

	Early Emerging - Benchmark 1	Late Emerging - Benchmark 2	Early Beginning - Benchmark 3	Late Beginning - Benchmark 4	Early Transitional - Benchmark 5
	1- 1 1+	2- 2 2+	3- 3 3+ 4-	4 4+	5- 5 5
Message	<p>Understands that drawings can convey ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> nonrepresentational drawing <input type="checkbox"/> attempts to share meaning of drawing <input type="checkbox"/> "writing-like" scribble shared as writing 	<p>Understands that drawings and writing conveys ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> representational drawing <input type="checkbox"/> drawing prompts message <input type="checkbox"/> "writing-like" message that writer attempts to interpret for reader <input type="checkbox"/> represents name in print <input type="checkbox"/> one word label/letter or string of letters 	<p>Understands ideas are conveyed and "fixed" in print</p> <ul style="list-style-type: none"> <input type="checkbox"/> attempts print message <input type="checkbox"/> signs of labeling -some sounds represented <input type="checkbox"/> writer's ideas initiate drawings <input type="checkbox"/> drawing may be used to clarify message <input type="checkbox"/> incomplete sentence/s and/or one sentence; two or three words only (no imbedded detail for ex., I like krz, I can jpor I like...[drawing may be the end of sentence]) 	<p>Relies on familiar or predictable text</p> <ul style="list-style-type: none"> <input type="checkbox"/> easily read by reader and writer <input type="checkbox"/> one complete thought <input type="checkbox"/> chains of sentences or one-liners: "Here is...", I like...", "I can...", etc. <input type="checkbox"/> repetitive sentences <input type="checkbox"/> title used as heading or first sentence <input type="checkbox"/> simple syntax 	<p>Takes risks in favor of making meaning/conveying a main idea</p> <ul style="list-style-type: none"> <input type="checkbox"/> topic sentence <input type="checkbox"/> list or "strings" of details <input type="checkbox"/> risks errors for their developing voice <input type="checkbox"/> shows some understanding for audience <input type="checkbox"/> mostly stays on topic <input type="checkbox"/> beginning signs of sentence variety (often two sentences combined with "because" or "so")
Graphophonics	<p>Understands "real" world can be expressed through lines and/or forms</p> <ul style="list-style-type: none"> <input type="checkbox"/> non-representational drawing <input type="checkbox"/> horizontal scribble used as print <input type="checkbox"/> line forms 	<p>Shows evidence of print awareness</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses repeated letter like responses <input type="checkbox"/> sprinkling of "writing-like" responses that show no evidence of letter-sound knowledge <input type="checkbox"/> writes letter forms of own name <input type="checkbox"/> most letters in name represented (2-) <input type="checkbox"/> name accurately represented (2) 	<p>Understands that alphabetic sound relationships represent words</p> <ul style="list-style-type: none"> <input type="checkbox"/> each spoken word is represented <input type="checkbox"/> representation may be significant or familiar sound for what is said <input type="checkbox"/> may know one or two beginning sight words (ex: I, like, me, the, etc.) 	<p>Assigns letter/sound chunks based on what is heard or seen</p> <ul style="list-style-type: none"> <input type="checkbox"/> chunks of word sounds represented (beginnings and endings) balloon = bn <input type="checkbox"/> interior sounds represented in most words (may be inaccurate) balloon = bhon <input type="checkbox"/> some evidence of sound/letter order within word interiors: balloon - bulon (relying on sound and sight) <input type="checkbox"/> high incidence of invented spelling <input type="checkbox"/> spelling not consistent <input type="checkbox"/> spells most K sight words correctly 	<p>Begins self-correcting/ editing, developing sight vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> invented spelling conforms to consistent spelling patterns (rane for rain) <input type="checkbox"/> vowel(s) present in every word <input type="checkbox"/> short vowels used accurately in cvc words <input type="checkbox"/> some words represented in multi-syllable form <input type="checkbox"/> spells most words from Frye lists 1 & 2 accurately <input type="checkbox"/> most initial and final 2 letter blends used accurately <input type="checkbox"/> most initial and final digraphs used accurately (sh, th, ch, wh)
Direction/Mechanics	<p>Shows clear evidence of control over paper and pages</p> <ul style="list-style-type: none"> <input type="checkbox"/> writing / drawing remains on surface of paper <input type="checkbox"/> uses space thoughtfully <input type="checkbox"/> few examples of "over" or "under" bearing 	<p>Understands the simple directional patterns of text</p> <ul style="list-style-type: none"> <input type="checkbox"/> writes letters to create "text" <input type="checkbox"/> writes name on line and in fixed form 	<p>Shows on-line and line-to-line understanding for direction</p> <ul style="list-style-type: none"> <input type="checkbox"/> writing moves in a fixed direction and appears separate from their name <input type="checkbox"/> may use unconventional means to separate thoughts (lines, dots, etc.) 	