

First Grade Language Arts Benchmarks (updated September 2015)

##- skills follow reading/writing calendar; *- changes to report card

Reading – Literature

1. Demonstrates literal comprehension *- (Demonstrates successful understanding of the text through retelling, summarizing, and interpreting the main idea). ##

Trimester	1	2	3	4
1 st	<ul style="list-style-type: none"> -Student is rarely able to retell big events from a story, even when using pictures -Student can rarely ask and answer questions about details in a text -Student is rarely able to describe characters, setting, and major events in a story 	<ul style="list-style-type: none"> -Student is sometimes able to identify main idea and retell big events from a story- Uses pictures to assist -Student sometimes is able to ask and answer questions about details in a text -Student is sometimes able to describe characters, setting, and major events in a story 	<ul style="list-style-type: none"> -Most of the time, student is able to identify main idea and retell story- Includes key details - Most of the time, student is able to ask and answer questions about details in a text - Most of the time, student is able to describe characters, setting, and major events in a story 	<ul style="list-style-type: none"> -Student can consistently identify main idea and retell events from a story in <u>higher level books</u>- Includes <u>many details</u> -Student consistently asks and answers questions about details in a text – initiates discussions -Student is consistently able to describe characters, setting, and major events in a story in <u>above grade level books</u>- Includes <u>many details</u>- <u>can do so in writing also</u>
2 nd	<ul style="list-style-type: none"> -Student is rarely able to identify who is telling the story at various points in a text -Student is rarely to use illustrations and details in a story to describe adventures and experiences of characters in a story 	<ul style="list-style-type: none"> -Student can sometimes identify who is telling the story at various points in a text -Student can sometimes use illustrations and details in a story to describe adventures and experiences of characters in a story 	<ul style="list-style-type: none"> - Most of the time, student is able to identify who is telling the story at various points in a text - Most of the time, student is able to use illustrations and details in a story to describe adventures and experiences of characters in a story 	<ul style="list-style-type: none"> -In writing, student is consistently able to identify who is telling the story at various points in a text -In writing, student is consistently able to use illustrations and details in a story to describe adventures and experiences of characters in a story- <u>above grade level</u>

				<u>books- Includes many details</u>
3 rd	-Student is rarely able to retell a story and does not include key details -Student is rarely able to describe characters, setting, and major events in the story	-Student can sometimes retell a story and sometimes includes key details -Student can sometimes describe characters, setting, and major events in the story	- Most of the time, student can retell a story and includes key details -Student can describe characters, setting, and major events in the story	-In writing, student consistently retells a story and includes most key details- <u>above grade level books- Includes many details</u> -In writing, student consistently describes characters, setting, and major events in the story; Does so with details- <u>above grade level books- Includes many details</u>

2. Demonstrates inferential comprehension * ##

Trimester	1	2	3	4
1 st	-Student can rarely demonstrate understanding of central message or lesson	-Student can sometimes demonstrate understanding of central message or lesson	Most of the time, student can demonstrate understanding of central message or lesson	-In writing, student can consistently demonstrate understanding of central message or lesson of above grade level text
2 nd	-Student is rarely able to describe the connection between two individuals, events, ideas, or pieces of information in a text -Student is rarely able to identify words and phrases in stories or poems that suggest feelings or appeal to the senses	-Student is sometimes able to describe the connection between two individuals, events, ideas, or pieces of information in a text - Student is sometimes able to identify words and phrases in stories or poems that suggest feelings or appeal to the senses	- Most of the time, student is able to describe the connection between two individuals, events, ideas, or pieces of information in a text - Most of the time, student is able to identify words and phrases in stories or poems that suggest feelings or appeal to the senses	-In writing, student is consistently able to describe the connection between two individuals, events, ideas, or pieces of information in a text in above grade level text -Student is consistently able to identify words and phrases in stories or poems that suggest feelings or appeal to the senses in above grade level text
3 rd	-Student rarely understands the central	-Student sometimes understands the central	- Most of the time, student understands the central	(all involve above grade level text)

