

Hasbrouck Heights School District

First Grade-Benchmarks

READING

1) Reads at grade level.

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

Reading Level is determined through the Teachers College Reading Running Records Benchmark Assessments.

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2) Uses a variety of print strategies to decode (pictures, context, phonics).

Trimester	1	2	3	4
1st	<p>Student is unable or rarely able to use print strategies to decode which include:</p> <ul style="list-style-type: none"> ● recognize and use beginning sounds. ● make sure reading makes sense. ● use internal parts of words with beginnings and endings. ● read high-frequency words automatically. ● notice errors and crosscheck with unused sources of information. ● distinguish between information provided by pictures and information provided by words in a text. 	<p>Student is sometimes able to use print strategies to decode which include:</p> <ul style="list-style-type: none"> ● recognize and use beginning sounds. ● make sure reading makes sense. ● use internal parts of words with beginnings and endings. ● read high-frequency words automatically. ● notice errors and crosscheck with unused sources of information. ● distinguish between information provided by pictures and information provided by words in a text. 	<p>Student is consistently able to use print strategies to decode which include:</p> <ul style="list-style-type: none"> ● recognize and use beginning sounds. ● make sure reading makes sense. ● use internal parts of words with beginnings and endings. ● read high-frequency words automatically. ● notice errors and crosscheck with unused sources of information. ● distinguish between information provided by pictures and information provided by words in a text. 	<p>Student is consistently able to use print strategies in above grade level text to decode which include:</p> <ul style="list-style-type: none"> ● recognize and use beginning sounds. ● make sure reading makes sense. ● use internal parts of words with beginnings and endings. ● read high-frequency words automatically. ● notice errors and crosscheck with unused sources of information. ● distinguish between information provided by pictures and information provided by words in a text.

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<p>2nd</p>	<p>Student is unable or rarely able to use print strategies to decode which include:</p> <ul style="list-style-type: none"> ● recognize and use beginning and ending sounds. ● keep the accumulating story events (or content) in mind. ● use meaning of accumulated text to figure out unfamiliar words. ● to stop and correct at the point of error. 	<p>Student is sometimes able to use print strategies to decode which include:</p> <ul style="list-style-type: none"> ● recognize and use beginning and ending sounds. ● keep the accumulating story events (or content) in mind. ● uses meaning of accumulated text to figure out unfamiliar words. ● stops and corrects at the point of error. 	<p>Student is consistently able to use print strategies to decode which include:</p> <ul style="list-style-type: none"> ● identifies and decodes using beginning and ending sounds. ● keeps the accumulating story events (or content) in mind. ● uses meaning of accumulated text to figure out unfamiliar words. ● stops and corrects at the point of error. 	<p>Student is consistently able to use print strategies in above grade level text to decode which include:</p> <ul style="list-style-type: none"> ● identifies and decodes using beginning, ending, and middle (vowel) sounds. ● keeps the accumulating story events (or content) in mind. ● uses meaning of accumulated text to figure out unfamiliar words. ● stops and corrects at the point of error.
<p>3rd</p>	<p>Student is unable or rarely able to use print strategies to decode which include:</p> <ul style="list-style-type: none"> ● recognize and use beginning, ending, and middle (vowel) sounds. ● reread and self-correct at points of error. ● monitor for all sources of information. ● use an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text. ● solve unknown words with relative ease. 	<p>Student is sometimes able to use print strategies to decode which include:</p> <ul style="list-style-type: none"> ● recognize and use beginning, ending, and middle (vowel) sounds. ● rereads and self-corrects at points of error. ● monitors for all sources of information. ● uses an increasingly more challenging repertoire of graphophonic/ visual strategies to problem solve through text. ● solves unknown words with relative ease. 	<p>Student is consistently able to use print strategies to decode which include:</p> <ul style="list-style-type: none"> ● identifies and decodes using beginning, ending, and middle (vowel) sounds. ● rereads and self-corrects at points of error. ● monitors for all sources of information. ● uses an increasingly more challenging repertoire of graphophonic/ visual strategies to problem solve through text. ● solves unknown words with relative ease. 	<p>Student is consistently able to use print strategies in above grade level text to decode which include:</p> <ul style="list-style-type: none"> ● decodes unknown and complex/multisyllable words using all phonemes (blends, digraphs, diphthongs). ● rereads and self-corrects at points of error. ● monitors for all sources of information ● uses an increasingly more challenging repertoire of graphophonic/ visual strategies to problem solve through text. ● solves unknown words with relative ease.

