapes and three-dimensional objects using terms such as vertex, edge, angle, side and face.</p> <p>5. Build a three-dimensional</p>	
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	H. Identify and describe line and rotational symmetry in two-dimensional shapes and designs.	model of an object composed of cubes; e.g., construct a model based on an illustration or actual object. 4. Draw lines of symmetry to verify symmetrical two-dimensional shapes.	
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<p>#5 – Data Analysis and Probability</p>	<p>E. Use variables to create and solve equations representing problem situations.</p> <p>F. Conduct a simple probability experiment and draw conclusions about the likelihood of possible outcomes.</p> <p>G. Identify and represent possible outcomes, such as arrangements of a set of up to four members and possible combinations from several sets, each containing 2 or 3 members.</p>	<p>4. Model problem situations using objects, pictures, tables, numbers, letters and other symbols.</p> <p>9. Conduct a simple experiment or simulation of a simple event, record the results in a chart, table or graph, and use the results to draw conclusions about the likelihood of possible outcomes.</p> <p>10. Use physical models, pictures, diagrams and lists to solve problems involving possible arrangements or combinations of two to four objects.</p>	
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March

Math Standard	3-4 Benchmark	Grade Level Indicator	Notes
#4 – Patterns, Functions, and Algebra	F. Construct and use a table of values to solve problems associated with mathematical relationships. G. Describe how a change in one variable affects the value of a related variable.	7. Create tables to record, organize and analyze data to discover patterns and rules. 8. Identify and describe quantitative changes, especially those involving addition and subtraction; e.g., the height of water in a glass becoming 1 centimeter lower each week due to evaporation.	
#5 – Data Analysis & Probability	E. Describe data using mode, median, and range.	8. Identify the mode of a data set and describe the information it gives about a data set.	

3rd Grade Monthly Assessment Schedule – Reading Benchmarks & Grade Level Indicators

September

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#1 – Phonemic Awareness, Word Recognition & Fluency	<p>A. Use letter-sound correspondence knowledge and structural analysis to decode words.</p> <p>B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.</p>	<p>1. Identify rhyming words with the same or different spelling patterns.</p> <p>2. Use letter-sound knowledge and structural analysis to decode words.</p> <p>3. Use knowledge of common word families (e.g., -ite or -ate) and complex word families (e.g., -ould, -ight) to sound out unfamiliar words.</p> <p>4. Demonstrate a growing stock of sight words.</p> <p>5. Read text using fluid and automatic decoding skills.</p> <p>6. Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension.</p>	
#2 – Acquisition of Vocabulary	<p>B. Read accurately high frequency sight words.</p> <p>C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning.</p> <p>D. Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.</p>	<p>4. Read accurately high-frequency sight words.</p> <p>6. Use knowledge of contractions and common abbreviations to identify whole words.</p> <p>3. Apply the meaning of the terms synonyms and antonyms.</p>	

November

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#3 – Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies	<p>B. Make predictions from text clues and cite specific examples to support predictions.</p> <p>C. Draw conclusions from information in the text.</p> <p>D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.</p> <p>E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).</p>	<p>2. Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.</p> <p>4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate.</p> <p>5. Make inferences regarding events and possible outcomes from information in text.</p> <p>3. Compare and contrast information between texts and across subject areas.</p> <p>4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate.</p> <p>7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	

December

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#4 – Reading Applications: Informational, Technical and Persuasive Text	<p>A. Use text features and structures to organize content, draw conclusions and build text knowledge.</p> <p>B. Ask clarifying questions concerning essential elements of informational text.</p> <p>C. Identify the central ideas and supporting details of informational text.</p> <p>D. Use visual aids as sources to gain additional information from text.</p> <p>E. Evaluate Two- and three-step directions for proper sequencing and completeness.</p>	<p>1. Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend texts.</p> <p>2. List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers.</p> <p>3. Identify and list the important central ideas and supporting details of informational text.</p> <p>4. Draw conclusions from information in maps, charts, graphs and diagrams.</p> <p>5. Analyze a set of directions for proper sequencing, clarity and completeness.</p>	

January

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#5 – Literary Text	A. Compare and contrast plot across literary works. B. Use supporting details to identify and describe main ideas, characters and setting.	1. Recognize and describe similarities and differences of plot across literary works. 3. Retell the plot sequence. 2. Use concrete details from the text to describe characters and setting.	

February

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#5 – Literary Text	<p>C. Recognize the defining characteristics and features of different types of literary forms and genres.</p> <p>D. Explain how an author's word choice and use of methods influences the reader.</p> <p>E. Identify the theme of a literary text.</p>	<p>4. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.</p> <p>5. Explain how an author's choice of words appeals to the senses.</p> <p>7. Describe methods authors use to influence readers' feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language.</p> <p>6. Identify stated and implied themes.</p>	

March

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#2 – Acquisition of Vocabulary	<p>C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning</p> <p>E. Use resources to determine the meanings and pronunciations of unknown words.</p>	<p>5. Apply knowledge of individual words in unknown compound words to determine their meanings.</p> <p>7. Apply knowledge of prefixes, including un-, re-, pre- and suffixes, including –er, -est, -ful, and –less to determine meaning of words.</p> <p>8. Decode and determine the meaning of words by using knowledge of root words and their various inflections.</p> <p>9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	

On-Going

Language Arts Standard	K-3 Benchmark	Grade Level Indicator	Notes
#3 – Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies	F. Apply and adjust self-monitoring strategies to assess understanding of text.	8. Monitor own comprehension by adjusting speed to fit the purpose or by skimming, scanning, reading on or looking back.	

