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	-Student is rarely able to	-Student is sometimes able	-Most of the time, student is	-Student can consistently
	retell big events from a	to identify main idea and	able to identify main idea and	identify main idea and retell
	story, even when using	retell big events from a	retell story- Includes key	events from a story in <u>higher</u>
	pictures	story- Uses pictures to	details	level books- Includes many
	-Student can rarely ask	assist	- Most of the time, student is	<u>details</u>
	and answer questions	-Student sometimes is able	able to ask and answer	-Student consistently asks and
	about details in a text	to ask and answer	questions about details in a	answers questions about details
	-Student is rarely able to	questions about details in a	text	in a text – initiates discussions
	describe characters,	text	- Most of the time, student is	-Student is consistently able to
	setting, and major events	-Student is sometimes able	able to describe characters,	describe characters, setting, and
	in a story	to describe characters,	setting, and major events in a	major events in a story in <u>above</u>
		setting, and major events	story	grade level books- Includes
		in a story		many details- can do so in
				<u>writing also</u>
- nd				
2 nd	-Student is rarely able to	-Student can sometimes	- Most of the time, student is	-In writing, student is
	identify who is telling the	identify who is telling the	able to identify who is telling	consistently able to identify who
	story at various points in a	story at various points in a	the story at various points in	is telling the story at various
	text	text	a text	points in a text
	-Student is rarely to use	-Student can sometimes	- Most of the time, student is	-In writing, student is
	illustrations and details in	use illustrations and details	able to use illustrations and	consistently able to use
	a story to describe	in a story to describe	details in a story to describe	illustrations and details in a
	adventures and	adventures and	adventures and experiences	story to describe adventures
	experiences of characters	experiences of characters	of characters in a story	and experiences of characters in
	in a story	in a story		a story- <u>above grade level</u>

				books- Includes many details
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- above grade level books- Includes many details -In writing, student consistently describes characters, setting, and major events in the story; Does so with details- above grade level books- Includes many details

2. Demonstrates inferential comprehension *

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

message or lesson in a	message or lesson in a	message or lesson in a story	-In writing, student consistently
story	story	- Most of the time, student	shows understanding of the
-Student can rarely	-Student can sometimes	can compare and contrast the	central message or lesson in a
compare and contrast the	compare and contrast the	adventures and experiences	story
adventures and	adventures and	of characters in stories	-In writing, student can
experiences of characters	experiences of characters	- Most of the time, student	consistently compare and
in stories	in stories	can identify basic similarities	contrast the adventures and
-Student can rarely	-Student can sometimes	and differences between two	experiences of characters in
identify basic similarities	identify basic similarities	texts on the same topic	stories
and differences between	and differences between		-In writing, student can
two texts on the same	two texts on the same		consistently identify basic
topic	topic		similarities and differences
			between two texts on the same
			topic

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 textsAnswers in full sentences, without graphic organizer, using higher level thinking
3rd	-Student is unable, or rarely able to, write in response to reading.	-Student is sometimes able to write in response to readingCan 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 textsAnswers 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	Student has achieved	Student has achieved reading	Student has achieved reading
	reading success at level B	reading success at level	success at level E-F.	success at level G or above.
	or below.	C-D.		
2 nd	Student has achieved	Student has achieved	Student has achieved reading	Student has achieved reading
	reading success at level D	reading success at level	success at level G-H.	success at level I or above.
	or below.	E-F.		
3rd	Student has achieved	Student has achieved	Student has achieved reading	Student has achieved reading
	reading success at level F	reading success at level	success at level I.	success at level J or above.
	or below.	G-H.		

^{*}Reading level as indicated by DRA.

5. Demonstrates reading stamina during independent reading

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

Reading-Informational

1. Understands content specific vocabulary

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

identify the reasons an	identify the reasons an	can identify the reasons an	identify the reasons an author
author gives to support	author gives to support	author gives to support	gives to support points in a
points in a text	points in a text	points in a text	text, in above grade level text
-Student can rarely	-Student con sometimes	-Most of the time, student	-Student can consistently
identify basic similarities	identify basic similarities	can identify basic similarities	identify basic similarities and
and differences two texts	and differences two texts	and differences two texts on	differences two texts on the
on the same topic	on the same topic	the same topic	same topic, in above grade
			level texts

3. Knows and can use text features-

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

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
3rd	-Student is unable to, or	-Student can sometimes	-Student can usually describe	-Student can consistently
	can rarely describe the	describe the connection	the connection between two	describe the connection
	connection between two	between two individuals,	individuals, events, ideas, or	between two individuals,
	individuals, events, ideas,	events, ideas, or pieces of	pieces of information in a	events, ideas, or pieces of
	or pieces of information in	information in a text.	text.	information in a text.
	a text.	-Student can sometimes	-Student can usually identify	-Student can consistently
	- Student is unable to, or	identify similarities and	similarities and differences	identify similarities and
	can rarely identify	differences between two	between two texts on the	differences between two texts
	similarities and differences	texts on the same topic.	same topic.	on the same topic.
	between two texts on the			-Gives thoughtful explanations
	same topic.			when comparing
				-Can compare texts or

		information in writing.

