

Kindergarten Quarterly Benchmarks – Personal Narrative

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Process (with guidance and support)	<p>Knows the story before drawing</p> <p>Articulates story elements before drawing</p> <p>Willingly adds important details to the story</p> <p>Adept at using basic shapes (circle, triangle, square, rectangle) to create a recognizable picture</p>	<p>Articulates story elements before drawing</p> <p>Draws detailed picture before writing</p>	<p>Has stories/ experiences to write about</p> <p>Sketches a picture to plan written piece that includes story elements</p> <p>Adds on to plan after talking with teacher or peers about story and before writing</p> <p>Begins to match oral words with written text (points to a word as spoken)</p> <p>Teacher may publish piece</p>	<p>Has a number of stories/experiences to write about</p> <p>Sketches a two-part plan (B/E)</p> <p>Adds on to plan after talking with teacher or peers about story and before writing</p> <p>Matches oral words with written text</p> <p>Identifies an audience/specific reader for story</p> <p>Lines out mistakes</p> <p>Carries the writing over two days</p> <p>Teacher may publish piece</p>
Picture	<p>Incorporates: A character A setting An action or significant event</p> <p>Contains labels by student</p> <p>Contains speech bubble, thought bubble, and/or sounds by student or teacher</p>	<p>Incorporates: A character A setting An action or significant event</p> <p>Contains labels by student</p> <p>Contains speech bubble, thought bubble, and/or sounds by student</p>	<p>*Picture becomes sketch</p> <p>*Moving from crayon to pencil</p> <p>*See "Process" section above</p>	<p>*Picture is pencil sketch</p> <p>*See "Process" section above</p>
Surface Features/ Conventions	<p>Piece has student "writing" below the line (random letters, sight words, phonetic spellings)</p>	<p>Has 1 line of text below the line</p> <p>Contains some beginning sounds</p> <p>Writing contains some lower case letters</p>	<p>Has 1 lengthening line of text</p> <p>Regularly contains beg/end sounds</p> <p>Contains some correctly spelled "Yellow Card" words</p> <p>Writing is mostly lower case letters</p> <p>Begins appropriate spacing</p>	<p>Has at least 2 sentences (matched to beg/end)</p> <p>Spells words with close approximations (beg/mid/end sounds)</p> <p>Contains many correctly spelled "Yellow Card" words</p> <p>Uses environmental print to spell</p> <p>Writing is mostly lower case letters</p> <p>Consistent spacing</p> <p>Uses periods</p> <p>Capitalizes beginning of sentences and pronoun "I"</p>
Content	<p>With guidance and support the oral story will:</p> <p>Contain important details critical to the story</p> <p>Contain some descriptive words</p> <p>Sound like a story (beg/mid/end)</p> <p>Include emotion or feelings</p>	<p>With guidance and support the oral story will:</p> <p>Contain all story elements</p> <p>Contain some descriptive words</p> <p>Sound like a story (beg/mid/end)</p> <p>Include emotion or feelings</p>	<p>Sketch matches the written piece</p> <p>Incorporates: A character A setting An action or significant event</p> <p>Contains some descriptive detail</p> <p>Contains labels and speech bubble, thought bubble, or sounds by student</p> <p>Includes emotion or feelings</p>	<p>Sketch matches the written piece</p> <p>Incorporates: A character A setting An action or significant event</p> <p>Contains some descriptive detail</p> <p>Contains labels and speech bubble, thought bubble, or sounds by student</p> <p>Includes emotion or feelings</p>