

First and Second Grade Quarterly Benchmark Continuum - Narrative

First Grade – Personal Narrative

Second Grade – Personal/Fictional Narrative

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Process (with guidance and support)	Sketches a three-part plan (B/M/E)	Sketches a three-part plan (B/M/E)	Sketches a four-part plan (B/M/M/E)	Sketches a four-part plan (B/M/M/E)	Process (with guidance and support)	Sketches a four-part plan (B/M/M/E)	Plans with graphic organizer (web, plot map, etc.)	Plans with graphic organizer (web, plot map, etc.)	Plans with graphic organizer (web, plot map, etc.)
	Writes a story that reflects a variety of small moment memories, emotions and experiences	Sketches with some words and pictures	Sketches with some words and pictures	Uses words and phrases in plan (may still use some pictures)		Uses words and phrases in plan (may still use some pictures)	Identifies a purpose and specific reader/audience for piece	Begins to write fictional narrative that demonstrates an understanding of story elements	Begins to write fictional narrative that demonstrates an understanding of story elements
	Identifies an audience/specific reader for story	Writes a story that reflects a variety of small moment memories, emotions and experiences	Identifies an audience/specific reader	Identifies a purpose for writing		Identifies a purpose and specific reader/audience for piece	Adds, substitutes, or deletes from piece individually or collaboratively	Identifies a purpose and specific reader/audience for piece	Identifies a purpose and specific reader/audience for piece
	Proofreads for "Yellow Card" words, capitals and ending marks	Identifies an audience/specific reader	Proofreads for "Green Card" words, environmental print, capitals and ending marks	Identifies an audience/specific reader		Adds on or deletes from piece individually or collaboratively	Proofreads for spelling, punctuation and grammar	Adds, substitutes, or deletes from piece individually or collaboratively	Adds, substitutes, or deletes from piece individually or collaboratively
	Adds on to piece	Proofreads for "Green Card" words, environmental print, capitals and ending marks	Adds on or takes away from piece (with/without collaboration)	Evidence of proofreading for spelling, punctuation and grammar		Proofreads for spelling, punctuation and grammar	Carries writing over two or more days	Proofreads for spelling, punctuation and grammar	Proofreads for spelling, punctuation and grammar
	Lines out mistakes	Carries writing over two days	Carries writing over two or more days	Adds on or takes away from piece (with/without collaboration)		Carries writing over two or more days	Student publishes selected pieces in a variety of ways	Carries writing over two or more days	Expands and rearranges sentence structures
	Teacher may publish piece	Lines out mistakes	Student begins to publish selected pieces	Carries writing over two or more days		Student publishes selected pieces in a variety of ways	Student publishes selected pieces in a variety of ways	Student publishes selected pieces in a variety of ways	Carries writing over two or more days
		Carries writing over two days		Student begins to publish selected pieces					Student publishes selected pieces in a variety of ways

First and Second Grade Quarterly Benchmark Continuum - Narrative

First Grade – Personal Narrative

Second Grade – Personal/Fictional Narrative

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Surface Features/Conventions	<p>3 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 ideas into paragraph form (indenting)</p> <p>Spells unknown words using knowledge of word structures</p> <p>Uses a variety of ending punctuation</p>	<p>Indents narrative paragraph</p> <p>Spells unknown words using knowledge of word structures</p> <p>Uses a variety of punctuation including apostrophes and commas</p>	<p>Indents narrative paragraph(s)</p> <p>Spells unknown words using knowledge of word structures</p> <p>Uses a variety of punctuation including apostrophes, commas, and quotation marks</p>
Content	<p>Writes with beg/mid/end (matched to plan)</p> <p>Incorporates: A character A setting An action or significant event</p> <p>Contains some descriptive details</p> <p>Contains labels and speech bubble, thought bubble or sounds</p> <p>Includes emotion or feelings</p>	<p>Writes with beg/mid/end</p> <p>Contains increasing details in middle</p> <p>Writing is organized</p> <p>Incorporates: A character A setting An action or significant event</p> <p>Uses descriptive words</p> <p>Contains labels and speech bubble, thought bubble or sounds to show dialogue</p> <p>Includes emotion or feelings</p>	<p>Writes with beg/mid/end</p> <p>Contains increasing details in middle</p> <p>Writing is organized</p> <p>Incorporates more than one character</p> <p>May contain more than one setting</p> <p>Includes an action or significant event</p> <p>Uses descriptive words</p> <p>Uses temporal words (one afternoon, then, after)</p> <p>Uses dialogue in piece</p> <p>Includes emotion or feelings</p>	<p>Writes with beg/mid/end with increasing details in middle</p> <p>Writing is organized</p> <p>Incorporates more than one character</p> <p>May contain more than one setting</p> <p>Includes an action or significant event, may include problem and solution</p> <p>Uses descriptive words</p> <p>Uses temporal words</p> <p>Uses dialogue in piece</p> <p>Includes emotion or feelings</p>	Content	<p>Writes with beg/mid/end with increasing details in the middle</p> <p>Incorporates more than one character</p> <p>May contain more than one setting</p> <p>Includes a significant event (problem/solution)</p> <p>Uses descriptive words</p> <p>Uses temporal words</p> <p>Uses dialogue in piece</p> <p>Includes emotion or feelings</p>	<p>Writes with beg/mid/end with increasing details in the middle</p> <p>Incorporates more than one character</p> <p>May contain more than one setting</p> <p>Includes a significant event (problem/solution)</p> <p>Uses descriptive vocabulary and language</p> <p>Uses temporal words</p> <p>Uses dialogue in piece</p> <p>Includes emotion or feelings</p> <p>Begins to use varied sentence structures (simple and compound)</p>	<p>Writes with beg/mid/end including elaboration</p> <p>Incorporates more than one character</p> <p>May contain more than one setting</p> <p>Includes a significant event (problem/solution)</p> <p>Uses descriptive vocabulary and language to convey actions, thoughts and feelings</p> <p>Uses temporal words</p> <p>Uses dialogue in piece</p> <p>Uses varied sentence structures</p>	<p>Writes with beg/mid/end including elaboration</p> <p>Incorporates more than one character</p> <p>May contain more than one setting</p> <p>Includes a significant event (problem/solution)</p> <p>Uses descriptive vocabulary and language to convey actions, thoughts and feelings</p> <p>Uses temporal words</p> <p>Uses dialogue in piece</p> <p>Uses varied sentence structures</p>