	<p>message or lesson in a story</p> <ul style="list-style-type: none"> -Student can rarely compare and contrast the adventures and experiences of characters in stories -Student can rarely identify basic similarities and differences between two texts on the same topic 	<p>message or lesson in a story</p> <ul style="list-style-type: none"> -Student can sometimes compare and contrast the adventures and experiences of characters in stories -Student can sometimes identify basic similarities and differences between two texts on the same topic 	<p>message or lesson in a story</p> <ul style="list-style-type: none"> - Most of the time, student can compare and contrast the adventures and experiences of characters in stories - Most of the time, student can identify basic similarities and differences between two texts on the same topic 	<ul style="list-style-type: none"> -In writing, student consistently shows understanding of the central message or lesson in a story -In writing, student can consistently compare and contrast the adventures and experiences of characters in stories -In writing, student can consistently identify basic similarities and differences between two texts on the same topic
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3. Shows comprehension through written response

Trimester	1	2	3	4
1 st	Not assessed	Not assessed	Not assessed	Not assessed
2 nd	-Student is unable, or rarely able, to fill out graphic organizers in response to books read in a group or independently	-Student is sometimes able to fill out graphic organizers in response to books read in a group or independently	- Most of the time, student is able to fill out graphic organizers in response to books read in a group or independently	-Student is able to write in response to reading above grade level texts. -Answers in full sentences, without graphic organizer, using higher level thinking
3 rd	-Student is unable, or rarely able to, write in response to reading.	-Student is sometimes able to write in response to reading. -Can begin to tell basic story elements in writing.	- Most of the time, student is able to write in response to reading. - Most of the time, student can tell basic story elements in writing.	-Student is able to write a beginning, middle, and end in response to reading above grade level texts. -Answers in full sentences, without graphic organizer, using higher level thinking

4. Reads grade level texts (instructional/ guided reading level)

Trimester	1	2	3	4
1 st	Student has achieved reading success at level B or below.	Student has achieved reading success at level C-D.	Student has achieved reading success at level E-F.	Student has achieved reading success at level G or above.
2 nd	Student has achieved reading success at level D or below.	Student has achieved reading success at level E-F.	Student has achieved reading success at level G-H.	Student has achieved reading success at level I or above.
3 rd	Student has achieved reading success at level F or below.	Student has achieved reading success at level G-H.	Student has achieved reading success at level I.	Student has achieved reading success at level J or above.

*Reading level as indicated by DRA.

5. Demonstrates reading stamina during independent reading

Trimester	1	2	3	4
All	Student is unable or rarely able to sustain attention for 10 minutes.	Student is typically able to maintain reading stamina of 15 minutes.	Student is typically able to maintain reading stamina of 20 minutes.	Student consistently sustains attention during independent reading for more than 20 minutes.

Reading- Informational

1. Understands content specific vocabulary

Trimester	1	2	3	4
All	-Student rarely shows understanding of important vocabulary words learned in math, science, ss, reading and writing	-Student sometimes shows understanding and can use important vocabulary words learned in math, science, ss, reading and writing	-Most of the time, student understands and can use important vocabulary words learned in math, science, ss, reading and writing	-Consistently understands and can use (in speaking and writing) important vocabulary words learned in math, science, ss, reading and writing

2. Shows comprehension of nonfiction text ##

Trimester	1	2	3	4
Science and	- Student rarely	- Student can sometimes	- Most of the time, student	- Student consistently

social studies included here (SKILLS ARE FOR ALL TRIMESTERS)	demonstrates understanding of science and social studies content. - Student rarely participates in discussions regarding science and social studies .	demonstrate understanding of science and social studies content. - Student can sometimes participates in discussions regarding science and social studies .	demonstrates understanding of science and social studies content. - Most of the time, student participates in discussions regarding science and social studies .	demonstrates understanding of science and social studies content. - Student consistently participates in discussions regarding science and social studies.
1 st	-Student is rarely able to use illustrations and details in a text to describe the key ideas -Student is rarely able to identify the main topic and retell key details -Student is rarely able to ask and answer questions about details in a text	-Student can sometimes use illustrations and details in a text to describe the key ideas -Student can sometimes identify the main topic and retell key details -Student can sometimes ask and answer questions about details in a text	- Most of the time, student can use illustrations and details in a text to describe the key ideas - Most of the time, student can identify the main topic and retell key details - Most of the time, student can ask and answer questions about details in a text	- Student can consistently use illustrations and details in a text to describe the key ideas in above grade level texts - Student can consistently identify the main topic and retell key details in above grade level texts - Most of the time, student can ask and answer questions about details in a text in above grade level texts
2 nd	-Student is rarely able to distinguish between information provided by pictures and information provided by words in the text -Student can rarely use illustrations and details in a text to describe it's key ideas	-Student is sometimes able to distinguish between information provided by pictures and information provided by words in the text -Student is sometimes able to use illustrations and details in a text to describe it's key ideas	-Most of the time, Student is able to distinguish between information provided by pictures and information provided by words in the text -Most of the time, student is able to use illustrations and details in a text to describe it's key ideas	- Student is able to consistently distinguish between information provided by pictures and information provided by words in the text in above grade level texts -Student is able to consistently use illustrations and details in a text to describe it's key ideas in above grade level texts
3 rd	-Student can rarely	-Student can sometimes	-Most of the time, student	-Student can consistently

