

Hasbrouck Heights School District

First Grade-Benchmarks

WRITING

1) Writes at grade level.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> ● Rarely writes pieces. ● Generates very few ideas. ● Does not use prewriting strategies taught. ● Details do not relate to topic. ● Uses run-ons and/or fragments. ● Uses few basic text features. 	<ul style="list-style-type: none"> ● Sometimes writes pieces with limited success. ● Generates a few ideas from experience. Uses a few prewriting strategies taught. Partially organized with some ideas relevant to the topic. ● Uses some run-on or fragments. ● Uses some basic text features. 	<p>Writes with success.</p> <ul style="list-style-type: none"> ● Generates, supports, and elaborates on ideas for writing from own experiences, stories read, informational text, or imagination. <p>Uses prewriting strategies taught to identity and narrow topic and to plan parts of the writing (lists, webs, and organizers) organized; most ideas are relevant to the topic. There is a topic, facts and a sense of closure. Uses complete sentences. Uses text features</p>	<ul style="list-style-type: none"> ● Consistently and independently writes with great success. ● Generates and tries out ideas from experience, stories read, informational text, or imagination. Uses prewriting strategies taught to narrow a topic and to thoroughly plan writing. Organized with ideas that are relevant to and support the topic and purpose. Well developed topic, facts, and sense of closure with many details. Uses complete and complex sentences. ● Uses above-level text features.

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2) Follows the structure of the genre.

Trimester	1	2	3	4
ALL	Unable or rarely able to follow the structure of the genre from the current unit of study with success.	Sometimes able to follow the structure of the genre from the current unit of study with success.	Consistently able to follow the structure of the genre from the current unit of study with success.	Always able to follow the structure of the genre from the current unit of study with success.

3) Generates ideas.

Trimester	1	2	3	4
1st	<ul style="list-style-type: none"> • Student does not generate ideas or sequence events. • Student thinks, sketches, or writes a few unrelated ideas, as taught in units of study. 	<ul style="list-style-type: none"> • Student generates a few ideas and sequences events from experience or imagination. • Student thinks, sketches, and writes a few ideas, as taught in units of study. 	<ul style="list-style-type: none"> • Student generates some ideas and sequences events for writing from experience or imagination. • Student rehearses ideas with others when prompted. • Student thinks, sketches, and writes some ideas, as taught in units of study. 	<ul style="list-style-type: none"> • Student generates ideas and sequences events for writing from experience, imagination, or stories read together. • Student rehearses ideas with others. • Student thinks, sketches, and writes to tell a story related to the units of study.

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<p>2nd</p>	<ul style="list-style-type: none"> ● Student generates a few ideas from experience or imagination. ● The topic is partially evident. Student ● thinks, sketches, and writes a few ideas, as taught in units of study. 	<ul style="list-style-type: none"> ● Student generates some ideas from experience or imagination. ● The topic is evident but too broad or too specific. ● Student thinks, sketches, and writes a few ideas, as taught in units of study. 	<ul style="list-style-type: none"> ● Student generates ideas for writing from experience, imagination, or stories read together. ● Student rehearses ideas with others. ● Student chooses and narrows the topic with support. ● Student thinks, sketches, and writes some ideas, as taught in units of study. 	<ul style="list-style-type: none"> ● Student generates interesting ideas for writing from experience, imagination, and stories read. ● Student rehearses ideas with others. ● Student chooses and narrows a topic. ● Student thinks, sketches, and writes a story with
				<p>details about the narrowed topic, as taught in units of study.</p>
<p>3rd</p>	<ul style="list-style-type: none"> ● Student generates a few ideas from experience or imagination. ● Student chooses a topic that is somewhat clear. ● Student thinks, sketches, and writes a few ideas, as taught in units of study. 	<ul style="list-style-type: none"> ● Student generates some ideas from experience, imagination, or stories read together. ● Student chooses a clear topic. <p>Student thinks, sketches, and writes some ideas, as taught in units of study.</p>	<ul style="list-style-type: none"> ● Student generates ideas for writing from experience, stories read, and imagination. ● Student rehearses stories with others. ● Student chooses and narrows a topic. ● Student thinks, sketches, and writes to add ideas and details, as taught in units of study. 	<ul style="list-style-type: none"> ● Student generates interesting ideas for writing from experience, imagination, and stories. ● Student rehearses ideas independently. ● Student chooses a narrow, specific topic. ● Student thinks, sketches, and writes with many vivid ideas and details, as taught in units of study.

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4) Writes complete sentences.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> Student does not understand that every sentence must be about something (subject) and tells something (predicate) about its subject. Student does not stretch ideas from words to complete sentences. 	<ul style="list-style-type: none"> Student rarely understands that every sentence must be about something (subject) and tells something (predicate) about its subject. Student rarely stretches ideas from words to complete sentences. 	<ul style="list-style-type: none"> Student understands that every sentence must be about something (subject) and tells something (predicate) about its subject. Student stretches ideas from words to complete sentences. 	<ul style="list-style-type: none"> Student consistently understands that every sentence must be about something (subject) and tells something (predicate) about its subject. Student consistently writes in complete and complex sentences.

5) Demonstrates stamina in independent writing.

Trimester	1	2	3	4
1st	Student is unable or rarely able to write for 10 minutes.	Student is approaching writing stamina of 10 minutes.	Student consistently writes for 10 minutes.	Student consistently writes for more than 10 minutes.
2nd	Student is unable or rarely able to write for 15 minutes.	Student is approaching writing stamina of 15 minutes.	Student consistently writes for 15 minutes.	Student consistently writes for more than 15 minutes.
3rd	Student is approaching writing stamina of 20 minutes.	Student consistently writes for 20 minutes.	Student consistently writes for 20 minutes.	Student consistently writes for more than 20 minutes.