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3) Recognizes sight words.

Trimester	1	2	3	4
1st	Student recognizes 24 or fewer sight words on Word Identification Assessment.	Student recognizes at least 25 sight words on Word Identification Assessment.	Student recognizes at least 35 sight words on Word Identification Assessment.	Student recognizes 50 or more sight words on Word Identification Assessment.
2nd	Student recognizes 34 or fewer sight words on Word Identification Assessment.	Student recognizes at least 35 sight words on Word Identification Assessment.	Student recognizes at least 90 sight words on Word Identification Assessment.	Student recognizes 125 or more sight words on Word Identification Assessment.
3rd	Student recognizes 89 or fewer sight words on Word Identification Assessment.	Student recognizes at least 90 sight words on Word Identification Assessment.	Student recognizes at least 125 sight words on Word Identification Assessment.	Student recognizes 140 or more sight words on Word Identification Assessment.

4) Reads with comprehension.

Demonstrates successful understanding of the text through retelling, summarizing, and interpreting the main idea.				
Trimester	1	2	3	4
1st	Student has achieved reading success at Level B or below.	Student has achieved reading success at Level C or D.	Student has achieved reading success at Level E or F.	Student has achieved reading success at Level G or above
2nd	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.
3rd	Student has achieved reading success at Level G or below.	Student has achieved reading success at Level H.	Student has achieved reading success at Level I or J.	Student has achieved reading success at Level K or above.

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5) Reads with fluency (expression, phrasing, rate, accuracy).

Demonstrates the ability to read accurately at an appropriate pace with expression.				
Trimester	1	2	3	4
1st	Student reads many letters slowly and inaccurately; reads with little expression.	Student reads most letters accurately and fluently; matches expression to pictures.	Student reads letters accurately and quickly; matches expression to pictures, ending punctuation, and bold words.	Student reads letters and “cvc” words fluently and accurately; matches expression to surprising events and character’s feelings.
2nd	Student reads most letters accurately; matches expression to pictures.	Student reads letters accurately and quickly; matches expression to pictures, ending punctuation, and bold words.	Student reads letters and “cvc” words fluently and accurately; matches expression to surprising events and character’s feelings.	Student reads short vowel words fluently and accurately; matches expression to character’s actions, important ideas.
3rd	Student reads letters accurately and quickly; matches expression to pictures, ending punctuation, and bold words.	Student reads letters and “cvc” words fluently and accurately; matches expression to surprising events and character’s feelings.	Student reads short vowel words fluently and accurately; matches expression to character’s actions, important ideas.	Student reads long vowel words accurately; changes expression during reading.

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6) Retells story with accuracy.

Trimester	1	2	3	4
1st	Student is unable or rarely able to retell big events from a story.	Student is sometimes able to retell big events from a story.	Student can consistently retell big events from a story.	Student can consistently retell events from a story in higher level books.
2nd	Student is unable or rarely able to retell big events from a story in sequence, beginning/middle/end.	Student is sometimes able to retell big events from a story in sequence, beginning/middle/end.	Student can consistently retell big events from a story in sequence, beginning/middle/end.	Student can consistently retell events from a story using details, including characters, setting, and problem solution.
3rd	Student is unable or rarely able to retell big events from a story in sequence, beginning/middle/end.	Student is sometimes able to retell big events from a story in sequence, beginning/middle/end.	Student consistently uses details including characters, setting, and problem solution while summarizing a story.	Student consistently uses details including characters, setting, and problem solution while summarizing a more complex story.

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7) Demonstrates stamina during independent reading.

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