

# Pre-K and Kindergarten Quarterly Benchmark Continuum - Personal Narrative

## Pre-Kindergarten

## Kindergarten

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<b>Process</b> (with guidance and support)	<p>Thinks about the story after drawing a picture</p> <p>Points to parts of the picture when asked about the story</p>	<p>Begins to talk about the story before drawing</p> <p>Draws circles, triangles, squares and/or rectangles to form pictures</p> <p>Willingly adds details to the picture when prompted</p>	<p>Knows the story before drawing</p> <p>Articulates what will be in the picture before drawing</p> <p>Draws recognizable picture</p> <p>Willingly adds important details to the story</p>	<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>	<b>Process</b> (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>
<b>Picture</b>	<p>Is becoming recognizable</p> <p>Incorporates a character</p> <p>Includes some details</p> <p>Labeling done by teacher</p>	<p>Is becoming more developed and is recognizable (demonstrates greater fine motor control such as closed shapes)</p> <p>Includes: A character with identifiable features A setting or significant event</p> <p>Labeling done by teacher or student</p>	<p>Incorporates: A character A setting An action or significant event</p> <p>Contains a label by student with support from the teacher</p> <p>Contains a speech bubble, thought bubble or sounds by teacher or student</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 or teacher</p>	<b>Picture</b>	<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>

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## Kindergarten

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<b>Surface Features/ Conventions</b>				Piece has student "writing" below the line (random letters, sight words, phonetic spellings)	<b>Surface Features/ Conventions</b>	Piece has student "writing" below the line (random letters, sight words, phonetic spellings)	Has 1 line of text below the line  Contains some beginning sounds  Writing contains some lower case letters	Has 1 lengthening line of text  Regularly contains beg/end sounds  Contains some correctly spelled "Yellow Card" words  Writing is mostly lower case letters  Begins appropriate spacing	Has at least 2 sentences (matched to beg/end)  Spells words with close approximations (beg/mid/end sounds)  Contains many correctly spelled "Yellow Card" words  Uses environmental print to spell  Writing is mostly lower case letters  Consistent spacing  Uses periods  Capitalizes beginning of sentences and pronoun "I"
<b>The Story (Oral) Content</b>	<b>Oral</b>  May only state one or two words, a short phrase or sentence about the picture	<b>Oral</b>  May sound like a list of things  May be one or two phrases or sentences  The idea of the story remains constant over time	<b>Oral</b>  Sounds more like a story with support from the teacher - beg/mid/end  Contains most of the important details through teacher questioning (Yellow Card)  The story remains constant over time  Contains one line of text written by the teacher that captures the emotion of the story	<b>Content – With guidance and support the oral story will:</b>  Contain important details critical to the story  Contain some descriptive words  Sound like a story (beg/mid/end)  Include emotion or feelings	<b>The Story Content</b>	<b>With guidance and support the oral story will:</b>  Contain important details critical to the story  Contain some descriptive words  Sound like a story (beg/mid/end)  Include emotion or feelings	<b>With guidance and support the oral story will:</b>  Contain all story elements  Contain some descriptive words  Sound like a story (beg/mid/end)  Include emotion or feelings	Sketch matches the written piece  Incorporates: A character A setting An action or significant event  Contains some descriptive detail  Contains labels and speech bubble, thought bubble, or sounds by student  Includes emotion or feelings	Sketch matches the written piece  Incorporates: A character A setting An action or significant event  Contains some descriptive detail  Contains labels and speech bubble, thought bubble, or sounds by student  Includes emotion or feelings