	<p>identify the reasons an author gives to support points in a text</p> <p>-Student can rarely identify basic similarities and differences two texts on the same topic</p>	<p>identify the reasons an author gives to support points in a text</p> <p>-Student can sometimes identify basic similarities and differences two texts on the same topic</p>	<p>can identify the reasons an author gives to support points in a text</p> <p>-Most of the time, student can identify basic similarities and differences two texts on the same topic</p>	<p>identify the reasons an author gives to support points in a text, in above grade level text</p> <p>-Student can consistently identify basic similarities and differences two texts on the same topic, in above grade level texts</p>
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3. Knows and can use text features-

Trimester	1	2	3	4
ALL	<p>Student is unable, or rarely able to, use nonfiction text features to locate key facts or information in a text.</p>	<p>Student is sometimes able to use nonfiction text features to locate key facts or information in a text.</p>	<p>Most of the time, student is able to use nonfiction text features to locate key facts or information in a text.</p>	<p>Student can consistently use nonfiction text features to locate key facts or information in a text.</p>

4. Can compare and contrast text and information-

Trimester	1	2	3	4
1 st	Not assessed	Not assessed	Not assessed	Not assessed
2 nd	Not assessed	Not assessed	Not assessed	Not assessed
3 rd	<p>-Student is unable to, or can rarely describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>- Student is unable to, or can rarely identify similarities and differences between two texts on the same topic.</p>	<p>-Student can sometimes describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>-Student can sometimes identify similarities and differences between two texts on the same topic.</p>	<p>-Student can usually describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>-Student can usually identify similarities and differences between two texts on the same topic.</p>	<p>-Student can consistently describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>-Student can consistently identify similarities and differences between two texts on the same topic.</p> <p>-Gives thoughtful explanations when comparing</p> <p>-Can compare texts or</p>

				information in writing.
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Reading- Foundational Skills

1. Applies phonics to solve unknown words

Trimester	1	2	3	4
All	- Student is unable to, or rarely able to, use phonics strategies to solve words when reading - Chunky Monkey, Stretchy Snake, Elephant Ears, Turtle Talk, Flip Flop Froggy, Lips the Fish	- Student is sometimes able to use phonics strategies to solve words when reading - Chunky Monkey, Stretchy Snake, Elephant Ears, Turtle Talk, Flip Flop Froggy, Lips the Fish	- Most of the time, student is able to use phonics strategies to solve words when reading - Chunky Monkey, Stretchy Snake, Elephant Ears, Turtle Talk, Flip Flop Froggy, Lips the Fish	- Student is able to consistently use phonics strategies to solve words when reading above grade level text - Chunky Monkey, Stretchy Snake, Elephant Ears, Turtle Talk, Flip Flop Froggy, Lips the Fish

2. Uses context to solve unknown words

Trimester	1	2	3	4
1 st	-- Student is rarely able to use picture clues to help solve unknown words (Eagle Eye) - Student is unable or rarely able to use context clues to help solve unknown words (Skippy Scott) -Student is unable or	-- Student is sometimes able to use picture clues to help solve unknown words (Eagle Eye) - Student is sometimes able to use context clues to help solve unknown words (Skippy Scott) -Student is sometimes able to make sure reading	-- Student typically able to use picture clues to help solve unknown words (Eagle Eye) - Student is typically able to use context clues to help solve unknown words (Skippy Scott) -Student is typically able to make sure reading makes	-Student consistently monitors for all sources of information, in above grade level text -Student consistently uses more difficult strategies to problem solve unknown text, in above grade level text -Student consistently solves unknown words with relative ease, in above grade level text

	rarely able to make sure reading makes sense. - Student is unable or rarely able to use strategies to stop and self correct at the point of error	makes sense. - Student is sometimes able to use strategies to stop and self correct at the point of error	sense. - Student is typically able to use strategies to stop and self correct at the point of error	
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3. Recognizes and reads sight words

Trimester	1	2	3	4
All	Student recognizes few taught, grade-level decodable and high frequency words	Student recognizes some taught, grade-level decodable and high frequency words	Student recognizes most taught, grade-level decodable and high frequency words	Student recognizes all taught, grade-level decodable and high frequency words. Also recognizes many above grade level words with ease.