4th Grade Monthly Assessment Schedule – Math Benchmarks & Grade Level Indicators

August and September

Math Standard	3-4 Benchmark	Grade Level Indicator	Notes
<p>#1 – Number, Number Sense & Operations</p>	<p>I. Demonstrate fluency in multiplication facts with factors through 10 and corresponding divisions.</p> <p>K. Analyze and solve multi-step problems involving addition, subtraction, multiplication and division using whole numbers.</p> <p>L. Use a variety of methods and appropriate tools (mental math, paper and pencil, calculators) for computing with whole numbers.</p>	<p>14. Demonstrate fluency in adding and subtracting whole numbers and in multiplying and dividing whole numbers by 1- and 2-digit numbers and multiples of ten.</p> <p>12. Analyze and solve multi-step problems involving addition, subtraction, multiplication and division using an organized approach, and verify and interpret results with respect to the original problem.</p> <p>14. Demonstrate fluency in adding and subtracting whole numbers and in multiplying and dividing whole numbers by 1- and 2-digit numbers and multiples of ten.</p>	
<p>#3 – Geometry & Spatial Sense</p>	<p>A. Provide rationale for groupings and comparisons of two-dimensional figures and three-dimensional objects.</p>	<p>3. Identify similarities and differences of quadrilaterals; e.g., squares, rectangles, parallelograms and</p>	

	<p>B. Describe and identify points, lines and planes in the environment.</p> <p>C. Describe and identify intersecting, parallel and perpendicular lines or segments in the environment.</p> <p>E. Use attributes to describe, classify and sketch plane figures and build solid objects.</p> <p>F. Develop definitions of classes of shapes.</p> <p>I. Describe, identify and model reflections, rotations and translations, using physical</p>	<p>trapezoids.</p> <p>5. Describe points, lines and planes, and identify models in the environment.</p> <p>1. Identify, describe and model intersecting, parallel and perpendicular lines and line segments; e.g., use straws or other material to model lines.</p> <p>2. Describe, classify, compare and model two- and three-dimensional objects using their attributes.</p> <p>3. Identify similarities and differences of quadrilaterals; e.g., squares, rectangles, parallelograms and trapezoids.</p> <p>4. Identify and define triangles based on angle measures (equiangular, right, acute and obtuse triangles) and side lengths (isosceles, equilateral and scalene triangles).</p> <p>7. Identify, describe and use reflections (flips), rotations (turns), and translations</p>	
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October

Math Standard	3-4 Benchmark	Grade Level Indicator	Notes
<p>#1 – Number, Number Sense & Operations</p>	<p>A. Use place value structure of the base-ten number system to read, write, represent and compare whole numbers and decimals.</p> <p>F. Count money and make change using both coins and paper bills.</p> <p>J. Estimate the results of whole number computations using a variety of strategies, and judge the reasonableness.</p> <p>L. Use a variety of methods and appropriate tools (mental math, paper and pencil, calculators) for computing with whole numbers.</p>	<p>2. Use place value structure of the base-ten number system to read, write, represent and compare whole numbers through millions and decimals through thousandths.</p> <p>3. Round whole numbers to a given place value.</p> <p>8. Solve problems involving counting money and making change, using both coins and paper bills.</p> <p>9. Estimate the results of computations involving whole numbers, fractions and decimals, using a variety of strategies.</p> <p>13. Use a variety of methods and appropriate tools for computing with whole numbers; e.g., mental math, paper and pencil, and calculator.</p>	
<p>#3 – Geometry & Spatial Sense</p>	<p>G. Find and name locations in coordinate systems.</p>	<p>6. Specify locations and plot ordered pairs on a</p>	

		coordinate plane, using first quadrant points.	
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November

Math Standard	3-4 Benchmark	Grade Level Indicator	Notes
<p>#1 – Number, Number Sense & Operations</p>	<p>E. Recognize and classify numbers as prime or composite and list factors.</p> <p>I. Demonstrate fluency in multiplying and dividing whole numbers by 1- and 2-digit numbers and multiples of ten.</p> <p>K. Analyze and solve multi-step problems involving addition, subtraction, multiplication and division using whole numbers.</p>	<p>4. Identify and represent factors and multiples of whole numbers through 100, and classify numbers as prime or composite.</p> <p>14. Demonstrate fluency in adding and subtracting whole numbers and in multiplying and dividing whole numbers by 1- and 2-digit numbers and multiples of ten.</p> <p>6. Use associative and distributive properties to simplify and perform computations; e.g., use left to right multiplication and the distributive property to find an exact answer without paper and pencil, such as: $5 \times 47 = 5 \times 40 + 5 \times 7 = 200 + 35 = 235$.</p> <p>7. Recognize that division may be used to solve different types of problem situations and interpret the meaning of remainders; e.g., situations involving measurement, money.</p> <p>12. Analyze and solve multi-</p>	

<p>#3 – Geometry & Spatial Sense</p>	<p>L. Use a variety of methods and appropriate tools (mental math, paper and pencil, calculators) for computing with whole numbers.</p> <p>J. Describe a motion or series of transformations that show two shapes are congruent.</p>	<p>step problems involving addition, subtraction, multiplication and division using an organized approach, and verify and interpret results with respect to the original problem.</p> <p>11. Develop and explain strategies for performing computations mentally.</p> <p>13. Use a variety of methods and appropriate tools for computing with whole numbers; e.g., mental math, paper and pencil, and calculator.</p> <p>14. Demonstrate fluency in multiplying and dividing whole numbers by 1- and 2-digit numbers and multiples of ten.</p> <p>8. Use geometric models to solve problems in other areas of mathematics, such as number (multiplication/division) and measurement (area, perimeter, border).</p>	
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December

Math Standard	3-4 Benchmark	Grade Level Indicator	Notes
<p>#1 – Patterns, Functions & Algebra</p>	<p>A. Analyze and extend patterns, and describe the rule in words.</p> <p>B. Use patterns to make predictions, identify relationships, and solve problems.</p> <p>D. Represent an unknown quantity as a variable using a symbol, including letters.</p> <p>E. Use variables to create and solve equations representing problem situations.</p> <p>F. Construct and use a table of values to solve problems associated with mathematical relationships.</p>	<p>2. Represent and analyze patterns and functions using words, tables and graphs.</p> <p>1. Use models and words to describe, extend and make generalizations of patterns and relationships occurring in geometry, graphs and other applications.</p> <p>1. Use models and words to describe, extend and make generalizations of patterns and relationships occurring in computation, numerical patterns, geometry, graphs and other applications.</p> <p>4. Use rules and variables to describe patterns and other relationships.</p> <p>3. Construct a table of values to solve problems associated with a mathematical relationship.</p>	
<p>#5 – Data Analysis & Probability</p>	<p>A. Gather and organize data from surveys and classroom experiments, including data collected over a period of time.</p>	<p>1. Create a plan for collecting data for a specific purpose.</p> <p>2. Represent and interpret</p>	