<p>Uses line-to-line direction along with one-to-one correspondence</p> <ul style="list-style-type: none"> <input type="checkbox"/> poor penmanship may interfere with message clarity <input type="checkbox"/> some spacing between words <input type="checkbox"/> evidence of return sweep (each new thought may be written on a new line) <input type="checkbox"/> some errors in letter case (capitals where they don't belong - tHe) 	<p>Begins to incorporate direction, spacing and return sweep with punctuation</p> <ul style="list-style-type: none"> <input type="checkbox"/> letter placed appropriately on lines (if hand written) and correct letter formation <input type="checkbox"/> spaces between most words (appropriate - not exaggerated) <input type="checkbox"/> simple end punctuation and capitalizaion adds to message clarity <input type="checkbox"/> capital I used accurately <input type="checkbox"/> fluid return sweep <input type="checkbox"/> few errors in letter case usage

	Late Transitional - Benchmark 6	Bridging - Benchmark 7	Early Self-Extending - Benchmark 8	Late Self-Extending - Benchmark 9	Advanced - Benchmark 10
	6- 6 6+	7- 7 7+	8- 8 8+	9- 9 9+	10- 10 10+
Message	<p>Understands that an informational argument has a main idea</p> <ul style="list-style-type: none"> ___ topic sentence specific to prompt/assignment ___ varies sentence beginnings ___ variety of details ___ beginning signs of variety in sentence structures (simple, compound, complex) ___ beginning signs of variety in sentence types (declarative, interrogative, exclamatory, imperative) ___ signs of message organization: beginning/ middle/end ___ single main idea, sticks to topic ___ figurative language emerging (simile, metaphor) ___ risks errors for developing voice ___ richer word choice emerging ___ closing evident ___ may have two simple paragraphs 	<p>Demonstrates understanding of basic structure and logic of an informational argument</p> <ul style="list-style-type: none"> ___ simple position statement ___ purposeful variety in sentence structure (compound) ___ definitive paragraphs (simple) ___ developing voice ___ lists supporting details ___ beginning to explain how the details connect and support the argument ___ mature word choice emerging ___ simple transitions help with overall flow of the piece (then, so, next, etc.) ___ closing restates position 	<p>Demonstrates understanding of structure and need to define a key issue in an informational argument</p> <ul style="list-style-type: none"> ___ clearly defined position / argument ___ topic sentences thoughtfully developed ___ definitive paragraphs ___ supports/explains argument by developing examples ___ acknowledges the other side / point of view ___ voice engages reader ___ frequent use of richer vocabulary, (asserted instead of said) ___ moderate control of a variety of sentence structures (compound and complex) ___ attempts a variety of transitions to guide flow ___ closing pulls together major supporting points to summarize the position 	<p>Demonstrates an understanding of building support for a key issue in an informational argument</p> <ul style="list-style-type: none"> ___ introduction states position and follows with clarifying remarks ___ effectively supports the position with relevant evidence that includes substantial use of fact; may include some personal experience ___ thoughtfully develops connections to show how the details support the stance ___ excludes extraneous information ___ considers and acknowledges support for opposing argument ___ maintains a voice while writing in the 3rd person ___ sentences vary in both structure and length for attempted stylistic effect ___ precise word choice enhances meaning ___ uses a variety of transitional devices ___ organization of argument links information to draw conclusion(s) 	<p>Demonstrates solid understanding of the evidence and structure needed for a complex informational argument</p> <ul style="list-style-type: none"> ___ introduction states thesis clearly, provides the rationale for the argument, and engages the reader ___ excludes extraneous information ___ paragraphs well organized and sequenced logically ___ clearly connects supporting evidence to thesis ___ begins to integrate the opposing position to enhance the argument ___ voice maintains a formal tone ___ sentences vary in both structure and length, making the reading pleasant and natural, never monotonous ___ precise, vivid languages paints a strong picture ___ effective sequencing within sentences and between paragraphs ___ attempts a formal concluding structure (cause & effect, problem/solution)
Graphophonics	<p>Uses flexible graphophonic system; rapidly developing visual and conventional phonetic abilities</p> <ul style="list-style-type: none"> ___ growing knowledge of vowel usage: double vowels, silent-e, r-controlled vowels, and abstract vowel patterns (ou, ow, oi, au) ___ flexible system including most common sight words and some invented spelling (see Frye lists 1-4) ___ more common multi-syllable words emerging (television, spaghetti) ___ takes spelling risks for richer vocabulary (run-dash, pretty-stunning) ___ accurate spelling of many plurals (s,es,ies) ___ most contractions spelled accurately ___ growing knowledge of complex consonant patterns: 3 letter bends (str, squ), silent consonants (k, w, b), final tch, dge 	<p>Manages a graphophonic system that is fluid; sound-symbol relationships do not interfere with reading or writing</p> <ul style="list-style-type: none"> ___ vowel usage