4. Reads with fluency, phrasing, and expression-

Trimester	1	2	3	4
All	-Reads with little or no <u>expression</u> . -Student shows little or no evidence of reading at an appropriate <u>rate</u> -Student shows little or no evidence of appropriate <u>phrasing</u>	-Student sometimes reads with expression- matching expression to pictures, attending to ending punctuation, bold words, surprising events and character's feelings -Student shows some evidence of reading at an appropriate rate -Student shows some evidence of appropriate phrasing	-Student typically reads with expression- matching expression to pictures, attending to ending punctuation, bold words, surprising events and character's feelings -Student typically shows evidence of reading at an appropriate rate -Student typically shows evidence of appropriate phrasing	-Student consistently reads with expression- matching expression to pictures, attending to ending punctuation, bold words, surprising events and character's feelings, when reading above grade level text -Student consistently shows evidence of reading at an appropriate rate, when reading above grade level text -Student consistently shows evidence of appropriate phrasing, when reading above grade level text

Writing-

1. Writes in narrative- ##-

Trimester	1	2	3	4
1 st	<ul style="list-style-type: none"> -Student is unable to, or rarely able to, plan narrative piece -Student rarely writes small moment piece 	<ul style="list-style-type: none"> -Student is sometimes able to plan narrative piece -Student is sometimes able to write small moment piece - Includes partial beginning and 1 middle event - Piece is 1-2 sentences long 	<ul style="list-style-type: none"> -Student is typically able to plan narrative piece -Student is typically able to write small moment piece -Includes beginning (who, where, when), 1 event, and ends with feelings -Piece is 3-5 sentences long 	<ul style="list-style-type: none"> -Student is consistently able to plan narrative piece -Student is consistently able to write small moment piece -Always includes detailed beginning (who, where, when), 2 or more events, and ends with feelings -Piece is 6 or more sentences long
2 nd	<ul style="list-style-type: none"> -Student is able to plan narrative piece -Student begins to write small moment piece -Piece is 1 or less sentences long <li style="text-align: center;">*Voice* 	<ul style="list-style-type: none"> -Student sometimes writes personal narrative piece -Piece includes partial beginning, 1-2 events, ends with feelings -Piece is 2-3 sentences long 	<ul style="list-style-type: none"> -Student typically writes personal narrative piece -Piece includes beginning (who, where, when, why), two events with descriptive details (includes 5 senses), ends with feelings and because -Piece is 4-6 sentences long 	<ul style="list-style-type: none"> -Student writes detailed personal narrative piece -Piece includes detailed beginning (who, where, when, why), three or more events with descriptive details (includes 5 senses), ends with feelings and because -Piece is 7 or more sentences long
3 rd	<ul style="list-style-type: none"> -Student begins to write third person personal narrative -Piece is 1-2 sentences long <li style="text-align: center;">- 	<ul style="list-style-type: none"> -Student sometimes writes third person narrative piece -piece includes partial beginning, middle with two events (begins to include details), ends with feelings -Begins to use transition words in writing 	<ul style="list-style-type: none"> -Student typically writes third person narrative piece -piece includes beginning (who, where, when, why), middle with two events that include descriptive details (five senses), ends with feelings and because -Uses transition words in writing 	<ul style="list-style-type: none"> -Student writes detailed third person narrative piece -piece includes beginning (who, where, when, why), middle with 3 or more events that include descriptive details (five senses), ends with feelings and because -Uses transition words in writing -Piece is 9 or more sentences long

		-Piece is 3-4 sentences long	-Piece is 5-8 sentences long	
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2. Writes in opinion ##

