

Schoolwide Benchmark Assessment Plan

Language Arts Standards

Test 1 September
Test 2 November

Test 3 January
Test 4 March

Test	Standard	Category	FIRST GRADE		
			Essential Language Standards		
			Reading/Writing		
			FIRST GRADE		
			Kid Friendly Standards		
			Reading		
1	1.4	Word Analysis, Fluency, and Systematic Vocabulary Development	Distinguish initial, medial, and final sounds in single-syllable words.	1.4	I know my beginning, middle, and ending sounds.
1	1.6	Word Analysis, Fluency, and Systematic Vocabulary Development	Create and state a series of rhyming words, including consonant blends.	1.6	I can rhyme words (example: sat, mat)
1	1.7	Word Analysis, Fluency, and Systematic Vocabulary Development	Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i>).	1.7	I can make and change words (example: can – pan/ mat – man)
1	1.9	Word Analysis, Fluency, and Systematic Vocabulary Development	Segment single syllable words into their components (e.g., /c/ a/ t/= cat; /s/ p/ l/ a/ t/= splat; /r/ i/ ch/= rich).	1.9	I can separate words into sounds.
1	2.5	Reading Comprehension	Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).	2.5	I can predict what will happen next in a story by finding the key words.
1	1.6	Written and Oral English Language Conventions	Use knowledge of the basic rules of punctuation and capitalization when writing.	1.6	I remember to begin my sentence with a capital letter. I can use correct punctuation at the end of my sentence.
1	1.7	Written and Oral English Language Conventions	Capitalize the first word of a sentence, names of people, and the pronoun I.	1.7	I know when to use a capital letter.
1	1.1	Writing Strategies	Select a focus when writing	1.1	I can choose topic and write about it.
2	1.5	Word Analysis, Fluency, and Systematic Vocabulary Development	Distinguish long-and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).	1.5	I know my long and short vowels. (example: hat/hate)
2	1.8	Word Analysis, Fluency, and Systematic Vocabulary Development	Blend two to four phonemes into recognizable words (e.g., /c/ a/ t/= cat; /f/ l/ a/ t/= flat).	1.8	I know how to make sounds into words.
2	1.14	Word Analysis, Fluency, and Systematic Vocabulary Development	Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., <i>look, looked, looking</i>).	1.14	I can read words with ed and ing.
2	1.15	Word Analysis, Fluency, and Systematic Vocabulary Development	Read common word families (e.g., -ite, -ate).	1.15	I can read words with the same chunks. (example – nap, cap, lap)
2	2.2	Reading Comprehension	Respond to <i>who, what, when, where, and how</i> questions.	2.2	I can answer, who, what, where, when and how questions.
2	1.1	Written and Oral English Language Conventions	Write and speak in complete, coherent sentences.	1.1	I can write and speak in complete sentences.
2	1.5	Written and Oral English Language Conventions	Use a period, exclamation point, or question mark at the end of sentences.	1.5	I know how to use a period (.), an exclamation point (!), and a question mark (?).

2	2.1	Writing Applications (Genres and Their Characteristics)	Write brief narratives (e.g., fictional, autobiographical) describing an experience.	2.1	I can write a story about something that has happened to me.
3	1.10	Word Analysis, Fluency, and Systematic Vocabulary Development	Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.	1.10	I know the sounds of all letters, most chunks and many buddies. (example: ai, ay)
3	1.11	Word Analysis, Fluency, and Systematic Vocabulary Development	Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).	1.11	I can read and write the sight words. (example: <i>the, said, they</i>)
3	1.13	Word Analysis, Fluency, and Systematic Vocabulary Development	Read compound words and contractions.	1.13	I know my compound words and contractions. (Example: compound = <i>cupcake</i> , contractions = <i>I'll = I will</i>).
3	1.17	Word Analysis, Fluency, and Systematic Vocabulary Development	Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	1.17	I can put words into groups. (Example: types of animals, types of food, types of toys).
3	2.7	Reading Comprehension	Retell the central ideas of simple expository or narrative passages.	2.7	I can tell the main idea of the story.
3	3.1	Literary Response and Analysis	Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.	3.1	I know the plot, setting and character of a story. I know the beginning, middle and end of a story.
3	1.8	Written and Oral English Language Conventions	Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.	1.8	I can spell three and four letter, short-vowel words.
4	1.12	Word Analysis, Fluency, and Systematic Vocabulary Development	Use knowledge of vowel digraphs and <i>r</i> -controlled letter-sound associations to read words.	1.12	I can read words with <i>ar, ir, or, er</i> .
4	3.3	Literary Response and Analysis	Recollect, talk, and write about books read during the school year.	3.3	I can remember, read, and write about books we have read.
4	1.2	Written and Oral English Language Conventions	Identify and correctly use singular and plural nouns.	1.2	I know what a noun is and how to use it. (Example: <i>dog – dogs</i>).
4	1.3	Written and Oral English Language Conventions	Identify and correctly use contractions (e.g., <i>isn't, aren't, can't, won't</i>) and singular possessive pronouns (e.g., <i>my/ mine, his/ her, hers, your/s</i>) in writing and speaking.	1.3	I can use contractions in my writing and speaking. I can use pronouns in writing and speaking (<i>his/her</i>)
4	1.4	Written and Oral English Language Conventions	Distinguish between declarative, exclamatory, and interrogative sentences.	1.4	I know the different types of sentences. (example – questions and exclamatory)
4	2.2	Writing Applications (Genres and Their Characteristics)	Write brief expository descriptions of a real object, person, place, or event, using sensory details.	2.2	I can write about real or made up people and events.