	<p>B. Read and interpret tables, charts, graphs (bar, picture, line, line plot), and timelines as sources of information, identify main idea, draw conclusions, and make predictions.</p> <p>C. Construct charts, tables and graphs to represent data, including picture graphs, bar graphs, line graphs, line plots and simple Venn diagrams.</p> <p>E. Describe data using mode, median and range.</p>	<p>data using tables, bar graphs, line plots and line graphs.</p> <p>5. Propose and explain interpretations and predictions based on data displayed in tables, charts and graphs.</p> <p>2. Represent and interpret data using tables, bar graphs, line plots and line graphs.</p> <p>4. Compare different representations of the same data to evaluate how well each representation shows important aspects of the data, and identify appropriate ways to display the data.</p> <p>6. Describe the characteristics of a set of data based on a graphical representation, such as range of the data, clumps of data, and holes in the data.</p> <p>7. Identify the median of a set of data and describe what it indicates about the data.</p> <p>8. Use range, median and</p>	
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		mode to make comparisons among related sets of data.	
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January

Math Standard	3-4 Benchmark	Grade Level Indicator	Notes
<p>#1 – Number, Number Sense & Operations</p>	<p>B. Recognize and generate equivalent representations for whole numbers, fractions and decimals.</p> <p>D. Use models, points of reference and equivalent forms of commonly used fractions to judge the size of fractions and to compare, describe and order them.</p> <p>J. Estimate the results of whole number computations using a variety of strategies, and judge the reasonableness.</p> <p>M. Add and subtract commonly used fractions with like denominators and decimals, using models and paper and</p>	<p>1. Identify and generate equivalent forms of fractions and decimals; e.g., a. connect physical, verbal and symbolic representations of fractions, decimals and whole numbers; e.g., $\frac{2}{1}$, $\frac{5}{10}$, “five tenths,” 0.5, shaded rectangles with half, and five tenths; b. understand and explain that ten tenths is the same as one whole in both fraction and decimal form.</p> <p>5. Use models and points of reference to compare commonly used fractions.</p> <p>9. Estimate the results of computations involving whole numbers, fractions and decimals, using a variety of strategies.</p> <p>10. Use physical models, visual representations, and paper and pencil to add and subtract decimals and</p>	

<p>#2 – Measurement</p>	<p>pencil.</p> <p>A. Select appropriate units for perimeter, area, weight, volume (capacity), time and temperature using: objects of uniform size; US customary units (e.g., mile, square inch, cubic inch, second degree Fahrenheit, and other units as appropriate); metric units (e.g., millimeter, kilometer, square centimeter, kilogram, cubic centimeter, degree Celsius, and other units as appropriate).</p> <p>C. Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.</p> <p>D. Identify appropriate tools and apply counting techniques for measuring side lengths, perimeter, and area of squares, rectangles, and simple irregular two-dimensional shapes, volume of rectangular prisms, and time and temperature.</p>	<p>commonly used fractions with like denominators.</p> <p>3. Identify and select appropriate units to measure: a. perimeter—string or links (inches or centimeters); b. area—tiles (square inches or square centimeters); c. volume—cubes (cubic inches or cubic centimeters).</p> <p>2. Demonstrate and describe perimeter as surrounding and area as covering a two-dimensional shape, and volume as filling a three-dimensional object.</p> <p>4. Develop and use strategies to find perimeter using string or links, area using tiles or a grid, and volume using cubes; e.g., count squares to find area of regular or irregular shapes on a grid, layer cubes in a</p>	
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<p>#3 – Geometry & Spatial Sense</p>	<p>J. Describe a motion or series of transformations that show two shapes are congruent.</p>	<p>box to find its volume.</p> <p>8. Use geometric models to solve problems in other areas of mathematics, such as number (multiplication/division) and measurement (area, perimeter, border).</p>	
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	<p>G. Identify and represent possible outcomes, such as arrangements of a set of up to four members and possible combinations from several sets, each containing 2 or 3 members.</p>	<p>or appropriate language to compare the chance of each event occurring; e.g., impossible, unlikely, equal, likely, certain.</p> <p>13. List and count all possible combinations using one member from each of several sets, each containing 2 or 3 members (e.g., the number of possible outfits from 3 shirts, 2 shorts, and 2 pairs of shoes).</p>	
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March

Math Standard	3-4 Benchmark	Grade Level Indicator	Notes
#2 – Measurement	<p>B. Know that the number of units is inversely related to the size of the unit for any item being measured.</p> <p>D. Identify appropriate tools and apply counting techniques for measuring side lengths, perimeter and area of squares, rectangles and simple irregular two-dimensional shapes, volume of rectangular prisms and time and temperature.</p>	<p>1. Relate the number of units to the size of the units used to measure an object; e.g., compare the number of cups to fill a pitcher to the number of quarts to fill the same pitcher.</p> <p>5. Make simple unit conversions within a measurement system; e.g., inches to feet, kilograms to grams, quarts to gallons.</p> <p>6. Write, solve and verify solutions to multi-step problems involving measurements.</p>	
#3 – Geometry & Spatial Sense	<p>J. Describe a motion or series of transformations that show two shapes are congruent.</p>	<p>8. Use geometric models to solve problems in other areas of mathematics, such as number (multiplication/division) and measurement (area, perimeter, border).</p>	

<p>#4 – Reading Applications: Informational, Technical, and Persuasive Text Standard</p>	<p>including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas.</p> <p>B. Recognize the difference between cause and effect and fact and opinion to analyze text.</p>	<p>or theme across different text and non-text resources.</p> <p>7. Distinguish fact from opinion.</p>	
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November

Language Arts Standard	4-7 Benchmark	Grade Level Indicator	Notes
#3 – Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies	B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas. C. Make meaning through asking and responding to a variety of questions related to text.	2. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns. 4. Summarize important information in texts to demonstrate comprehension. 5. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence. 7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	

December

Language Arts Standard	4-7 Benchmark	Grade Level Indicator	Notes
#4 – Reading Applications: Informational, Technical, and Persuasive Text Standard	<p>A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.</p> <p>B. Recognize the difference between cause and effect and fact and opinion to analyze text.</p> <p>C. Explain how main ideas connect to each other in a variety of sources.</p> <p>F. Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.</p>	<p>1. Make inferences about informational text from the title page, table of contents and chapter headings.</p> <p>5. Draw conclusions from information in maps, charts, graphs and diagrams.</p> <p>4. Identify examples of cause and effect used in informational text.</p> <p>3. Locate important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.</p> <p>2. Summarize main ideas in informational text, using supporting details as appropriate.</p>	