Trimester	1	2	3	4
1 st	<ul style="list-style-type: none"> -Student is unable to, or rarely able to, plan opinion piece -Student does not write opinion piece *Word Choice* 	<ul style="list-style-type: none"> -Student is sometimes able to plan opinion piece -Student is sometimes able to write opinion piece -Includes opening and one reason to support - Piece is 1-2 sentences long 	<ul style="list-style-type: none"> -Student is typically able to plan opinion piece -Student is typically able to write opinion piece -Includes opening, one reason to support, closes with restating opinion -Piece is 3-5 sentences long 	<ul style="list-style-type: none"> -Student is consistently able to plan opinion piece -Student is consistently able to write opinion piece -Includes detailed opening, two or more reason to support, closes with restating opinion -Piece is 6 or more sentences long
2 nd	<ul style="list-style-type: none"> -Student is unable to, or rarely able to, write opinion piece in which one topic is compared and contrasted to another -May give an opinion, but cannot compare -Piece is 1 or less sentences long 	<ul style="list-style-type: none"> -Student is sometimes able to write opinion piece in which one topic is compared and contrasted to another -States opinion, begins to compare and contrast opinion -Piece is 2-3 sentences long 	<ul style="list-style-type: none"> -Student is typically able to write opinion piece in which one topic is compared and contrasted to another -States opinion, one reason to support with contrasting information, restates opinion -Piece is 4-6 sentences long 	<ul style="list-style-type: none"> -Student is consistently able to write opinion piece in which one topic is compared and contrasted to another -States opinion, two or more reasons to support with contrasting information, restates opinion -Piece is 7 or more sentences long
3 rd	<ul style="list-style-type: none"> -Student is unable to, or rarely able to, write full opinion piece -May state opinion, but cannot give any supporting reasons -Piece is 1-2 sentences long 	<ul style="list-style-type: none"> -Student is sometimes able to write opinion piece -States opinion, one reason to support, restates opinion -Piece is 3-4 sentences long 	<ul style="list-style-type: none"> -Student is typically able to write opinion piece -States opinion, one deeper reason to support, restates opinion -Piece is 5-8 sentences long 	<ul style="list-style-type: none"> -Student is able to write opinion piece -Consistently states opinion, two or more deeper reason to support, restates opinion -May compare and contrast -Piece is 9 or more sentences long

3. Writes in informational ##

Trimester	1	2	3	4
1 st	Not Assessed	Not Assessed	Not Assessed	Not Assessed
2 nd	<ul style="list-style-type: none"> -Student unable to, or rarely able to, write informational piece -May be able to give a topic, but gives no facts -Is unable to write How To Piece -Piece is 1 or less sentences long 	<ul style="list-style-type: none"> -Student sometimes writes informational piece -Can name a topic and one fact -Is sometimes able to write How To Piece -Piece is 2-3 sentences long 	<ul style="list-style-type: none"> -Student typically writes informational piece -Can name a topic, supplies facts about the topic, closure -Is able to write How To Piece -Piece is 4-6 sentences long 	<ul style="list-style-type: none"> -Student consistently writes informational piece -Can consistently name a topic, supplies facts about the topic, closure -Is able to write detailed How To Piece -Piece is 7 or more sentences long
3 rd	<ul style="list-style-type: none"> -Student is unable to, or rarely able to, write informational piece -May be able to give a topic, but gives no facts -Is unable to write How To Piece -Piece is 1-2 sentences long 	<ul style="list-style-type: none"> -Student sometimes writes informational piece -Can name a topic and one fact -Is sometimes able to write How To Piece -Piece is 3-4 sentences long 	<ul style="list-style-type: none"> -Student typically writes informational piece - Can name a topic, give facts, closure -Is typically able to write a how to piece -Piece is 5-8 sentences long 	<ul style="list-style-type: none"> -Student consistently writes informational piece -Can consistently name a topic, supplies facts about the topic, closure -Is able to write detailed How To Piece -Piece is 9 or more sentences long

4. Expresses ideas clearly-

Trimester	1	2	3	4
All	<ul style="list-style-type: none"> -Student's writing does not make sense most of the time. -Ideas are not expressed clearly 	<ul style="list-style-type: none"> -Student's writing makes sense some of the time. -Ideas are expressed clearly some of the time. 	<ul style="list-style-type: none"> -Student's writing typically makes sense. -Ideas are typically expressed clearly 	<ul style="list-style-type: none"> -Student's writing consistently makes sense. -Ideas are expressed clearly and articulately all the time.