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6) Uses punctuation and capitalization appropriately.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student does not use end punctuation for sentences. • Student does not use commas in dates and to separate single words and series. • Student does not capitalize names, places, dates, and the beginning of sentences, and the pronoun "I". 	<ul style="list-style-type: none"> • Student rarely uses end punctuation for sentences. • Student rarely uses commas in dates and to separate single words and series. • Student rarely capitalizes names, places, dates, the beginning of sentences, and the pronoun "I." 	<ul style="list-style-type: none"> • Student uses end punctuation for sentences. • Student uses commas in dates and to separate single words and series. • Student capitalizes names, places, dates, the beginning of sentences, and the pronoun "I." 	<ul style="list-style-type: none"> • Student consistently uses end punctuation for sentences. • Student consistently uses commas in dates and to separate single words and series. • Student consistently capitalizes names, places, dates, the beginning of sentences, and the pronoun "I."

7) Applies conventions of grammar and usage.

Trimester	1	2	3	4
1st	Student rarely applies grade-level grammar/usage, including: <ul style="list-style-type: none"> • "I" voice when using personal narrative; • Action words; • Match nouns and verbs (they hop; Bob hops); • Describing words. 	Student is beginning to apply grade-level grammar/usage, including: <ul style="list-style-type: none"> • "I" voice when using personal narrative; • Action words; • Match nouns and verbs (they hop; Bob hops); • Describing words. 	Student consistently applies grade level grammar/usage, including: <ul style="list-style-type: none"> • "I" voice when using personal narrative; • Action words; • Match nouns and verbs (they hop, Bob hops); • Describing words. 	Student consistently applies above grade-level grammar/usage, including: <ul style="list-style-type: none"> • "I" voice when using personal narrative; • Action words; • Match nouns and verbs (they hop; Bob hops); • Describing words.

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<p>2nd</p>	<p>Student rarely applies grade-level grammar/usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Uses sequencing words to organize writing (first, meet, then, finally); • Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory). 	<p>Student is beginning to apply grade-level grammar/usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Uses sequencing words to organize writing (first, meet, then, finally); • Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory). 	<p>Student consistently applies grade level grammar/usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Uses sequencing words to organize writing (first, meet, then, finally); • Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory). 	<p>Student consistently applies above grade-level grammar/usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Uses sequencing words to organize writing (first, meet, then, finally); • Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory).
<p>3rd</p>	<p>Student rarely applies grade-level grammar/usage as listed in the 1st and 2nd Trimesters, plus:</p> <ul style="list-style-type: none"> • Writers vary choice of describing words as a way to clarify meaning (big, gigantic); • Common, proper, and possessive nouns; • Uses conjunctions to expand ideas (and, but, so, or, because). 	<p>Student is beginning to apply grade-level grammar/usage as listed in the 1st and 2nd Trimesters, plus:</p> <ul style="list-style-type: none"> • Writers vary choice of describing words as a way to clarify meaning (big, gigantic); • Common, proper, and possessive nouns; • Uses conjunctions to expand ideas (and, but, so, or, because). 	<p>Student consistently applies grade level grammar/usage as listed in the 1st and 2nd Trimesters, plus:</p> <ul style="list-style-type: none"> • Writers vary choice of describing words as a way to clarify meaning (big, gigantic); • Common, proper, and possessive nouns; • Uses conjunctions to expand ideas (and, but, so, or, because). 	<p>Student consistently applies above grade-level grammar/usage as listed in the 1st and 2nd Trimesters, plus:</p> <ul style="list-style-type: none"> • Writers vary choice of describing words as a way to clarify meaning (big, gigantic); • Common, proper, and possessive nouns; • Uses conjunctions to expand ideas (and, but, so, or, because).

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8) Applies grade level phonics to spell known and unknown words.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student does not use conventional spelling for words with common spelling patterns and for common irregular words. • Student does not use phonetic spelling for untaught words. Student does not write common sight words with automaticity. 	<ul style="list-style-type: none"> • Student rarely uses conventional spelling for words with common spelling patterns and for common irregular words. • Student rarely uses phonetic spelling for untaught words, drawing on phonetic awareness and spelling conventions. • Student rarely writes common sight words with automaticity. 	<ul style="list-style-type: none"> • Student uses conventional spelling for words with common spelling patterns and for common irregular words. • Student uses phonetic spelling for untaught words, drawing on phonetic awareness and spelling conventions. 	<ul style="list-style-type: none"> • Student consistently uses conventional spelling for words with common spelling patterns and for common irregular words. Student consistently uses phonetic spelling for untaught words, drawing on phonetic awareness and spelling conventions.
			<ul style="list-style-type: none"> • Student writes common sight words with automaticity. 	<ul style="list-style-type: none"> • Student consistently uses untaught sight words with automaticity.

9) Forms letters and numerals correctly.

Trimester	1	2	3	4
ALL	Student does not form letters and numerals correctly.	Student rarely forms letters and numerals correctly.	Student forms letters and numerals correctly.	Student consistently forms all letters and numerals correctly.

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10) Spaces letters and words correctly.

Trimester	1	2	3	4
ALL	Student does not space letters correctly or write with appropriate spacing between words.	Student occasionally spaces letters correctly and writes with appropriate spacing between words.	Student spaces letters correctly and writes with appropriate spacing between words.	Student consistently writes with appropriate spacing of letters and between words.

11) Produces neat and legible work.

Trimester	1	2	3	4
ALL	Student does not produce neat and legible work.	Student occasionally produces neat and legible work.	Student produces neat and legible work.	Student consistently produces neat and legible work.