January

Language Arts Standard	4-7 Benchmark	Grade Level Indicator	Notes
#5 – Literary Text	<p>A. Describe and analyze the elements of character development.</p> <p>B. Analyze the importance of setting</p> <p>C. Identify the elements of a plot and establish a connection between an element and a future event.</p> <p>D. Differentiate between the points of view in narrative text.</p> <p>E. Demonstrate comprehension by inferring themes, patterns and symbols.</p>	<p>1. Describe the thoughts, words and interactions of characters.</p> <p>2. Identify the influence of setting on the selection.</p> <p>3. Identify the main incidents of a plot sequence, identifying the major conflict and its resolution.</p> <p>4. Identify the speaker and recognize the difference between first- and third-person narration.</p> <p>5. Determine the theme and whether it is implied or stated directly.</p>	

February

Language Arts Standard	4-7 Benchmark	Grade Level Indicator	Notes
#5 – Literary Text	<p>F. Identify similarities and differences of various literary forms and genres.</p> <p>G. Explain how figurative language expresses ideas and conveys mood.</p>	<p>6. Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.</p> <p>7. Explain how an author’s choice of words appeals to the senses and suggests mood.</p> <p>8. Identify figurative language in literary works, including idioms, similes and metaphors.</p>	

March

Language Arts Standard	4-7 Benchmark	Grade Level Indicator	Notes
#2 – Acquisition of Vocabulary	<p>B. Infer word meaning through identification and analysis of analogies and other word relationships.</p> <p>C. Apply knowledge of connotation and denotation to learn the meanings of words.</p> <p>D. Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.</p> <p>E. Use knowledge of roots and affixes to determine the meanings of complex words.</p>	<p>5. Identify and understand new uses of words and phrases in text, such as similes and metaphors.</p> <p>3. Recognize the difference between the meanings of connotation and denotation.</p> <p>6. Identify word origins to determine the meaning of unknown words and phrases.</p> <p>8. Identify the meanings of abbreviations.</p> <p>7. Identify the meanings of prefixes, suffixes and roots and their various forms to determine the meanings of words.</p>	

5th Grade Quarterly Assessment Schedule – Math Benchmarks & Grade Level Indicators

1st Quarter: August/September/October

Math Standard	5-7 Benchmark	Grade Level Indicator	Notes
#2 – Measurement	<p>A. Select appropriate units to measure angles, circumference, surface area, mass and volume, using: US customary units; e.g., degrees, square feet, pounds, and other units as appropriate; metric units; e.g., square meters, kilograms and other units as appropriate.</p> <p>B. Convert units of length, area, volume, mass and time within the same measurement system.</p> <p>C. Identify appropriate tools and apply appropriate techniques for measuring angles, perimeter or circumference and area of triangles, quadrilaterals, circles, and composite shapes, and surface area and volume of prisms and cylinders.</p> <p>E. Use problem solving techniques and technology as needed to solve problems</p>	<p>1. Identify and select appropriate units to measure angles; i.e., degrees.</p> <p>5. Make conversions within the same measurement system while performing computations.</p> <p>6. Use strategies to develop formulas for determining perimeter and area of triangles, rectangles and parallelograms, and volume of rectangular prisms.</p> <p>7. Use benchmark angles (e.g., 45°, 90°, 120°) to estimate the measure of angles, and use a tool to measure and draw angles.</p> <p>2. Identify paths between points on a grid or coordinate plane and compare the lengths of the</p>	

<p>#3 – Geometry and Spatial Sense</p>	<p>involving length, weight, perimeter, area, volume, time and temperature.</p> <p>F. Analyze and explain what happens to area and perimeter or surface area and volume when the dimensions of an object are changed.</p> <p>G. Understand and demonstrate the independence of perimeter and area for two-dimensional shapes and of surface area and volume for three-dimensional shapes.</p> <p>A. Identify and label angle parts and the regions defined within the plane where the angle resides.</p>	<p>paths; e.g., shortest path, paths of equal length.</p> <p>3. Demonstrate and describe the differences between covering the faces (surface area) and filling the interior (volume) of three-dimensional objects.</p> <p>4. Demonstrate understanding of the differences among linear units, square units and cubic units.</p> <p>3. Demonstrate and describe the differences between covering the faces (surface area) and filling the interior (volume) of three-dimensional objects.</p> <p>4. Demonstrate understanding of the differences among linear units, square units and cubic units.</p> <p>2. Use standard language to describe line, segment, ray, angle, skew, parallel and perpendicular.</p> <p>3. Label vertex, rays, interior and exterior for an angle.</p>	
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	<p>B. Draw circles, and identify and determine the relationships among the radius, diameter, center and circumference.</p> <p>C. Specify locations and plot ordered pairs on a coordinate plane.</p> <p>D. Identify, describe and classify types of line pairs, angles, two-dimensional figures and three-dimensional objects using their properties.</p> <p>F. Describe and use the concepts of congruence, similarity and symmetry to solve problems.</p> <p>G. Describe and use properties</p>	<p>1. Draw circles, and identify and determine relationships among the radius, diameter, center and circumference; e.g., radius is half the diameter, the ratio of the circumference of a circle to its diameter is an approximation of π.</p> <p>2. Use standard language to describe line, segment, ray, angle, skew, parallel and perpendicular.</p> <p>4. Describe and use properties of congruent figures to solve problems.</p> <p>5. Use physical models to</p> <p>6. Extend understanding of coordinate system to include points whose x or y values may be negative numbers.</p> <p>7. Understand the measure of an angle is determined by the degree of rotation of an angle side rather than the length of either side.</p>	
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	<p>of triangles to solve problems involving angle measures and side lengths of right triangles.</p> <p>I. Identify and draw three-dimensional objects from different views (top, side, front and perspective).</p> <p>J. Apply properties of equality and proportionality to solve problems involving congruent or similar figures; e.g., create a scale drawing.</p>	<p>determine the sum of the interior angles of triangles and quadrilaterals.</p> <p>8. Predict what three-dimensional object will result from folding a two-dimensional net, then confirm the prediction by folding the net.</p> <p>4. Describe and use properties of congruent figures to solve problems.</p>	
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2nd Quarter: November/December/January

