

## Grade 1 Benchmarks: English Language Arts

### Reading

Reads at grade level- [https://connect.readingandwritingproject.org/file/download?google\\_drive\\_document\\_id=1yeBT2ubRM\\_W\\_NOKh\\_6mctAHR9ZUGFpT-](https://connect.readingandwritingproject.org/file/download?google_drive_document_id=1yeBT2ubRM_W_NOKh_6mctAHR9ZUGFpT-)

Trimesters	1	2	3 Grade Level Standard	4
1 <sup>st</sup>	Student has achieved reading success at Level C or below.	Student has achieved reading success at Level D or E.	Student has achieved reading success at Level F or G.	Student has achieved reading success at Level H or above.
2 <sup>nd</sup>	Student has achieved reading success at Level E or below.	Student has achieved reading success at Level F or G.	Student has achieved reading success at Level H or I.	Student has achieved reading success at Level J or above.
3 <sup>rd</sup>	Student has achieved reading success at level G or below.	Student has achieved reading success at Level H or I.	Student has achieved reading success at Level J.	Student has achieved reading success at Level K or above.

### Uses a variety of print strategies to decode text

Trimesters	1	2	3 Grade Level Standard	4
1 <sup>st</sup>	<p>Student rarely monitors reading and self-corrects using a variety of strategies including:</p> <ul style="list-style-type: none"> <li>· Learned phonics skills</li> <li>· Reading sight words automatically</li> </ul>	<p>Student sometimes monitors reading and self corrects using a variety of strategies including:</p> <ul style="list-style-type: none"> <li>· Learned phonics skills</li> <li>· Reading sight words automatically</li> </ul>	<p>Student usually monitors reading and self corrects using a variety of strategies including:</p> <ul style="list-style-type: none"> <li>· Learned phonics skills</li> <li>· Reading sight words automatically</li> </ul>	<p>In above grade level text, student independently monitors reading and self corrects using a variety of strategies including:</p> <ul style="list-style-type: none"> <li>· Learn hi ed phonics skills</li> <li>· Reading sight words automatically</li> </ul>

## Grade 1 Benchmarks: English Language Arts

	<p>Checking to make sure reading makes sense</p> <p>Information given from the pictures</p> <p>Information given from the text</p> <p>Re-reading/reading on</p>	<ul style="list-style-type: none"> <li>· Checking to make sure reading makes sense</li> <li>· Information given from the pictures</li> <li>· Information given from the text</li> <li>· Re-reading/reading on</li> </ul>	<ul style="list-style-type: none"> <li>· Checking to make sure reading makes sense</li> <li>· Information given from the pictures</li> <li>· Information given from the text</li> <li>· Re-reading/reading on</li> </ul>	<ul style="list-style-type: none"> <li>· Checking to make sure reading makes sense</li> <li>· Information given from the pictures</li> <li>· Information given from the text</li> <li>· Re-reading/reading on</li> </ul>
<b>2nd</b>	<p>Student rarely monitors reading and self corrects using a variety of strategies including:</p> <ul style="list-style-type: none"> <li>· Learned phonics skills</li> <li>· Keeping accumulating story events (or content) in mind.</li> <li>· Using meaning of accumulated text to figure out unfamiliar words.</li> </ul>	<p>Student sometimes monitors reading and self corrects using a variety of strategies including:</p> <ul style="list-style-type: none"> <li>· Learned phonics skills</li> <li>· Keeping accumulating story events (or content) in mind.</li> <li>· Using meaning of accumulated text to figure out unfamiliar words.</li> </ul>	<p>Student usually monitors reading and self corrects using a variety of strategies including:</p> <ul style="list-style-type: none"> <li>· Learned phonics skills</li> <li>· Keeping accumulating story events (or content) in mind.</li> <li>· Using meaning of accumulated text to figure out unfamiliar words.</li> </ul>	<p>In above grade level text, student independently monitors reading and self corrects using a variety of strategies including:</p> <ul style="list-style-type: none"> <li>· Learned phonics skills</li> <li>· Keeping accumulating story events (or content) in mind.</li> <li>· Using meaning of accumulated text to figure out unfamiliar words.</li> </ul>
<b>3rd</b>	<p>Student rarely monitors reading and self corrects using a variety of strategies including:</p> <ul style="list-style-type: none"> <li>● Learned phonics skills</li> <li>● Integrating all sources of</li> </ul>	<p>Student sometimes monitors reading and self corrects using a variety of strategies including:</p> <ul style="list-style-type: none"> <li>● Learned phonics skills</li> <li>● Integrating all sources of information.</li> </ul>	<p>Student usually monitors reading and self corrects using a variety of strategies including:</p> <ul style="list-style-type: none"> <li>● Learned phonics skills</li> <li>● Integrating all sources of information.</li> </ul>	<p>In above grade level text, student independently monitors reading and self corrects using a variety of strategies including:</p> <ul style="list-style-type: none"> <li>● Learned phonics skills</li> <li>● Integrating all sources of</li> </ul>