5. Demonstrates writing stamina-

Trimester	1	2	3	4
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All	Student is unable or rarely able to write for 10 minutes.	Student is able to maintain writing stamina for 15 minutes	Student is able to maintain writing stamina for 20 minutes	Student is consistently able to maintain writing stamina for more than 20/25 minutes
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Speaking and Listening-

1. Participates in class discussions

Trimester	1	2	3	4
All	Student rarely participates in conversations with peers and adults about first grade topics and texts.	Student occasionally participates in conversations with peers and adults about first grade topics and texts.	Student typically participates in conversations with peers and adults about first grade topics and texts.	Student has met grade level expectations, adds insight to conversations and asks questions for clarification.

2. Asks and answers questions for understanding

Trimester	1	2	3	4
All	Student rarely asks questions to gain information, seek help or to clarify something that is unclear.	Student occasionally asks questions to gain information, seek help or to clarify something that is unclear.	Student typically asks questions to gain information, seek help or to clarify something that is unclear.	Student consistently confirms understanding of information by asking and answering questions about key details.

3. Expresses thoughts clearly

Trimester	1	2	3	4
All	-Student rarely expresses thoughts in complete sentences -Rarely speaks clearly and audibly when sharing feelings and ideas.	-Student occasionally expresses thoughts in complete sentences -Occasionally speaks clearly and audibly when sharing feelings and ideas.	-Student typically expresses thoughts in complete sentences -Student typically speaks clearly and audibly when sharing feelings and ideas.	-Student consistently expresses thoughts in complete sentences -Consistently speaks clearly and audibly when sharing feelings and ideas.

Language

1. Understands grammar and usage when speaking and writing

Trimester	1	2	3	4
All	Student does not demonstrate understanding of key concepts of grammar, usage, and mechanics when speaking and writing	Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics when speaking and writing	Student demonstrates understanding of key concepts of grammar, usage, and mechanics when speaking and writing	Student consistently demonstrates understanding of above grade level grammar, usage and mechanics when speaking and writing

2. Prints legibly

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> -Student does not, or rarely, produces neat legible work. - Student does not, or rarely, forms letters and numerals correctly. - Student does not, or rarely, leaves appropriate spacing between letters or words. 	<ul style="list-style-type: none"> -Student occasionally produces neat legible work. - Student occasionally forms letters and numerals correctly. - Student occasionally leaves appropriate spacing between letters or words. 	<ul style="list-style-type: none"> -Student typically produces neat legible work. - Student forms letters and numerals correctly most of the time. - Student leaves appropriate spacing between letters or words most of the time. 	<ul style="list-style-type: none"> -Student consistently produces neat legible work. - Student consistently forms letters and numerals correctly. - Student consistently leaves appropriate spacing between letters or words.

3. Uses grade appropriate capitalization

Trimester	1	2	3	4
ALL	Student does not, or rarely, capitalizes names, places, dates, the beginning of sentences, and the pronoun "I"	Student sometimes capitalizes names, places, dates, the beginning of sentences, and the pronoun "I"	Student typically capitalizes names, places, dates, the beginning of sentences, and the pronoun "I"	Student consistently capitalizes names, places, dates, the beginning of sentences, and the pronoun "I"

4. Uses grade appropriate punctuation

Trimester	1	2	3	4

ALL	-Student does not, or rarely, uses end punctuation for sentences. - Student does not, or rarely, uses commas in dates and to separate single words in series.	-Student sometimes uses end punctuation for sentences. - Student sometimes uses commas in dates and to separate single words in series.	-Student typically uses end punctuation for sentences. - Student typically uses commas in dates and to separate single words in series.	-Student consistently uses end punctuation for sentences. - Student consistently uses commas in dates and to separate single words in series.
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5. Uses grade appropriate spelling

Trimester	1	2	3	4
ALL	-Student does not, or rarely, uses conventional spelling for words with common spelling patterns. - Student does not, or rarely, uses phonetic spelling for untaught words.	-Student sometimes uses conventional spelling for words with common spelling patterns. - Student sometimes uses phonetic spelling for untaught words.	-Student typically uses conventional spelling for words with common spelling patterns. - Student typically uses phonetic spelling for untaught words.	-Student consistently uses conventional spelling for words with common spelling patterns. - Student consistently uses phonetic spelling for untaught words.

6. Correctly spells word wall words

Trimester	1	2	3	4
ALL	- Student rarely applies presented sight words when writing	- Student sometimes applies presented sight words when writing	- Student consistently applies presented sight words when writing	- Student consistently writes first grade sight words (and higher lever sight words) and trick words with automaticity.