Math Standard	5-7 Benchmark	Grade Level Indicator	Notes
<p>#1 – Number, Number Sense & Operations</p>	<p>A. Represent and compare numbers less than 0 through familiar applications and extending the number line.</p> <p>E. Use order of operations, including use of parenthesis and exponents to solve multi-step problems, and verify and interpret the results.</p> <p>G. Apply and explain the use of prime factorizations, common factors, and common multiples in problem situations.</p>	<p>6. Represent and compare numbers less than 0 by extending the number line and using familiar applications; e.g., temperature, owing money.</p> <p>8. Identify and use relationships between operations to solve problems.</p> <p>5. Recognize and identify perfect squares and their roots.</p>	
<p>#5 – Data Analysis & Probability</p>	<p>A. Read, create and use line graphs, histograms, circle graphs, box-and-whisker plots, stem-and-leaf plots, and other representations when appropriate.</p> <p>C. Evaluate interpretations and conclusions as additional data are collected, modify conclusions and predictions, and justify new findings.</p> <p>D. Compare increasingly</p>	<p>1. Read, construct and interpret frequency tables, circle graphs and line graphs.</p> <p>5. Modify initial conclusions, propose and justify new interpretations and predictions as additional data are collected.</p> <p>3. Read and interpret</p>	

	<p>complex displays of data, such as multiple sets of data on the same graph.</p> <p>E. Collect, organize, display, and interpret data for a specific purpose or need.</p> <p>F. Determine and use the range, mean, median and mode to analyze and compare data, and explain what each indicates about the data.</p>	<p>increasingly complex displays of data, such as double bar graphs.</p> <p>2. Select and use a graph that is appropriate for the type of data to be displayed; e.g., numerical vs. categorical data, discrete vs. continuous data.</p> <p>4. Determine appropriate data to be collected to answer questions posed by students or teacher, collect and display data, and clearly communicate findings.</p> <p>6. Determine and use the range, mean, median and mode, and explain what each does and does not indicate about the set of data.</p>	
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3rd Quarter: February/March/April

Math Standard	5-7 Benchmark	Grade Level Indicator	Notes
#1 – Number, Number Sense and Operations	<p>B. Compare, order and convert among fractions, decimals and percents.</p> <p>D. Use models and pictures to relate concepts of ratio, proportion and percent.</p> <p>E. Use order of operations, including use of parenthesis and exponents to solve multi-step problems, and verify and interpret the results.</p> <p>F. Apply number system properties when performing computations.</p>	<p>1. Use models and visual representations to develop the concept of ratio as part-to-part and part-to-whole, and the concept of percent as part-to-whole.</p> <p>2. Use various forms of “one” to demonstrate the equivalence of fractions; e.g., $18/24 = 9/12 \times 2/2 = \frac{3}{4} \times 6/6$.</p> <p>3. Identify and generate equivalent forms of fractions, decimals and percents.</p> <p>1. Use models and visual representations to develop the concept of ratio as part-to-part and part-to-whole, and the concept of percent as part-to-whole.</p> <p>9. Use order of operations, including use of parentheses, to simplify numerical expressions.</p> <p>7. Use commutative, associative, distributive, identity and inverse properties to simplify and perform computations.</p>	

<p>#5 – Data Analysis & Probability</p>	<p>H. Use and analyze the steps in standard and non-standard algorithms for computing with fractions, decimals.</p> <p>I. Use a variety of strategies, including proportional reasoning, to estimate, compute, solve and explain solutions to problems involving integers, fractions, decimals and percents.</p> <p>H. Find all possible outcomes of simple experiments or problem situations, using methods such as lists, arrays and tree diagrams.</p> <p>I. Describe the probability of an event using ratios, including</p>	<p>10. Justify why fractions need common denominators to be added or subtracted.</p> <p>11. Explain how place value is related to addition and subtraction of decimals; e.g., $0.2 + 0.14$; the two tenths is added to the one tenth because they are both tenths.</p> <p>4. Round decimals to a given place value and round fractions (including mixed numbers) to the nearest half.</p> <p>12. Use physical models, points of reference, and equivalent forms to add and subtract commonly used fractions with like and unlike denominators and decimals.</p> <p>13. Estimate the results of computations involving whole numbers, fractions and decimals, using a variety of strategies.</p> <p>7. List and explain all possible outcomes in a given situation.</p> <p>8. Identify the probability of events within a simple</p>	
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	<p>fractional notation.</p> <p>J. Compare experimental and theoretical results for a variety of simple experiments.</p> <p>K. Make and justify predictions based on experimental and theoretical probabilities.</p>	<p>experiment, such as three chances out of eight.</p> <p>9. Use 0, 1 and ratios between 0 and 1 to represent the probability of outcomes for an event, and associate the ratio with the likelihood of the outcome.</p> <p>10. Compare what should happen (theoretical/expected results) with what did happen (experimental/actual results) in a simple experiment.</p> <p>11. Make predictions based on experimental and theoretical probabilities.</p>	
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4th Quarter: April/May

Math Standard	5-7 Benchmark	Grade Level Indicator	Notes
#4 – Patterns, Functions & Algebra	<p>A. Describe, extend and determine the rule for patterns and relationships occurring in numeric patterns, computation, geometry, graphs and other applications.</p> <p>B. Represent, analyze and generalize a variety of patterns and functions with tables, graphs, words and symbolic rules.</p> <p>C. Use variables to create and solve equations and inequalities representing problem situations.</p> <p>E. Use rules and variables to describe patterns, functions and other relationships.</p> <p>F. Use representations, such as tables, graphs and equations, to model situations and to solve problems, especially those that involve linear relationships.</p>	<p>1. Justify a general rule for a pattern or a function by using physical materials, visual representations, words, tables or graphs.</p> <p>2. Use calculators or computers to develop patterns, and generalize them using tables and graphs.</p> <p>3. Use variables as unknown quantities in general rules when describing patterns and other relationships.</p> <p>4. Create and interpret the meaning of equations and inequalities representing problem situations.</p> <p>3. Use variables as unknown quantities in general rules when describing patterns and other relationships.</p> <p>5. Model problems with physical materials and visual representations, and use models, graphs and tables to draw conclusions and make</p>	