## Grade 1 Benchmarks: English Language Arts

	<p>information.</p> <ul style="list-style-type: none"> <li>Solving unknown words with relative ease.</li> </ul>	<ul style="list-style-type: none"> <li>Solving unknown words with relative ease</li> </ul>	<ul style="list-style-type: none"> <li>Solving unknown words with relative ease</li> </ul>	<p>information.</p> <ul style="list-style-type: none"> <li>Solving unknown words with relative ease</li> </ul>
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### Sight words

Trimesters	1	2	3 Grade Level Standard	4
<b>1<sup>st</sup></b>	Student recognizes 24 or fewer sight words on Word Identification Assessment.	Student recognizes 25 to 34 sight words on Word Identification Assessment.	Student recognizes 35 to 49 sight words on Word Identification Assessment.	Student recognizes 50 or more sight words on Word Identification Assessment.
<b>2<sup>nd</sup></b>	Student recognizes 34 or fewer sight words on Word Identification Assessment.	Student recognizes 35 to 49 sight words on Word Identification Assessment.	Student recognizes 50 to 89 sight words on Word Identification Assessment.	Student recognizes 90 or more sight words on Word Identification Assessment.
<b>3<sup>rd</sup></b>	Student recognizes 49 or fewer sight words on Word Identification Assessment.	Student recognizes 50 to 89 sight words on Word Identification Assessment.	Student recognizes 90 to 124 sight words on Word Identification Assessment.	Student recognizes 125 or more sight words on Word Identification Assessment.

## Grade 1 Benchmarks: English Language Arts

### Reads with comprehension: Literal (characters, setting, and events)

Trimesters	1	2	3 Grade Level Standard	4
<b>All</b>	Student is rarely able: <ul style="list-style-type: none"> <li>● Identify and describe the character(s), setting, and events in a story.</li> <li>● Retell the main events in a story using key details.</li> <li>● Answer questions about key details in a story.</li> </ul>	Student is sometimes able to: <ul style="list-style-type: none"> <li>● Identify and describe the character(s), setting, and events in a story.</li> <li>● Retell the main events in a story using key details.</li> <li>● Answer questions about key details in a story.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>● Identifies and describes the character(s), setting, and events in a story.</li> <li>● Retells the main events in a story using key details.</li> <li>● Answers questions about key details in a story.</li> </ul>	In above grade level text, student consistently: <ul style="list-style-type: none"> <li>● Identifies and describes the character(s), setting, and events in a story.</li> <li>● Retells the main events in a story using key details.</li> <li>● Answers questions about key details in a story.</li> </ul>

### Reads with comprehension: Inferential (inferences, predictions, connections)

Trimesters	1	2	3 Grade Level Standard	4
<b>All</b>	Student is rarely able to <ul style="list-style-type: none"> <li>● Makes connections</li> <li>● Compares and contrasts books on the same topic &amp; adventures of characters in stories</li> <li>● Predicts what will happen next</li> <li>● Student notices few</li> </ul>	Student is sometimes able to <ul style="list-style-type: none"> <li>● Makes connections</li> <li>● Compares and contrasts books on the same topic &amp; adventures of characters in stories</li> <li>● Predicts what will happen next</li> </ul>	Student usually <ul style="list-style-type: none"> <li>● Makes connections</li> <li>● Compares and contrasts books on the same topic &amp; adventures of characters in stories</li> <li>● Predicts what will happen next</li> <li>● Student uses prior</li> </ul>	In above grade level text, student independently <ul style="list-style-type: none"> <li>● Makes connections</li> <li>● Compares and contrasts books on the same topic &amp; adventures of characters in stories</li> <li>● Predicts what will happen next</li> </ul>

