

# Pre-K Quarterly Benchmark Continuum – Personal Narrative

## Pre-Kindergarten

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Process (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>
Picture	<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>
Surface Features/Conventions				<p>Piece has student "writing" below the line (random letters, sight words, phonetic spellings)</p>
The Story (Oral) Content	<p><b>Oral</b></p> <p>May only state one or two words, a short phrase or sentence about the picture</p>	<p><b>Oral</b></p> <p>May sound like a list of things</p> <p>May be one or two phrases or sentences</p> <p>The idea of the story remains constant over time</p>	<p><b>Oral</b></p> <p>Sounds more like a story with support from the teacher - beg/mid/end</p> <p>Contains most of the important details through teacher questioning (Yellow Card)</p> <p>The story remains constant over time</p> <p>Contains one line of text written by the teacher that captures the emotion of the story</p>	<p><b>Content – With guidance and support the oral story will:</b></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>