	<p>G. Write, simplify and evaluate algebraic expressions.</p> <p>K. Graph linear equations and inequalities.</p> <p>L. Analyze functional relationships, and explain how a change in one quantity results in a change in the other.</p>	<p>predictions.</p> <p>3. Use variables as unknown quantities in general rules when describing patterns and other relationships.</p> <p>5. Model problems with physical materials and visual representations, and use models, graphs and tables to draw conclusions and make predictions.</p> <p>6. Describe how the quantitative change in a variable affects the value of a related variable; e.g., describe how the rate of growth varies over time, based upon data in a table or graph.</p>	
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5th Grade Monthly Assessment Schedule – Reading Benchmarks & Grade Level Indicators

August/September

Language Arts Standard	4-7 Benchmark	Grade Level Indicator	Notes
<p>#3 – Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</p>	<p>D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.</p>	<p>8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text. 9. List questions and search for answers within the text to construct meaning. 10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). 11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	

October

Language Arts Standard	4-7 Benchmark	Grade Level Indicator	Notes
#2 – Acquisition of Vocabulary	A. Use context clues and text structures to determine the meaning of new vocabulary. F. Use multiple resources to enhance comprehension of vocabulary.	1. Define the meaning of unknown words by using context clues and the author’s use of definition, restatement and example. 2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs. 8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	
#3 – Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard	A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.	1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems. 6. Select, create and use graphic organizers to interpret textual information.	

November

Language Arts Standard	4-7 Benchmark	Grade Level Indicator	Notes
<p>#3 – Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</p>	<p>B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas.</p> <p>C. Make meaning through asking and responding to a variety of questions related to text.</p>	<p>2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.</p> <p>3. Make critical comparisons across texts.</p> <p>4. Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each.</p> <p>5. Make inferences based on implicit information in texts, and provide justifications for those inferences.</p> <p>7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	

December

Language Arts Standard	4-7 Benchmark	Grade Level Indicator	Notes
<p>#4 – Reading Applications: Informational, Technical and Persuasive Text</p>	<p>A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.</p> <p>B. Recognize the difference between cause and effect and fact and opinion to analyze text.</p> <p>C. Explain how main ideas connect to each other in a variety of sources.</p> <p>D. Identify arguments and persuasive techniques used in informational text.</p>	<p>1. Use text features, such as chapter titles, headings and subheadings; parts of books, including the index and table of contents and online tools (search engines) to locate information.</p> <p>5. Analyze information found in maps, charts, tables, graphs and diagrams.</p> <p>2. Identify, distinguish between and explain examples of cause and effect in informational text.</p> <p>7. Analyze the difference between fact and opinion.</p> <p>3. Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.</p> <p>8. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.</p> <p>9. Identify and understand an author’s purpose for writing,</p>	

	<p>E. Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.</p> <p>F. Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.</p>	<p>including to explain, to entertain or to inform.</p> <p>6. Clarify steps in a set of instructions or procedures for proper sequencing and completeness and revise if necessary.</p> <p>4. Summarize the main ideas and supporting details.</p>	
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January

Language Arts Standard	4-7 Benchmark	Grade Level Indicator	Notes
#5 – Literary Text	A. Describe and analyze the elements of character development. B. Analyze the importance of setting. C. Identify the elements of plot and establish a connection between an element and a future event. D. Differentiate between the points of view in narrative text. E. Demonstrate comprehension by inferring themes, patterns and symbols.	1. Explain how a character’s thoughts, words and actions reveal his or her motivations. 2. Explain the influence of setting on the selection. 3. Identify the main incidents of a plot sequence and explain how they influence future action. 4. Identify the speaker and explain how point of view affects the text. 5. Summarize stated and implied themes.	

February

Language Arts Standard	4-7 Benchmark	Grade Level Indicator	Notes
#5 – Literary Text	F. Identify similarities and differences of various literary forms and genres. G. Explain how figurative language expresses ideas and conveys mood.	6. Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction. 7. Interpret how an author’s choice of words appeals to the senses and suggests mood. 8. Identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors and personification.	

March

Language Arts Standard	4-7 Benchmark	Grade Level Indicator	Notes
#2 – Acquisition of Vocabulary	<p>B. Infer word meaning through identification and analysis of analogies and other word relationships.</p> <p>C. Apply knowledge of connotation and denotation to learn the meanings of words.</p> <p>D. Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.</p> <p>E. Use knowledge of roots and affixes to determine the meanings of complex words.</p>	<p>4. Identify and understand new uses of words and phrases in text, such as similes and metaphors.</p> <p>3. Identify the connotation and denotation of new words.</p> <p>5. Use word origins to determine the meaning of unknown words and phrases.</p> <p>7. Identify the meanings of abbreviations.</p> <p>6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.</p>	

6th Grade Monthly Assessment Schedule – Reading Benchmarks & Grade Level Indicators

August/September

Language Arts Standard	4-7 Benchmark	Grade Level Indicator	Notes
<p>#3 – Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</p>	<p>D. Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.</p>	<p>7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p> <p>8. List questions and search for answers within the text to construct meaning.</p> <p>9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).</p> <p>10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	

October

Language Arts Standard	4-7 Benchmark	Grade Level Indicator	Notes
#2 – Acquisition of Vocabulary	<p>A. Use context clues and text structures to determine the meaning of new vocabulary.</p> <p>C. Apply knowledge of connotation and denotation to learn the meanings of words.</p> <p>E. Use knowledge of roots and affixes to determine the meanings of complex words.</p> <p>F. Use multiple resources to enhance comprehension of vocabulary.</p>	<p>1. Define the meaning of unknown words by using context clues and the author’s use of definition, restatement and example.</p> <p>2. Apply knowledge of connotation and denotation to determine the meaning of words.</p> <p>6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.</p> <p>8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	
#3 – Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies	<p>A. Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.</p>	<p>1. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems.</p> <p>5. Select, create and use</p>	

		graphic organizers to interpret textual information.	
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November

Language Arts Standard	4-7 Benchmark	Grade Level Indicator	Notes
<p>#3 – Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</p>	<p>B. Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas.</p> <p>C. Make meaning through asking and responding to a variety of questions related to text.</p>	<p>2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.</p> <p>3. Make critical comparisons across texts, noting author’s style as well as literal and implied content of text.</p> <p>4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.</p> <p>6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	

December

Language Arts Standard	4-7 Benchmark	Grade Level Indicator	Notes
#4 – Reading Applications: Informational, Technical and Persuasive Text	A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.	1. Use text features such as chapter titles, headings and subheadings; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information. 5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.	