## Grade 1 Benchmarks: English Language Arts

	text and picture cues in a story	<ul style="list-style-type: none"> <li>Student inconsistently uses text and picture cues to make inferences about a story.</li> </ul>	knowledge with text and picture cues to make inferences about a story.	<ul style="list-style-type: none"> <li>In above grade level text, student uses text and pictures cues and prior knowledge to make inferences and extend thinking about a story.</li> </ul>
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### Reads with fluency (expression, rate, accuracy)

Trimester	1	2	3 Grade Level Standard	4
<b>1st</b>	Student is unable to or rarely <ul style="list-style-type: none"> <li>Reflects the meaning of a text through appropriate phrasing and expression</li> <li>Reflects punctuation through appropriate pausing and intonation</li> <li>Demonstrates appropriate stress on words in a sentence</li> </ul>	Student is sometimes able to <ul style="list-style-type: none"> <li>Reflects the meaning of a text through appropriate phrasing and expression</li> <li>Reflects punctuation through appropriate pausing and intonation.</li> <li>Demonstrates appropriate stress on words in a sentence</li> </ul>	Student usually <ul style="list-style-type: none"> <li>Reflects the meaning of a text through appropriate phrasing and expression</li> <li>Reflects punctuation through appropriate pausing and intonation</li> <li>Demonstrates appropriate stress on words in a sentence</li> </ul>	In above grade level texts, student independently <ul style="list-style-type: none"> <li>Reflects the meaning of a text through appropriate phrasing and expression</li> <li>Reflects punctuation through appropriate</li> <li>Demonstrates appropriate stress on words in a sentence</li> </ul>
<b>2nd</b>	Student rarely <ul style="list-style-type: none"> <li>Demonstrates phrased, fluent oral reading</li> <li>Reads dialogue with phrasing and expression that</li> </ul>	Student is sometimes able to <ul style="list-style-type: none"> <li>Demonstrates phrased, fluent oral reading</li> <li>Reads dialogue with phrasing and expression that</li> </ul>	Student usually <ul style="list-style-type: none"> <li>Demonstrates phrased, fluent oral reading</li> <li>Reads dialogue with phrasing and expression that reflects understanding of</li> </ul>	In above grade level texts, student independently: <ul style="list-style-type: none"> <li>Demonstrates phrased, fluent oral reading</li> <li>Reads dialogue with phrasing and</li> </ul>

## Grade 1 Benchmarks: English Language Arts

	<p>reflects understanding of characters and events</p> <ul style="list-style-type: none"> <li>• Reads adhering to punctuation</li> <li>• Solves most words in the text quickly and automatically to support fluency</li> </ul>	<p>reflects understanding of characters and events</p> <ul style="list-style-type: none"> <li>• Reads adhering to punctuation</li> <li>• Solves most words in the text quickly and automatically to support fluency</li> </ul>	<p>characters and events</p> <ul style="list-style-type: none"> <li>• Reads adhering to punctuation</li> <li>• Solves most words in the text quickly and automatically to support fluency</li> </ul>	<p>expression that reflects understanding of characters and events</p> <ul style="list-style-type: none"> <li>• Reads adhering to punctuation</li> <li>• Solves most words in the text quickly and automatically to support fluency</li> </ul>
<b>3rd</b>	<p>Student rarely:</p> <ul style="list-style-type: none"> <li>• Demonstrates phrased, fluent oral reading</li> <li>• Reads dialogue with phrasing and expression that reflects understanding of characters and events</li> <li>• Demonstrates awareness of the function of the full range of punctuation</li> <li>• Solves most words in the text quickly and automatically to support fluency</li> </ul>	<p>Student is sometimes able to:</p> <ul style="list-style-type: none"> <li>• Demonstrates phrased, fluent oral reading</li> <li>• Reads dialogue with phrasing and expression that reflects understanding of characters and events</li> <li>• Demonstrates awareness of the function of the full range of punctuation</li> <li>• Solves most words in the text quickly and automatically to support fluency</li> </ul>	<p>Student usually:</p> <ul style="list-style-type: none"> <li>• Demonstrates phrased, fluent oral reading</li> <li>• Reads dialogue with phrasing and expression that reflects understanding of characters and events</li> <li>• Demonstrates awareness of the function of the full range of punctuation</li> <li>• Solves most words in the text quickly and automatically to support fluency</li> </ul>	<p>In above grade level texts, student independently:</p> <ul style="list-style-type: none"> <li>• Demonstrates phrased, fluent oral reading</li> <li>• Reads dialogue with phrasing and expression that reflects understanding of characters and events</li> <li>• Demonstrates awareness of the function of the full range of punctuation</li> <li>• Solves most words in the text quickly and automatically to support fluency</li> </ul>