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	Student is sometimes	Student typically able to	-Student consistently monitors
	use picture clues to help	able to use picture clues to	use picture clues to help	for all sources of information, in
	solve unknown words	help solve unknown words	solve unknown words (Eagle	above grade level text
	(Eagle Eye)	(Eagle Eye)	Eye)	-Student consistently uses more
	- Student is unable or	- Student is sometimes able	- Student is typically able to	difficult strategies to problem
	rarely able to use context	to use context clues to help	use context clues to help	solve unknown text, in above
	clues to help solve	solve unknown words	solve unknown words	grade level text
	unknown words	(Skippy Scott)	(Skippy Scott)	-Student consistently solves
	(Skippy Scott)	-Student is sometimes able	-Student is typically able to	unknown words with relative
	-Student is unable or	to make sure reading	make sure reading makes	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	Student recognizes some	Student recognizes most	Student recognizes all taught,
	taught, grade-level	taught, grade-level	taught, grade-level	grade-level decodable and high
	decodable and high	decodable and high	decodable and high	frequency words. Also
	frequency words	frequency words	frequency words	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 expressionStudent shows little or no evidence of reading at an appropriate rate -Student shows little or no evidence of appropriate phrasing	-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	-Student is unable to, or	-Student is sometimes	-Student is typically able to	-Student is consistently able to
	rarely able to, plan	able to plan narrative	plan narrative piece	plan narrative piece
	narrative piece	piece	-Student is typically able to	-Student is consistently able to
	-Student rarely writes	-Student is sometimes	write small moment piece	write small moment piece
	small moment piece	able to write small	-Includes beginning (who,	-Always includes detailed
		moment piece	where, when), 1 event, and	beginning (who, where, when), 2
		- Includes partial	ends with feelings	or more events, and ends with
		beginning and 1 middle	-Piece is 3-5 sentences long	feelings
		event		-Piece is 6 or more sentences
		- Piece is 1-2 sentences		long
		long		
2 nd	-Student is able to plan	-Student sometimes	-Student typically writes	-Student writes detailed personal
	narrative piece	writes personal narrative	personal narrative piece	narrative piece
	-Student begins to write	piece	-Piece includes beginning	 -Piece includes detailed
	small moment piece	-Piece includes partial	(who, where, when, why),	beginning (who, where, when,
	-Piece is 1 or less	beginning, 1-2 events,	two events with descriptive	why), three or more events with
	sentences long	ends with feelings	details (includes 5 senses),	descriptive details (includes 5
		-Piece is 2-3 sentences	ends with feelings and	senses), ends with feelings and
	Voice	long	because	because
			-Piece is 4-6 sentences long	-Piece is 7 or more sentences
				long
3 rd	-Student begins to write	-Student sometimes	-Student typically writes third	-Student writes detailed third
	third person personal	writes third person	person narrative piece	person narrative piece
	narrative	narrative piece	-piece includes beginning	-piece includes beginning (who,
	-Piece is 1-2 sentences	-piece includes partial	(who, where, when, why),	where, when, why), middle with
	long	beginning , middle with	middle with two events that	3 or more events that include
	-	two events (begins to	include descriptive details	descriptive details (five senses),
		include details), ends with	(five senses), ends with	ends with feelings and because
		feelings	feelings and because	-Uses transition words in writing
		-Begins to use transition	-Uses transition words in	-Piece is 9 or more sentences
		words in writing	writing	long