January

Language Arts Standard	4-7 Benchmark	Grade Level Indicator	Notes
<p>#4 – Reading Applications: Informational, Technical and Persuasive Text</p>	<p>B. Recognize the difference between cause and effect and fact and opinion to analyze text.</p> <p>C. Explain how main ideas connect to each other in a variety of sources.</p> <p>D. Identify arguments and persuasive techniques used in informational text.</p> <p>E. Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.</p> <p>F. Determine the extent to</p>	<p>2. Analyze examples of cause and effect and fact and opinion.</p> <p>3. Compare and contrast important details about a topic, using different sources of information including books, magazines, newspapers and online resources.</p> <p>6. Identify an uauthor’s argument or viewpoint and assess the adequacy and accuracy of details used.</p> <p>7. Identify and understand an author’s purpose for writing, including to explain, entertain, persuade or inform.</p> <p>8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.</p> <p>4. Compare original text to a</p>	

	which a summary accurately reflects the main idea, critical details and underlying meaning of original text.	summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text.	
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February

Language Arts Standard	4-7 Benchmark	Grade Level Indicator	Notes
#5 – Literary Text	<p>A. Describe and analyze the elements of character development.</p> <p>B. Analyze the importance of setting.</p> <p>C. Identify the elements of plot and establish a connection between an element and a future event.</p> <p>D. Differentiate between the points of view in narrative text.</p>	<p>1. Analyze the techniques authors use to describe characters, including narrator or other character’s point of view; character’s own thoughts, words or actions.</p> <p>2. Identify the features of setting and explain their importance in literary text.</p> <p>3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.</p> <p>4. Explain first, third and omniscient points of view and explain how voice affects the text.</p>	

March

Language Arts Standard	4-7 Benchmark	Grade Level Indicator	Notes
#5 – Literary Text	<p>E. Demonstrate comprehension by inferring themes, patterns and symbols.</p> <p>F. Identify similarities and differences of various literary forms and genres.</p> <p>G. Explain how figurative language expresses ideas and conveys mood.</p>	<p>5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.</p> <p>6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction.</p> <p>7. Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.</p>	

April

Language Arts Standard	4-7 Benchmark	Grade Level Indicator	Notes
#2 – Acquisition of Vocabulary	<p>B. Infer word meaning through identification and analysis of analogies and other word relationships.</p> <p>D. Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.</p>	<p>3. Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words.</p> <p>4. Interpret metaphors and similes to understand new uses of words and phrases in text.</p> <p>5. Recognize and use words from other languages that have been adopted into the English language.</p> <p>7. Identify symbols and acronyms and connect them to whole words.</p>	

6th Grade Quarterly Assessment Schedule – Math Benchmarks & Grade Level Indicators

1st Quarter: August/September/October

Math Standard	5-7 Benchmark	Grade Level Indicator	Notes
<p>#1 – Number, Number Sense & Operations</p>	<p>D. Use models and pictures to relate concepts of ratio, proportion and percent.</p> <p>E. Use order of operations, including use of parenthesis and exponents to solve multi-step problems, and verify and interpret the results.</p> <p>G. Apply and explain the use of prime factorizations, common factors, and common multiples in problem situations.</p>	<p>9. Give examples of how ratios are used to represent comparisons; e.g., part-to-part, part-to-whole, whole-to-part.</p> <p>10. Recognize that a quotient may be larger than the dividend when the divisor is a fraction.</p> <p>6. Use the order of operations, including the use of exponents, decimals and rational numbers, to simplify numerical expressions.</p> <p>1. Decompose and recompose whole numbers using factors and exponents, and explain why “squared” means “second power” and “cubed” means “third power.”</p> <p>2. Find and use the prime factorization of composite numbers. For example: a. use the prime factorization to recognize the greatest common factor (GCF); b. use the prime factorization to recognize the least common</p>	

	<p>H. Use and analyze the steps in standard and non-standard algorithms for computing with fractions, decimals and integers.</p> <p>I. Use a variety of strategies, including proportional reasoning, to estimate, compute, solve and explain solutions to problems involving integers, fractions, decimals and percents.</p>	<p>multiple (LCM); c. apply the prime factorization to solve problems and explain solutions.</p> <p>8. Represent multiplication and division situations involving fractions and decimals with models and visual representations; e.g., show with pattern blocks what it means to take $2 \frac{2}{3}$ divided by $\frac{1}{6}$.</p> <p>12. Develop and analyze algorithms for computing with fractions and decimals, and demonstrate fluency in their use.</p> <p>7. Use simple expressions involving integers to represent and solve problems; e.g., if a running back loses 15 yards on the first carry but gains 8 yards on the second carry, what is the net gain/loss.</p> <p>11. Perform fraction and decimal computations and justify their solutions; e.g., using manipulatives, diagrams, mathematical reasoning.</p> <p>13. Estimate reasonable</p>	
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<p>#4 – Patterns, Functions & Algebra</p>	<p>A. Describe, extend and determine the rule for patterns and relationships occurring in numeric patterns, computation, geometry, graphs and other applications.</p> <p>G. Write, simplify and evaluate algebraic expressions.</p>	<p>solutions to problem situations involving fractions and decimals.</p> <p>2. Use words and symbols to describe numerical and geometric patterns, rules and functions.</p> <p>6. Evaluate simple expressions by replacing variables with given values, and use formulas in problem-solving situations.</p>	
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2nd Quarter: November/December/January

Math Standard	5-7 Benchmark	Grade Level Indicator	Notes
<p>#1 – Number, Number Sense and Operations</p>	<p>C. Develop meaning for percents including percents greater than 100 and less than 1.</p> <p>D. Use models and pictures to relate concepts of ratio, proportion and percent.</p> <p>I. Use a variety of strategies, including proportional reasoning, to estimate, compute, solve and explain solutions to problems involving integers, fractions, decimals and percents.</p>	<p>4. Describe what it means to find a specific percent of a number, using real-life examples.</p> <p>3. Explain why a number is referred to as being “rational,” and recognize that the expression a/b can mean a parts of size $1/b$ each, a divided by b, or the ratio of a to b.</p> <p>5. Use models and pictures to relate concepts of ratio, proportion and percent, including percents less than 1 and greater than 100.</p> <p>14. Use proportional reasoning, ratios and percents to represent problem situations and determine the reasonableness of solutions.</p> <p>15. Determine the percent of a number and solve related problems; e.g., find the percent markdown if the original price was \$140, and the sale price is \$100.</p>	