## Grade 1 Benchmarks: English Language Arts

### Demonstrates stamina during independent reading

Trimesters	1	2	3 Grade Level Standard	4
<b>1<sup>st</sup></b>	Student is rarely able to sustain attention for 10 minutes.	Student is approaching reading stamina of 10 minutes.	Student usually sustains attention during independent reading for 10 minutes.	Student usually sustains attention during independent reading for more than 10 minutes and consistently seeks independent reading opportunities.
<b>2<sup>nd</sup></b>	Student is rarely able to sustain attention for 15 minutes.	Student is approaching reading stamina of 15 minutes.	Student usually sustains attention during independent reading for 15 minutes.	Student usually sustains attention during independent reading for more than 15 minutes and consistently seeks independent reading opportunities.
<b>3<sup>rd</sup></b>	Student is rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 20 minutes.	Student usually sustains attention during independent reading for 20 minutes.	Student usually sustains attention during independent reading for more than 20 minutes and consistently seeks independent reading opportunities.

## Grade 1 Benchmarks: English Language Arts

### Writing

#### **Writes for different purposes (opinion, informational, narrative)**

Trimester	1	2	3 Grade Level Standard	4
<b>1st</b>	<ul style="list-style-type: none"> <li>● The writer told a story with pictures and some inventive writing.</li> <li>● The student told and drew pictures about a topic he/she knew.</li> </ul>	<ul style="list-style-type: none"> <li>● The student’s story had a page for the beginning, a page for the middle, and a page for the end.</li> <li>● The student told, drew, and wrote information across pages.</li> </ul>	<ul style="list-style-type: none"> <li>● The student wrote multiple stories across three or more pages about when he or she did something.</li> <li>● The student wrote and drew detailed illustrations about his/her topic part by part.</li> </ul>	<ul style="list-style-type: none"> <li>● The student wrote many lines on more than 3 pages and wrote about one time when he/she did something.</li> <li>● The student’s writing had different parts. Each part told different information about the topic.</li> </ul>
<b>2<sup>nd</sup></b>	<ul style="list-style-type: none"> <li>● The student told and drew pictures about a topic he/she knew.</li> <li>● Attempted to write about his/her opinion</li> </ul>	<ul style="list-style-type: none"> <li>● The student told, drew, and wrote information across pages.</li> <li>● Sometimes wrote about</li> <li>● his/her opinion</li> </ul>	<ul style="list-style-type: none"> <li>● The student wrote and drew detailed illustrations about his/her topic part by part. The student wrote his/her opinion or likes and dislikes and said why.</li> </ul>	<ul style="list-style-type: none"> <li>● The student’s writing had different parts. Each part told different information about the topic.</li> <li>● The student wrote his/her opinions or his/her likes and dislikes and gave multiple, logic reasons for his/her</li> <li>● opinion.</li> </ul>



## Grade 1 Benchmarks: English Language Arts

<b>3<sup>rd</sup></b>	<ul style="list-style-type: none"> <li>• The writer told a story with pictures and some writing.</li> <li>• Attempted to write and illustrate his/her science chapter book using scientific language.</li> </ul>	<ul style="list-style-type: none"> <li>• The student's story had a page for the beginning, a page for the middle, and a page for the end.</li> <li>• Sometimes is able to write and illustrate his/her science chapter book using scientific language.</li> </ul>	<ul style="list-style-type: none"> <li>• The student wrote multiple stories across three or more pages about when he or she did something.</li> <li>• Student wrote and drew detailed illustrations about a science topic part-by-part, using scientific language.</li> </ul>	<ul style="list-style-type: none"> <li>• The student wrote many lines on more than 3 pages and wrote about one time when he/she did something.</li> <li>• The student wrote and drew detailed illustrations about a science topic using scientific language and conclusions.</li> </ul>
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### Supports writing with details, examples from texts

