

First and Second Grade Quarterly Benchmark Continuum - Informative

First Grade

Second Grade

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Process (with guidance and support)	<p>Uses an organized plan to include Introduction/Body/Conclusion</p> <p>Plans with some words and graphics</p> <p>Identifies a topic and audience/specific reader for piece</p> <p>Proofreads for "Yellow Card" words, capitals and ending marks</p> <p>Adds on to piece</p> <p>Lines out mistakes</p> <p>Uses a variety of sources</p> <p>Carries writing over two days</p> <p>Teacher may publish piece</p>	<p>Uses an organized plan to include I/B/C</p> <p>Plans with some words and graphics</p> <p>Identifies a topic and audience/specific reader for piece</p> <p>Proofreads for "Green Card" words, environmental print, capitals and ending marks</p> <p>Adds on to piece</p> <p>Lines out mistakes</p> <p>Uses a variety of sources</p> <p>Carries writing over two days</p> <p>Student begins to publish selected pieces</p>	<p>Uses an organized plan to include I/B/C</p> <p>Plans with some words and graphics</p> <p>Identifies a topic and audience/specific reader for piece</p> <p>Proofreads for "Green Card" words, environmental print, capitals and ending marks</p> <p>Adds on or takes away from piece individually or collaboratively</p> <p>Uses a variety of sources</p> <p>Carries writing over two or more days</p> <p>Student begins to publish selected pieces</p>	<p>Uses an organized plan to include I/B/C</p> <p>Plans with words, phrases and graphics</p> <p>Identifies a topic and/or purpose for writing</p> <p>Identifies an audience/specific reader for piece</p> <p>Evidence of proofreading for spelling, punctuation and grammar</p> <p>Adds on or takes away from piece individually or collaboratively</p> <p>Uses a variety of sources</p> <p>Carries writing over two or more days</p> <p>Student begins to publish selected pieces</p>	Process (with guidance and support)	<p>Uses an organized plan to include Introduction/Body/Conclusion (topic, facts or details, closure)</p> <p>Plans with words, phrases and graphics</p> <p>Identifies a purpose and specific reader/audience for piece</p> <p>Carries writing over two or more days</p> <p>Adds on or deletes from piece individually or collaboratively</p> <p>Evidence of proofreading for spelling, punctuation and grammar</p> <p>Uses a variety of sources</p> <p>Student publishes selected pieces in a variety of ways</p>	<p>Uses several planning strategies (list, web, Venn)</p> <p>Plans with words, phrases and graphics</p> <p>Identifies a purpose and specific reader/audience for piece</p> <p>Carries writing over two or more days</p> <p>Adds, substitutes, or deletes from piece individually or collaboratively</p> <p>Evidence of proofreading for spelling, punctuation and grammar</p> <p>Uses a variety of sources</p> <p>Student publishes selected pieces in a variety of ways</p>	<p>Uses several planning strategies (list, web, Venn)</p> <p>Plans with words, phrases and graphics</p> <p>Identifies a purpose and specific reader/audience for piece</p> <p>Carries writing over two or more days</p> <p>Adds, substitutes, or deletes from piece individually or collaboratively</p> <p>Evidence of proofreading for spelling, punctuation, grammar and usage</p> <p>Uses a variety of sources</p> <p>Student publishes selected pieces in a variety of ways</p>	<p>Uses several planning strategies (list, web, Venn)</p> <p>Plans with words, phrases and graphics</p> <p>Identifies a purpose and specific reader/audience for piece</p> <p>Carries writing over two or more days</p> <p>Adds, substitutes, or deletes from piece individually or collaboratively</p> <p>Expands and rearranges sentence structures</p> <p>Evidence of proofreading for spelling, punctuation, grammar and usage</p> <p>Uses a variety of sources</p> <p>Student publishes selected pieces in a variety of ways</p>
Surface Features/ Conventions	<p>3 – 4 sentences in length</p> <p>Balance of spelling approximations (beg/mid/end sounds), "Green Card" words and environmental print</p> <p>Consistent lower case usage</p> <p>Consistent spacing</p> <p>Uses periods</p> <p>Capitalizes beginning of sentences and pronoun "I"</p>	<p>4 – 5 sentences in length</p> <p>Balance of spelling approximations (beg/mid/end sounds), "Green Card" words and environmental print</p> <p>Uses periods</p> <p>Capitalizes beginning of sentences, pronoun "I" and proper nouns</p>	<p>5 – 7 sentences in length</p> <p>Uses knowledge of more complex letter/sound relationships</p> <p>Contains many correctly spelled "Green Card" words and environmental print words</p> <p>Uses a variety of ending punctuation</p> <p>Capitalizes beginning of sentences, pronoun "I" and proper nouns</p>	<p>6 – 8 sentences in length</p> <p>Uses knowledge of more complex letter/sound relationships</p> <p>Contains correctly spelled "Green Card" words and environmental print</p> <p>Uses a variety of ending punctuation</p> <p>Capitalizes beginning of sentences, pronoun "I" and proper nouns</p>	Surface Features/ Conventions	<p>8 – 10 sentences in length</p> <p>Uses knowledge of more complex letter/sound relationships</p> <p>Contains correctly spelled "Green Card" words and environmental print</p> <p>Uses a variety of ending punctuation</p> <p>Capitalizes beginning of sentences, pronoun "I" and proper nouns</p>	<p>Begins to format informational piece</p> <p>Spells unknown words using knowledge of word structures</p> <p>Uses a variety of ending punctuation</p>	<p>Formats piece with a variety of techniques (e.g. indenting, numbering, bulleted list)</p> <p>Spells unknown words using knowledge of word structures</p> <p>Uses a variety of punctuation including apostrophes and commas</p>	<p>Formats piece with a variety of techniques</p> <p>Spells unknown words using knowledge of word structures</p> <p>Uses a variety of punctuation including apostrophes, commas and quotation marks</p>