	-Piece is 3-4 sentences	-Piece is 5-8 sentences long	
	long		

2. Writes in opinion

Trimester	1	2	3	4
1 st	-Student is unable to, or	-Student is sometimes	-Student is typically able to	-Student is consistently able to
	rarely able to, plan	able to plan opinion piece	plan opinion piece	plan opinion piece
	opinion piece	-Student is sometimes	-Student is typically able to	-Student is consistently able to
	-Student does not write	able to write opinion	write opinion piece	write opinion piece
	opinion piece	piece	-Includes opening, one	-Includes detailed opening, two or
		-Includes opening and one	reason to support, closes	more reason to support, closes
	Word Choice	reason to support	with restating opinion	with restating opinion
			-Piece is 3-5 sentences long	-Piece is 6 or more sentences long
		- Piece is 1-2 sentences		
		long		
2 nd	-Student is unable to, or	-Student is sometimes	-Student is typically able to	-Student is consistently able to
	rarely able to, write	able to write opinion	write opinion piece in which	write opinion piece in which one
	opinion piece in which one	piece in which one topic is	one topic is compared and	topic is compared and contrasted
	topic is compared and	compared and contrasted	contrasted to another	to another
	contrasted to another	to another	-States opinion, one reason	-States opinion, two or more
	-May give an opinion, but	-States opinion, begins to	to support with contrasting	reasons to support with
	cannot compare	compare and contrast	information, restates	contrasting information, restates
	-Piece is 1 or less	opinion	opinion	opinion
	sentences long	-Piece is 2-3 sentences	-Piece is 4-6 sentences long	-Piece is 7 or more sentences long
		long		
3 rd	-Student is unable to, or	-Student is sometimes	-Student is typically able to	-Student is able to write opinion
	rarely able to, write full	able to write opinion	write opinion piece	piece
	opinion piece	piece	-States opinion, one deeper	-Consistently states opinion, two
	-May state opinion, but	-States opinion, one	reason to support, restates	or more deeper reason to
	cannot give any	reason to support,	opinion	support, restates opinion
	supporting reasons	restates opinion	-Piece is 5-8 sentences long	-May compare and contrast
	-Piece is 1-2 sentences	-Piece is 3-4 sentences		-Piece is 9 or more sentences long
	long	long		

3. Writes in informational

Trimester	1	2	3	4
1 st	Not Assessed	Not Assessed	Not Assessed	Not Assessed
2 nd	-Student unable to, or	-Student sometimes	-Student typically writes	-Student consistently writes
	rarely able to, write	writes informational piece	informational piece	informational piece
	informational piece	-Can name a topic and one	-Can name a topic, supplies	-Can consistently name a topic,
	-May be able to give a	fact	facts about the topic, closure	supplies facts about the topic,
	topic, but gives no facts	-Is sometimes able to	-Is able to write How To	closure
	-Is unable to write How To	write How To Piece	Piece	-Is able to write detailed How To
	Piece	-Piece is 2-3 sentences	-Piece is 4-6 sentences long	Piece
	-Piece is 1 or less	long		-Piece is 7 or more sentences long
	sentences long			
3 rd	-Student is unable to, or	-Student sometimes	-Student typically writes	-Student consistently writes
	rarely able to, write	writes informational piece	informational piece	informational piece
	informational piece	-Can name a topic and one	- Can name a topic, give	-Can consistently name a topic,
	-May be able to give a	fact	facts, closure	supplies facts about the topic,
	topic, but gives no facts	-Is sometimes able to	-Is typically able to write a	closure
	-Is unable to write How To	write How To Piece	how to piece	-Is able to write detailed How To
	Piece	-Piece is 3-4 sentences	-Piece is 5-8 sentences long	Piece
	-Piece is 1-2 sentences	long		-Piece is 9 or more sentences long
	long			

4. Expresses ideas clearly-

Trimester	1	2	3	4
All	-Student's writing does	-Student's writing makes	-Student's writing typically	-Student's writing consistently
	not make sense most of	sense some of the time.	makes sense.	makes sense.
	the time.	-Ideas are expressed	-Ideas are typically	-Ideas are expressed clearly and
	-Ideas are not expressed	clearly some of the time.	expressed clearly	articulately all the time.
	clearly			

5. Demonstrates writing stamina-

Trimester	1	2	3	4

All	Student is unable or rarely	Student is able to	Student is able to maintain	Student is consistently able to
	able to write for 10	maintain writing stamina	writing stamina for 20	maintain writing stamina for more
	minutes.	for 15 minutes	minutes	than 20/25 minutes

Speaking and Listening-

1. Participates in class discussions

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

2. Asks and answers questions for understanding

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

3. Expresses thoughts clearly

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

1. Understands grammar and usage when speaking and writing

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

2. Prints legibly

Trimester	1	2	3	4
ALL	-Student does not, or	-Student occasionally	-Student typically produces	-Student consistently produces
	rarely, produces neat	produces neat legible	neat legible work.	neat legible work.
	legible work.	work.	- Student forms letters and	- Student consistently forms
	- Student does not, or	 Student occasionally 	numerals correctly most of	letters and numerals correctly.
	rarely, forms letters and	forms letters and	the time.	- Student consistently leaves
	numerals correctly.	numerals correctly.	- Student leaves appropriate	appropriate spacing between
	- Student does not, or	 Student occasionally 	spacing between letters or	letters or words.
	rarely, leaves appropriate	leaves appropriate spacing	words most of the time.	
	spacing between letters or	between letters or words.		
	words.			

3. Uses grade appropriate capitalization

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

4. Uses grade appropriate punctuation

Trimester	1	2	3	4
	_	_	<u> </u>	· · · · · · · · · · · · · · · · · · ·

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

5. Uses grade appropriate spelling

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

6. Correctly spells word wall words

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