

Kindergarten and First Grade Quarterly Benchmark Continuum - Personal Narrative

Kindergarten

First Grade

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter		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>	Process (with guidance and support)	<p>Sketches a three-part plan (B/M/E)</p> <p>Writes a story that reflects a variety of small moment memories, emotions and experiences</p> <p>Identifies an audience/specific reader for story</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>Sketches a three-part plan (B/M/E)</p> <p>Sketches with some words and pictures</p> <p>Writes a story that reflects a variety of small moment memories, emotions and experiences</p> <p>Identifies an audience/specific reader</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>Sketches a four-part plan (B/M/M/E)</p> <p>Sketches with some words and pictures</p> <p>Identifies an audience/specific reader</p> <p>Proofreads for "Green Card" words, environmental print, capitals and ending marks</p> <p>Adds on or takes away from piece (with/without collaboration)</p> <p>Carries writing over two or more days</p> <p>Student begins to publish selected pieces</p>	<p>Sketches a four-part plan (B/M/M/E)</p> <p>Uses words and phrases in plan (may still use some pictures)</p> <p>Identifies a purpose for writing</p> <p>Identifies an audience/specific reader</p> <p>Evidence of proofreading for spelling, punctuation and grammar</p> <p>Adds on or takes away from piece (with/without collaboration)</p> <p>Carries writing over two or more days</p> <p>Student begins to publish selected pieces</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>	Picture				

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Kindergarten

First Grade

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
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>	Surface Features/ Conventions	<p>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>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>
The Story (Oral) 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>	The Story Content	<p>Writes with beg/ mid/end (matched to plan)</p> <p>Incorporates: A character A setting An action or significant event</p> <p>Contains some descriptive details</p> <p>Contains labels and speech bubble, thought bubble or sounds</p> <p>Includes emotion or feelings</p>	<p>Writes with beg/mid/end</p> <p>Contains increasing details in middle</p> <p>Writing is organized</p> <p>Incorporates: A character A setting An action or significant event</p> <p>Uses descriptive words</p> <p>Contains labels and speech bubble, thought bubble or sounds to show dialogue</p> <p>Includes emotion or feelings</p>	<p>Writes with beg/ mid/mid/end</p> <p>Contains increasing details in middle</p> <p>Writing is organized</p> <p>Incorporates more than one character</p> <p>May contain more than one setting</p> <p>Includes an action or significant event</p> <p>Uses descriptive words</p> <p>Uses temporal words (one afternoon, then, after)</p> <p>Uses dialogue in piece</p> <p>Includes emotion or feelings</p>	<p>Writes with beg/mid/mid/end with increasing details in middle</p> <p>Writing is organized</p> <p>Incorporates more than one character</p> <p>May contain more than one setting</p> <p>Includes an action or significant event, may include problem and solution</p> <p>Uses descriptive words</p> <p>Uses temporal words</p> <p>Uses dialogue in piece</p> <p>Includes emotion or feelings</p>