First and Second Grade Quarterly Benchmark Continuum - Informative

First Grade

Second Grade

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Content - Informative	Writing is sequential and matched to plan	Writing is sequential and matched to plan	Writing is sequential and matched to plan	Writing is sequential and matched to plan	Content - Informative	Writing is sequential and matched to plan	Writing is logically sequenced within intro, body, conclusion	Writing is logically sequenced within intro, body, conclusion	Writing is logically sequenced within intro, body, conclusion
	Topic is introduced	Topic is introduced	Topic is introduced	Topic is introduced		Topic is introduced	Contains introductory statements	Contains introductory statements that engage the reader	Contains introductory statements that engage the reader
	Writes factual information relevant to the topic	Writes factual information relevant to the topic	Writes factual information relevant to the topic	Writes detailed factual information relevant to the topic		Writes detailed factual information relevant to the topic	Writes detailed factual information relevant to the topic	Writes detailed factual information relevant to the topic	Writes detailed factual information relevant to the topic
	Contains content specific details	Contains content specific details	Contains evidence based accurate description	Contains evidence based accurate description		Uses transition words	Uses transition words	Uses transition words	Uses transition words
	Provides a sense of closure	Provides a sense of closure	Uses transition words (e.g. first, next, last)	Uses transition words		Contains evidence based accurate description	Contains evidence based accurate description with domain specific vocabulary	Contains evidence based accurate description with domain specific vocabulary	Contains evidence based accurate description with domain specific vocabulary
	May contain informational elements such as labeled diagrams	May contain informational elements such as: *Labeled diagrams *Numbering	Provides a sense of closure	Provides a sense of closure		Provides a sense of closure	Contains evidence based accurate description with domain specific vocabulary	Contains evidence based accurate description with domain specific vocabulary	Contains evidence based accurate description with domain specific vocabulary
	Contains a concise title	Contains a concise title	May contain informational elements such as: *Labeled diagrams *Numbering	May contain informational elements such as: *Labeled diagrams *Numbering *Bulleted List		May contain informational elements such as: *Labeled diagram *Numbering *Bulleted List	Begins to use varied sentence structures (simple and compound)	Uses varied sentence structures	Uses varied sentence structures
			Contains a concise title	Contains a concise title		Contains concise title	Provides a sense of closure	Provides a concluding statement	Begins to cite source(s) when appropriate to the piece
							May contain informational elements such as: *Labeled diagram *Numbering *Bulleted List *Bold face print	May contain informational elements such as: *Labeled diagram *Numbering *Bulleted List *Bold face print *Captions	Provides a concluding statement from a menu of closing techniques (e.g. summary, quote, image, question)
							Contains concise title	Contains concise title	Writes in third person
									May contain informational elements such as: *Labeled diagram *Numbering *Bulleted List *Bold face print *Captions
									Contains concise title