

First and Second Grade Quarterly Benchmark Continuum – Opinion

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 (topic and opinion) and Body (fact or reason)</p> <p>Plans with some opinion words and sketches</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>Carries writing over two days</p> <p>Teacher may publish piece</p>	<p>Uses an organized plan to include Introduction (topic and opinion), Body (fact or reason), Conclusion (closure)</p> <p>Plans with some opinion words and sketches</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>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 opinion words and/or phrases and sketches</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>Uses opinion words and phrases in plan (may still use some sketches)</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, grammar and punctuation</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 (topic and opinion), Body (facts and reasons), Conclusion (closure)</p> <p>Uses opinion words and phrases in plan (may still use some sketches)</p> <p>Identifies a topic and specific reader/audience for piece</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>Carries writing over two or more days</p> <p>Student publishes selected pieces in a variety of ways</p>	<p>Uses several planning strategies (list, web, Venn)</p> <p>Identifies a topic, purpose and specific reader/audience for piece</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>Carries writing over two or more days</p> <p>Student publishes selected pieces in a variety of ways</p>	<p>Uses several planning strategies (list, web, Venn)</p> <p>Identifies a topic, purpose and specific reader/audience for piece</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>Carries writing over two or more days</p> <p>Student publishes selected pieces in a variety of ways</p>	<p>Uses several planning strategies (list, web, Venn)</p> <p>Identifies a topic, purpose and specific reader/audience for piece</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>Carries writing over two or more days</p> <p>Student publishes selected pieces in a variety of ways</p>
Surface Features/Conventions	<p>2 – 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>3 – 4 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>4 – 5 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>5 – 6 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>6 – 7 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 paragraph about one topic with supporting details</p> <p>Spells unknown words using knowledge of word structures</p> <p>Uses a variety of punctuation including apostrophes and commas</p>	<p>Indents paragraph about one topic with supporting details</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 – Opinion

First Grade

Second Grade

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Content – Opinion	<p>Writing is sequential and matched to plan</p> <p>Writes an opinion</p> <p>Includes a supporting reason</p> <p>Contains some descriptive vocabulary</p>	<p>Writing is sequential and matched to plan</p> <p>Writes an opinion</p> <p>Includes supporting reason(s) that is/are relevant to the opinion</p> <p>Contains descriptive vocabulary</p> <p>Uses linking words (e.g. because, and, also)</p> <p>Provides a sense of closure</p>	<p>Writing is sequential and matched to plan</p> <p>Writes an opinion in response to a topic or text</p> <p>Supporting reason(s) is/are relevant to the opinion</p> <p>Contains descriptive vocabulary that reflects the opinion</p> <p>Uses linking words</p> <p>Provides a sense of closure</p>	<p>Writing is sequential and matched to plan</p> <p>Writes an opinion in response to a topic or text</p> <p>Supporting reason(s) is/are relevant to the opinion</p> <p>Contains descriptive vocabulary that reflects the opinion</p> <p>Uses linking words</p> <p>Provides a sense of closure</p>	Content – Opinion	<p>Writing is sequential and matched to plan</p> <p>Writes an opinion with supporting reasons in response to a topic or text</p> <p>Contains introductory statements</p> <p>Reasons are relevant to the opinion</p> <p>Contains descriptive vocabulary that reflects the opinion</p> <p>Uses linking words (e.g. and, also, another, because)</p> <p>Provides a sense of closure</p>	<p>Writing is logically sequenced within intro, body, conclusion</p> <p>Writes an opinion with supporting reasons in response to a topic, text or source</p> <p>Contains introductory statements</p> <p>Reasons are relevant to the opinion</p> <p>Contains descriptive vocabulary that reflects the opinion</p> <p>Begins to use varied sentence structures (simple and compound)</p> <p>Uses linking words</p> <p>Provides a sense of closure</p>	<p>Writing is logically sequenced within intro, body, conclusion</p> <p>Writes an opinion with supporting reasons in response to a topic, text or source</p> <p>Introductory statements engage the reader</p> <p>Reasons are relevant to the opinion</p> <p>Contains descriptive vocabulary that is specific to the opinion</p> <p>Uses varied sentence structures</p> <p>Uses linking words</p> <p>Provides a concluding statement</p>	<p>Writing is logically sequenced within intro, body, conclusion</p> <p>Writes an opinion with supporting reasons in response to a topic, text or source</p> <p>Introductory statements engage the reader</p> <p>Reasons are relevant to the opinion</p> <p>Contains descriptive vocabulary that is specific to the opinion</p> <p>Uses varied sentence structures</p> <p>Writes in third person if citing sources</p> <p>Uses linking words</p> <p>Provides a concluding statement from a menu of closing techniques (reinforce rather than repeat, question, quote)</p>