Trimester	1	2	3	4
<b>ALL</b>	<ul style="list-style-type: none"> <li>• The student told and showed what happened</li> <li>• The students said, drew, and wrote things she knew about the topic.</li> <li>• The student said, drew, and wrote some things about what he/she liked and did not like.</li> </ul>	<ul style="list-style-type: none"> <li>• The student added detail to their sketches to show more detail.</li> <li>• The student attempted to add an introduction to their writing.</li> <li>• The student added 1-2 text features to his/her writing.</li> </ul>	<ul style="list-style-type: none"> <li>• The student used labels to add detail to drawings.</li> <li>• The student added an introduction to their writing.</li> <li>• The student added 2-3 elaboration strategies taught to his/her writing.</li> </ul>	<ul style="list-style-type: none"> <li>• The student chose strong words that would help readers picture his/her story.</li> <li>• The student tried to include the words that showed he/she was an expert on the subject.</li> <li>• The student added all text features taught to his/her writing.</li> </ul>

## Grade 1 Benchmarks: English Language Arts

### Uses writer's craft to effectively enhance independent writing

Trimester	1	2	3	4
<b>All</b>	<ul style="list-style-type: none"> <li>● After conferencing with teacher, student rarely goes back over their work and makes corrections and</li> <li>● improves their writing.</li> <li>● Student rarely attempts to edit independently by consulting reference materials to check and correct spelling, capitalization, and punctuation.</li> <li>● Student rereads their writing to make changes only with teacher guidance.</li> </ul>	<ul style="list-style-type: none"> <li>● After conferencing with teacher, student sometimes goes back over their work and makes corrections and improves their writing.</li> <li>● Student sometimes attempts to edit independently by consulting reference materials to check and correct spelling, capitalization, and punctuation.</li> <li>● Student sometimes rereads their writing to make changes.</li> </ul>	<ul style="list-style-type: none"> <li>● After conferencing with teacher, student goes back over their work and makes corrections and improves their writing.</li> <li>● Student attempts to edit independently by consulting reference materials to check and correct spelling, capitalization, and punctuation.</li> <li>● Student rereads their writing to make changes.</li> </ul>	<ul style="list-style-type: none"> <li>● The student independently revises their work to make corrections and improve/expand their writing</li> <li>● Student independently seeks out new reference materials to check and correct spelling, capitalization, and punctuation.</li> <li>● Student always rereads their writing to make changes.</li> </ul>

### Uses capitalization and punctuation appropriately

Trimester	1	2	3	4
<b>1st</b>	<p>Student-rarely:</p> <ul style="list-style-type: none"> <li>● Ends sentences with punctuation.</li> <li>● Use a capital letter to start a sentence.</li> <li>● Capitalize the letter "I"</li> </ul>	<p>Student is sometimes able to:</p> <ul style="list-style-type: none"> <li>● Ends sentences with punctuation.</li> <li>● Use a capital letter to start a sentence.</li> <li>● Capitalize the letter "I"</li> </ul>	<p>Student usually:</p> <ul style="list-style-type: none"> <li>● Ends sentences with punctuation.</li> <li>● Use a capital letter to start a sentence.</li> <li>● Capitalize the letter "I"</li> </ul>	<p>Student independently and appropriately:</p> <ul style="list-style-type: none"> <li>● Ends sentences with all forms of punctuation</li> <li>● Uses a capital letter to start a sentence</li> <li>● Extend the use of</li> </ul>

