

Benchmark Behaviors - Wichita Friends School – Kindergarten and First Grade
Teacher: Diana Rankin

Benchmark Writing Behaviors:

At the end of the Kindergarten year, I expect students to:

- ❖ Generate topics and lists for writing
- ❖ Produce writing that makes sense and follows a clear topic.
- ❖ Write a narrative that includes three or four events in order.
- ❖ Produce writing that uses some of the words and phrases from read-aloud, guided reading, and independent reading materials.
- ❖ Reflect on and write a reaction to a story.
- ❖ Read their writing to others.
- ❖ Summarize what they have read and wrote including the main message of the text.
- ❖ Correctly identify and spell all pre-primer and most primer sight words.
- ❖ Write initial and ending sounds to represent newly introduced words.
- ❖ Leave spaces between words.
- ❖ Experiment with punctuation with the use of periods, question marks, and exclamation pints throughout their writing.
- ❖ Begin editing their work and helping other to edit work to make a “best effort” draft.

At the end of the 1st Grade I expect students to:

- ❖ Use a topic sentence that grabs their reader’s attention.
- ❖ Organize texts according to beginning, middle, and end.
- ❖ Include supporting details.
- ❖ Write informational texts on known topics.
- ❖ Demonstrate an awareness of how descriptive language can be used to add interesting details to a story.
- ❖ Use capitalization and punctuation correctly most of the time.
- ❖ Think about how words look visually and use this knowledge to problem-solve on unknown words.
- ❖ Recognize and spell all high-frequency words (sight words) with ease (speed and accuracy improving with practice).
- ❖ Use a word-wall and dictionary to check spellings of unknown words.
- ❖ Demonstrate an awareness of how a thesaurus can help with word meanings and setting the correct tone for a story.
- ❖ Understands the writing process and the purpose of first drafts, revising, editing, final drafts, and publishing.

Benchmark Reading Behaviors:

At the end of the Kindergarten year, I expect students to:
(Early Level Reading Behavior)

- ❖ Display knowledge of several frequently encountered words and use them to monitor reading.
- ❖ Use initial letter cues to cross-check against meaning and structure cues.
- ❖ Initiate problem-solving actions applying phonics as a strategy for word-attack skills when encountering an unknown word.
- ❖ Display understanding of one-to-one matching and does not need to use their finger during most reading.
- ❖ Re-read to confirm meaning and pick up new information for solving problems.
- ❖ Correct errors by matching sources of information.

At the end of the 1st Grade I expect students to:
(Fluent Level Reading Behavior)

- ❖ Acquire rapidly expanding vocabulary and concept knowledge through reading.
- ❖ Apply flexible strategies with good control of visual patterns.
- ❖ Adjusts reading to accommodate author's message and intended purpose.
- ❖ Select books independently and enjoys reading.
- ❖ Read with expression and accuracy at a consistent rate that is comfortable for listeners.
- ❖ Preprocess information before making errors and seldom has to re-start a sentence to self-correct.

Benchmark Mathematics Behaviors:

At the end of the Kindergarten year, I expect students to:

1) Numbers and Operations:

- ❖ Understand numbers, ways of representing numbers, relationships among numbers, and number systems.
- ❖ Understand meanings of operations and how they relate to one another.

2) Algebra:

- ❖ Sort, classify, and order objects according to size, number, and other properties.
- ❖ Recognize, describe, and extend patterns such as sequences of sounds and shapes or simple numeric patterns and translate from one representation to another.
- ❖ Illustrate general properties of addition and subtraction, know and demonstrate how addition and subtraction relate to each other and identify the patterns established with fact families.
- ❖ Describe qualitative change, such as a student growing taller.
- ❖ Describe quantitative change, such as measured growth of 2 inches.

3) Geometry:

- ❖ Recognize, name, build, draw, compare, and sort two and three dimensional shapes.
- ❖ Describe attributes and parts of two and three dimensional shapes.
- ❖ Describe, name, and interpret direction and distance in navigating space.
- ❖ Recognize and apply slides, flips, and turns
- ❖ Recognize and create shapes that have symmetry.
- ❖ Create mental images of geometric shapes using spatial memory and spatial visualization.
- ❖ Recognize geometric shapes and structures in the environment and specify their location.

4) Measurement:

- ❖ Understand measurable attributes of length, volume, weight, area, and time.
- ❖ Compare and order objects according to these attributes.
- ❖ Understand how to measure using nonstandard and standard units.

5) Data Analysis and Probability:

- ❖ Pose questions and gather data about themselves and their surroundings.
- ❖ Sort and classify objects according to their attributes and organize data about the objects.
- ❖ Represent data using concrete objects, pictures, and graphs.

- ❖ Discuss events related to the students' experiences as likely or unlikely.

At the end of the 1st Grade I expect students to:

1) Numbers and Operations:

- ❖ Compute using addition and subtraction with ease (speed and accuracy improving with practice).
- ❖ Beginning to combine sets in such a way as to understand the principles of multiplication and division.

2) Algebra:

- ❖ Analyze how both repeating and growing patterns are generated.
- ❖ Model situations that involve addition and subtraction of whole numbers using objects, pictures, and symbols.

3) Geometry:

- ❖ Recognize and represent shapes from different perspectives.
- ❖ Relate ideas in geometry to ideas in number and measurement.
- ❖ Apply ideas about direction and distance to reading two dimensional maps and 3 dimensional models.

4) Measurement:

- ❖ Select and use an appropriate unit and tool for the attribute being measured.
- ❖ Use repetition of a single unit to measure something larger. Using addition to find the total measure.
- ❖ Develop common benchmarks for measures to make comparisons and estimates.

5) Data Analysis and Probability:

- ❖ Describe parts of the data collected and the set of data as a whole to determine what the data show.
- ❖ Discuss the degree of likelihood using such terms as certain, equally likely, and impossible.
- ❖ Predict the probability of specific outcomes of simple experiments and test the predictions.