

# Kindergarten and First Grade Quarterly Benchmark Continuum – Informative

## Kindergarten

## First Grade

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<b>Process</b> (with guidance and support)			<p>Plan depicts a sketch of a fact learned</p> <p>Adds on to plan after talking with teacher or peers about piece and before writing</p> <p>Begins to match oral words with written text (points to a word as spoken)</p> <p>Uses information from a variety of sources</p> <p>Teacher may publish piece</p>	<p>Plan depicts a sketch of 2 facts learned</p> <p>Adds on to plan after talking with teacher or peers about piece and before writing</p> <p>Matches oral words with written text</p> <p>Identifies an audience/specific reader for piece</p> <p>Lines out mistakes</p> <p>Uses information from a variety of sources</p> <p>Carries the writing over two days</p> <p>Teacher may publish piece</p>	<b>Process</b> (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>
<b>Surface Features/Conventions</b>			<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 facts learned)</p> <p>Spells words with close approximations (beg/mid/end sounds), "Green Card" words and environmental print</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>	<b>Surface Features/Conventions</b>	<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>

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## First Grade

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Content – Informative			<p>Planned sketch matches the written piece</p> <p>Contains informational labels in the plan</p> <p>Information accurately reflects the topic</p> <p>Writes a fact learned</p>	<p>Planned sketch matches the written piece</p> <p>Contains informational labels in the plan</p> <p>Information accurately reflects the topic</p> <p>Writes 2 facts learned</p> <p>Contains content specific details</p> <p>Contains a concise title</p>	Content – Informative	<p>Writing is sequential and matched to plan</p> <p>Topic is introduced</p> <p>Writes factual information relevant to the topic</p> <p>Contains content specific details</p> <p>Provides a sense of closure</p> <p>May contain informational elements such as labeled diagrams</p> <p>Contains a concise title</p>	<p>Writing is sequential and matched to plan</p> <p>Topic is introduced</p> <p>Writes factual information relevant to the topic</p> <p>Contains content specific details</p> <p>Provides a sense of closure</p> <p>May contain informational elements such as: *Labeled diagrams *Numbering</p> <p>Contains a concise title</p>	<p>Writing is sequential and matched to plan</p> <p>Topic is introduced</p> <p>Writes factual information relevant to the topic</p> <p>Contains evidence based accurate description</p> <p>Uses transition words (e.g. first, next, last)</p> <p>Provides a sense of closure</p> <p>May contain informational elements such as: *Labeled diagrams *Numbering</p> <p>Contains a concise title</p>	<p>Writing is sequential and matched to plan</p> <p>Topic is introduced</p> <p>Writes detailed factual information relevant to the topic</p> <p>Contains evidence based accurate description</p> <p>Uses transition words</p> <p>Provides a sense of closure</p> <p>May contain informational elements such as: *Labeled diagrams *Numbering *Bulleted List</p> <p>Contains a concise title</p>