## Grade 1 Benchmarks: English Language Arts

				capitals letters past "I"
<b>2<sup>nd</sup></b>	<p>Student rarely:</p> <ul style="list-style-type: none"> <li>● Ends sentences with punctuation.</li> <li>● Uses a capital letter to start a sentence.</li> <li>● Uses capital letters for proper nouns</li> <li>● Uses commas when writing dates</li> </ul>	<p>Student sometimes:</p> <ul style="list-style-type: none"> <li>● Ends sentences with punctuation.</li> <li>● Uses a capital letter to start a sentence.</li> <li>● Uses capital letters for proper nouns</li> <li>● Uses commas when writing dates</li> </ul>	<p>Student usually:</p> <ul style="list-style-type: none"> <li>● Ends sentences with punctuation.</li> <li>● Uses a capital letter to start a sentence.</li> <li>● Uses capital letters for proper nouns</li> <li>● Uses commas when writing dates</li> </ul>	<p>Student independently and appropriately:</p> <ul style="list-style-type: none"> <li>● Ends sentences with all forms of punctuation</li> <li>● Uses a capital letter to start a sentence</li> <li>● Extend the use of capitalization past "I"</li> <li>● Uses commas when writing dates</li> </ul>
<b>3<sup>rd</sup></b>	<p>Student rarely:</p> <ul style="list-style-type: none"> <li>● Ends sentences with punctuation.</li> <li>● Uses a capital letter to start a sentence.</li> <li>● Uses capital letters for proper nouns</li> <li>● Uses commas when writing dates</li> </ul>	<p>Student is sometimes able to:</p> <ul style="list-style-type: none"> <li>● Ends sentences with punctuation.</li> <li>● Uses a capital letter to start a sentence.</li> <li>● Uses capital letters for proper nouns</li> <li>● Uses commas when writing dates</li> </ul>	<p>Student usually:</p> <ul style="list-style-type: none"> <li>● Ends sentences with punctuation.</li> <li>● Uses a capital letter to start a sentence.</li> <li>● Uses capital letters for proper nouns</li> <li>● Uses commas when writing dates</li> </ul>	<p>Student independently and appropriately:</p> <ul style="list-style-type: none"> <li>● Ends sentences with all forms of punctuation</li> <li>● Uses a capital letter to start a sentence</li> <li>● Extend the use of capitalization past "I"</li> <li>● Uses commas when writing dates</li> </ul>

## Grade 1 Benchmarks: English Language Arts

	<ul style="list-style-type: none"> <li>• Uses commas in a series</li> <li>• Correctly uses the question mark and exclamation point</li> </ul>	<ul style="list-style-type: none"> <li>• Uses commas in a series</li> <li>• Correctly uses the question mark and exclamation point</li> </ul>	<ul style="list-style-type: none"> <li>• Uses commas in a series</li> <li>• Correctly uses the question mark and exclamation point</li> </ul>	<ul style="list-style-type: none"> <li>• Uses commas in a series</li> <li>• Correctly uses the question mark and exclamation point</li> <li>• Use quotation marks in writing.</li> </ul>
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### Applies conventions of grammar and usage

Trimester	1	2	3	4
<b>All (as needed)</b>	Student does not demonstrate understanding of key concepts of grammar, usage, and mechanics.	Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics	Student applies grade level grammar/usage, including: <ul style="list-style-type: none"> <li>• “I” voice when using personal narrative.</li> <li>• Action words.</li> <li>• Match nouns and verbs (they hop, Bob hops).</li> <li>• Describing words</li> </ul>	Student independently demonstrates understanding of key concepts of grammar, usage, and mechanics: <ul style="list-style-type: none"> <li>• Uses sequencing words to organize writing (first, next, then, finally).</li> <li>• Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory)</li> </ul>

## Grade 1 Benchmarks: English Language Arts

<b>All (as needed)</b>	Student does not demonstrate understanding of key concepts of grammar, usage, and mechanics.	Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics	Student applies grade level grammar/usage as listed <ul style="list-style-type: none"> <li>• Uses sequencing words to organize writing (first, next, then, finally).</li> <li>• Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory), including determiners (this, that, these, those) and prepositions.</li> </ul>	Student independently demonstrates understanding of key concepts of grammar, usage, and mechanics <p>Uses sequencing words to organize writing (first, next, then, finally).</p> <p>Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory), including determiners (this, that, these, those) and prepositions.</p>
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<b>All (as needed)</b>	Student does not demonstrate understanding of key concepts of grammar, usage, and mechanics	Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics	Student usually applies grade- level grammar/usage as listed <ul style="list-style-type: none"> <li>• Writers vary choice of describing words as a way to clarify meaning (big, gigantic).</li> <li>• Common, proper, and possessive nouns.</li> <li>• Uses conjunctions to expand ideas (and,</li> </ul>	Student independently demonstrates understanding of key concepts of grammar, usage, and mechanics: <ul style="list-style-type: none"> <li>• Writers vary choice of describing words as a way to clarify meaning (big, gigantic).</li> <li>• Common, proper, and possessive nouns.</li> <li>• Uses conjunctions to expand ideas (and,</li> </ul>
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## Grade 1 Benchmarks: English Language Arts

			but, so, or, because).	but, so, or, because).
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### Applies spelling and word study strategies in daily work