accurate ___ conventional spelling predominant in extended text: r-controlled in stressed syllables (declare, harvest, margin); unstressed syllable vowel patterns (sharpen, golden, button); long vowel patterns in the stressed syllable (afraid, locate, failure); abstract vowel patterns in the stressed syllable (cartoon, avoid, faucet); doubling and e-drop with ed and ing; plurals and possessives (change y to i and add es) ___ takes spelling risks with a variety of multi-syllabic words 	<p>Good command of graphophonic system</p> <ul style="list-style-type: none"> ___ understands silent consonants, (muscle); consonant changes: ss+ion=expression, d-drop +sion=extension, e-drop+ion=education, t-drop+ssion=admission, permission; be-drop+ption=description, prescription; e-drop+ial=official, e-drop +ious=malicious, t+ial=partial, c+ize=publicize ___ understands meaning/spelling connection: ian, ion; ___ understands vowel alternations: long to short, long to schwa, short to schwa ___ accurate use of homonyms and common homophones (if used) (pair, pear, pare; whether, weather; there, their, they're) 	<p>Advanced command of graphophonic system</p> <ul style="list-style-type: none"> ___ a few minor errors in spelling; correct use of suffixes -- ible/able, ant, ance, ancy/ent, ence, ency, ary, i/ery/ory ___ correct word usage including homophones; e.g., capital/capitol, principal/principle, allowed/aloud, its/it's, passed/past 	<p>Complete command of graphophonic system</p> <ul style="list-style-type: none"> ___ precise/rich/clever word choice throughout enhances meaning ___ successfully includes poetic (figurative) language ___ correct use of assimilated prefix: in-relevant=irrelevant
Direction/Mechanics	<p>Uses text with few difficulties that involve direction, spacing, letter formation, mechanics</p> <ul style="list-style-type: none"> ___ few errors in capitalization of words that begin sentences, names, proper nouns and titles of books ___ accurate use of letter case ___ punctuation beyond simple end punctuation which adds to message clarity (commas, apostrophe in possessives or contractions, quotation marks, dash) (may be used inaccurately as knowledge is developing) 	<p>Manages longer text with few difficulties with direction/ mechanics</p> <ul style="list-style-type: none"> ___ indentation of paragraphs ___ capitalization errors rare (less than 3) ___ punctuation variety used to support message clarity (apostrophes w/contractions & possessives; commas in compound sentences) ___ few errors with subject-verb agreement in simple and compound sentences ___ few errors with established point of view ___ knowledge of dialogue punctuation evident (if piece contains dialogue) ___ penmanship neat/legible (if handwritten) 	<p>Manages extensive text with few difficulties with direction/mechanics</p> <ul style="list-style-type: none"> ___ few errors (1-2) subject-verb agreement including complex sentence structures (compound-complex) ___ few errors (1-2) in verb tense agreement ___ punctuation variety used to support message clarity (apostrophe w/plural possessive; commas w/non-essential information: appositives, direct address, interjections; semi-colons attempted) ___ few errors in dialogue punctuation (if dialogue is used) 	<p>Manages extensive text with few difficulties with direction/mechanics</p> <ul style="list-style-type: none"> ___ correct application of common grammatical rules (simple possessives and contractions, agreement, who v. whom, who v. that, well v. good, lie & lay) ___ accurate use and variety of punctuation which adds to message clarity (commas in phrases and clauses) ___ capitalization errors rare (proper nouns) 	<p>Manages extensive text with mature control of direction/mechanics</p> <ul style="list-style-type: none"> ___ uses knowledge of paragraphs effectively to develop and organize ideas ___ complexity and length showcase a wide range of conventions: colon, semi-colon, commas, ellipses, dashes, etc. ___ grammatically correct throughout (proper placement of modifiers, no split infinitives, correct use of which v. that)

11-	11	11:
<p>Skillfully synthesizes evidence to create a complex informational argument</p> <p>__elaborates and develops supporting evidence by making connections between the strands of the argument</p> <p>__consistently integrates and uses the opposing position to enhance the argument</p> <p>__ skillful use of language and distinctive personal style while maintaining a formal tone</p> <p>__sentences are well crafted, with a strong and varied structure that invites oral reading</p> <p>__poetic language emerges (simile, metaphor, other figurative language)</p> <p>__subtle transitions guide thinking</p> <p>__strong closure: the position / argument leads the reader to rethink or reaffirm</p>		
<p>Complete command of graphophonic system</p> <p>__precise/rich/clever word choice throughout enhances meaning</p> <p>__ successfully includes poetic (figurative) language</p> <p>__ correct use of assimilated prefix: in+releveant = irrelevant</p>		
<p>Manages extensive text with mature control of direction/mechanics</p> <p>__uses knowledge of paragraphs effectively to develop and organize ideas</p> <p>__complexity and length showcase a wide range of conventions: colon, semi-colon, commas, ellipses, dashes, etc.</p> <p>__grammatically correct throughout (proper placement of modifiers, no split infinitives, correct use of which v. that)</p>		