<p>#4 – Patterns, Functions & Algebra</p>	<p>A. Describe, extend and determine the rule for patterns and relationships occurring in numeric patterns, computation, geometry, graphs and other applications.</p> <p>C. Use variables to create and solve equations and inequalities representing problem situations.</p> <p>D. Use symbolic algebra to represent and explain mathematical relationships.</p> <p>H. Solve linear equations and inequalities symbolically, graphically and numerically.</p> <p>L. Analyze functional relationships, and explain how a change in one quantity results in a change in the other.</p>	<p>1. Represent and analyze patterns, rules and functions, using physical materials, tables and graphs.</p> <p>3. Recognize and generate equivalent forms of algebraic expressions, and explain how the commutative, associative and distributive properties can be used to generate equivalent forms; e.g., perimeter as $2(l + w)$ or $2l + 2w$.</p> <p>4. Solve simple linear equations and inequalities using physical models, paper and pencil, tables and graphs.</p> <p>5. Produce and interpret graphs that represent the relationship between two variables.</p> <p>7. Identify and describe situations with constant or varying rates of change, and compare them.</p>	
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<p>#5 – Data Analysis & Probability</p>	<p>M. Approximate and interpret rates of change from graphical and numerical data.</p> <p>A. Read, create and use line graphs, histograms, circle graphs, box-and-whisker plots, stem-and-leaf plots, and other representations when appropriate.</p> <p>B. Interpret data by looking for patterns and relationships, draw and justify conclusions, and answer related questions.</p> <p>D. Compare increasingly complex displays of data, such as multiple sets of data on the same graph.</p> <p>E. Collect, organize, display, and interpret data for a specific purpose or need.</p>	<p>8. Use technology to analyze change; e.g., use computer applications or graphing calculators to display and interpret rate of change.</p> <p>1. Read, construct and interpret box-and-whisker plots, stem-and-leaf plots, and other types of graphs, when appropriate.</p> <p>5. Describe the frequency distribution of a set of data, as shown in a histogram or frequency table, by general appearance or shape; e.g., number of modes, middle of data and level of symmetry, outliers.</p> <p>3. Compare representations of the same data in different types of graphs, such as a bar graph and circle graph.</p> <p>2. Select, create and use graphical representations that are appropriate for the type of data collected.</p>	
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	<p>F. Determine and use the range, mean, median and mode to analyze and compare data, and explain what each indicates about the data.</p> <p>G. Evaluate conjectures and predictions based upon data presented in tables and graphs, and identify misuses of statistical data and displays.</p> <p>K. Make and justify predictions based on experimental and theoretical probabilities.</p>	<p>4. Understand the different information provided by measures of center (mean, mode and median) and measures of spread (range).</p> <p>6. Make logical inferences from statistical data.</p> <p>7. Design and experiment to test a theoretical probability and explain how the results may vary.</p>	
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3rd Quarter: February/March/April

Math Standard	5-7 Benchmark	Grade Level Indicator	Notes
#2 – Measurement	<p>C. Identify appropriate tools and apply appropriate techniques for measuring angles, perimeter or circumference and area of triangles, quadrilaterals, circles, and composite shapes, and surface area and volume of prisms and cylinders.</p> <p>E. Use problem solving techniques and technology as needed to solve problems involving length, weight, perimeter, area, volume, time</p>	<p>1. Understand and describe the difference between surface area and volume.</p> <p>2. Use strategies to develop formulas for finding circumference and area of circles, and to determine the area of sectors; e.g., $\frac{1}{2}$ circle, $\frac{2}{3}$ circle, $\frac{1}{3}$ circle, $\frac{1}{4}$ circle.</p> <p>3. Estimate perimeter or circumference and area for circles, triangles and quadrilaterals, and surface area and volume for prisms and cylinders by : a. estimating lengths using string or links, areas using tiles or grid, and volumes using cubes; b. measuring attributes (diameter, side lengths, or heights) and using established formulas for circles, triangles, rectangles, parallelograms and rectangular prisms.</p> <p>4. Determine which measure (perimeter, area, surface area, volume) matches the context for a problem situation; e.g., perimeter is</p>	

<p>#3 – Geometry & Spatial Sense</p>	<p>and temperature.</p> <p>F. Analyze and explain what happens to area and perimeter or surface area and volume when the dimensions of an object are changed.</p> <p>G. Understand and demonstrate the independence of perimeter and area for two-dimensional shapes and of surface area and volume for three-dimensional shapes.</p> <p>D. Identify, describe and classify types of line pairs, angles, two-dimensional figures and three-dimensional objects using their properties.</p>	<p>the context for fencing a garden, surface area is the context for painting a room.</p> <p>6. Describe what happens to the perimeter and area of a two-dimensional shape when the measurements of the shape are changed; e.g., length of sides are doubled.</p> <p>5. Understand the difference between perimeter and area, and demonstrate that two shapes may have the same perimeter, but different area or may have the same area, but different perimeters.</p> <p>1. Classify and describe two-dimensional and three-dimensional geometric figures and objects by using their properties; e.g., interior angle measures, perpendicular/parallel sides, congruent angles/sides.</p> <p>2. Use standard language to define geometric vocabulary: vertex, face, altitude, diagonal, isosceles, equilateral, acute, obtuse, etc.</p> <p>4. Identify and define</p>	
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	<p>F. Describe and use the concepts of congruence, similarity and symmetry to solve problems.</p> <p>G. Describe and use properties of triangles to solve problems involving angle measures and side lengths of right triangles.</p> <p>H. Predict and describe results (size, position, orientation) of transformations of two-dimensional figures.</p> <p>I. Identify and draw three-dimensional objects from different views (top, side, front and perspective).</p>	<p>relationships between planes; i.e., parallel, perpendicular and intersecting.</p> <p>6. Draw similar figures that model proportional relationships; e.g., model similar figures with a 1 to 2 relationship by sketching two of the same figure, one with corresponding sides twice the length of the other.</p> <p>3. Use multiple classification criteria to classify triangles; e.g., right scalene triangle.</p> <p>5. Predict and describe sizes, positions and orientations of two-dimensional shapes after transformations such as reflections, rotations, translations and dilations.</p> <p>7. Build three-dimensional objects built with cubes and sketch the two-dimensional representations of each side; i.e., projection sets.</p>	
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