Trimester	1	2	3	4
<b>ALL</b>	Student has difficulty transferring word study patterns to independent writing and needs significant teacher intervention to be successful.	<p>Student transfers word study patterns learned to independent writing with teacher support and guidance.</p> <p>Student is able to identify and apply word study patterns with teacher support and guidance.</p>	<p>Student usually transfers word study patterns learned to independent writing.</p> <p>Student is able to identify and apply word study patterns to spell words independently.</p>	<p>Student independently and accurately applies and extends word study patterns to independent writing. Student identifies and applies word study patterns</p> <p>Independently and accurately extends thinking about patterns and rules.</p>

### Demonstrates writing with stamina

Trimester	1	2	3	4
<b>1<sup>st</sup></b>	Student is rarely able to sustain attention for 10 minutes.	Student is approaching reading stamina of 10 minutes.	Student usually sustains attention during independent writing for 10 minutes.	Student usually sustains attention during independent writing for more than 10 minutes. and consistently seeks independent reading opportunities.
<b>2<sup>nd</sup></b>	Student is rarely able to sustain attention for 15 minutes.	Student is approaching reading stamina of 15 minutes.	Student usually sustains attention during independent writing for 15 minutes.	Student usually sustains attention during independent writing for more than 20

## Grade 1 Benchmarks: English Language Arts

				minutes and consistently seeks independent reading opportunities.
<b>3<sup>rd</sup></b>	Student is rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 20 minutes.	Student usually sustains attention during independent writing for 20 minutes.	Student usually sustains attention during independent writing for more than 20 minutes and consistently seeks independent reading opportunities.

### Applies handwriting skills to write legibly

Trimester	1	2	3	4
<b>ALL</b>	<p>Student is rarely able to form all upper case and lower case letter correctly and neatly.</p> <p>Students work is often hard to read.</p> <p>Student needs many reminders about neatness.</p> <p>Student needs guidance and support with word and sentences spacing.</p>	<p>Student sometimes forms a couple uppercase and lowercase letters incorrectly.</p> <p>Students work is usually completed neatly.</p> <p>Student may need teacher reminders about neatness.</p> <p>Student may forget or have inconsistent spacing between words and sentences.</p>	<p>Student forms all upper case and lower case letters correctly.</p> <p>Students work is completed neatly with few extra marks or scribbles on the page.</p> <p>Student appropriately spaces words and sentences.</p>	<p>Student always forms upper and lower case letters correctly.</p> <p>Each and every assignment handed in is neat.</p> <p>Student independently appropriately spaces words and sentences.</p>

## Grade 1 Benchmarks: English Language Arts

### Listening and Speaking

#### Participates in discussions and small groups

Trimester	1	2	3 Grade Level Standard	4
<b>ALL</b>	<p>Student can rarely build on others ideas and express their own clearly.</p> <p>Student is never prepared to participate in the group discussions.</p> <p>Student ever asks questions or contributes.</p> <p>Student rarely demonstrates active listening skills (retell key ideas presented, staying on topic by linking ideas)</p>	<p>Student can occasionally build on others ideas and express their own clearly.</p> <p>Student sometimes is prepared having read materials.</p> <p>Student occasionally asks questions.</p> <p>Student occasionally demonstrates active listening skills (retell key ideas presented, staying on topic by linking ideas)</p>	<p>Student has achieved grade-level expectations by consistently building on others ideas and expressing their own ideas clearly.</p> <p>Student comes to discussions prepared having read materials.</p> <p>Student follows agreed upon rules for discussion and carries out assigned roles.</p> <p>Student poses and responds to questions that contribute to the discussion.</p>	<p>Student has achieved above grade-level expectations and extends details to support ideas that contribute to the conversation.</p> <p>Student leads group discussions and incorporated high level thinking and thought provoking questions to enhance the discussion.</p>