

Hasbrouck Heights School District

First Grade Benchmarks

READING

1) Reads at grade level.

Trimester	1	2	3	4
1st	Student is independently reading at Level C or below.	Student is independently reading at Level D or E.	Student is independently reading at Level F or G.	Student is independently reading at Level H or above.
2nd	Student is independently reading at Level E or below.	Student is independently reading at Level F or G.	Student is independently reading at Level H, I, or J.	Student is independently reading at Level K or above.
3rd	Student is independently reading at Level F or below.	Student is independently reading at Level G or H.	Student is independently reading at Level I, J, or K.	Student is independently reading at Level L or above.
<i>Reading Level is determined through the Teachers College Reading Running Records Benchmark Assessments.</i>				

2) Uses a variety of print strategies to decode (pictures, context, phonics).

Trimester	1	2	3	4
1st	<p>Student is unable or rarely able to use print strategies to decode which include:</p> <ul style="list-style-type: none"> recognize and use beginning sounds. make sure reading makes sense. use internal parts of words with beginnings and endings. 	<p>Student is sometimes able to use print strategies to decode which include:</p> <ul style="list-style-type: none"> recognize and use beginning sounds. make sure reading makes sense. use internal parts of words with beginnings and endings. 	<p>Student is consistently able to use print strategies to decode which include:</p> <ul style="list-style-type: none"> recognize and use beginning sounds. make sure reading makes sense. use internal parts of words with beginnings and endings. 	<p>Student is consistently able to use print strategies in above grade level text to decode which include:</p> <ul style="list-style-type: none"> recognize and use beginning sounds. make sure reading makes sense. use internal parts of words with beginnings and endings.

Hasbrouck Heights School District

First Grade Benchmarks

	<ul style="list-style-type: none"> ● read high-frequency words automatically. ● notice errors and crosscheck with unused sources of information. ● distinguish between information provided by pictures and information provided by words in a text. 	<ul style="list-style-type: none"> ● read high-frequency words automatically. ● notice errors and crosscheck with unused sources of information. ● distinguish between information provided by pictures and information provided by words in a text. 	<ul style="list-style-type: none"> ● read high-frequency words automatically. ● notice errors and crosscheck with unused sources of information. ● distinguish between information provided by pictures and information provided by words in a text. 	<ul style="list-style-type: none"> ● read high-frequency words automatically. ● notice errors and crosscheck with unused sources of information. ● distinguish between information provided by pictures and information provided by words in a text.
2nd	<p>Student is unable or rarely able to use print strategies to decode which include:</p> <ul style="list-style-type: none"> ● recognize and use beginning and ending sounds. ● keep the accumulating story events (or content) in mind. ● use meaning of accumulated text to figure out unfamiliar words. ● to stop and correct at the point of error. 	<p>Student is sometimes able to use print strategies to decode which include:</p> <ul style="list-style-type: none"> ● recognize and use beginning and ending sounds. ● keep the accumulating story events (or content) in mind. ● use meaning of accumulated text to figure out unfamiliar words. ● to stop and correct at the point of error. 	<p>Student is consistently able to use print strategies to decode which include:</p> <ul style="list-style-type: none"> ● identifies and decodes using beginning and ending sounds. ● keep the accumulating story events (or content) in mind. ● use meaning of accumulated text to figure out unfamiliar words. ● to stop and correct at the point of error. 	<p>Student is consistently able to use print strategies in above grade level text to decode which include:</p> <ul style="list-style-type: none"> ● identifies and decodes using beginning, ending, and middle (vowel) sounds. ● keep the accumulating story events (or content) in mind. ● use meaning of accumulated text to figure out unfamiliar words. ● to stop and correct at the point of error.
3rd	<p>Student is unable or rarely able to use print strategies to decode which include:</p> <ul style="list-style-type: none"> ● recognize and use beginning, ending, and middle (vowel) sounds. ● reread and self-correct at points of error. 	<p>Student is sometimes able to use print strategies to decode which include:</p> <ul style="list-style-type: none"> ● recognize and use beginning, ending, and middle (vowel) sounds. ● reread and self-correct at points of error. 	<p>Student is consistently able to use print strategies to decode which include:</p> <ul style="list-style-type: none"> ● identifies and decodes using beginning, ending, and middle (vowel) sounds. ● reread and self-correct at points of error. 	<p>Student is consistently able to use print strategies in above grade level text to decode which include:</p> <ul style="list-style-type: none"> ● decodes unknown and complex/multisyllable words using all phonemes (blends, digraphs, diphthongs). ● reread and self-correct at points of error.

Hasbrouck Heights School District

First Grade Benchmarks

	<ul style="list-style-type: none"> • monitor for all sources of information. • use an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text. • solve unknown words with relative ease. 	<ul style="list-style-type: none"> • monitor for all sources of information. • use an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text. • solve unknown words with relative ease. 	<ul style="list-style-type: none"> • monitor for all sources of information. • use an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text. • solve unknown words with relative ease. 	<ul style="list-style-type: none"> • monitor for all sources of information. • use an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text. • solve unknown words with relative ease.
--	--	--	--	--

3) Recognizes sight words.

Trimester	1	2	3	4
1st	Student recognizes fewer than 50 sight words on Word Identification Assessment.	Student recognizes 50-74 sight words on Word Identification Assessment.	Student recognizes 75-85 sight words on Word Identification Assessment.	Student recognizes 85 or more sight words on Word Identification Assessment.
2nd	Student recognizes fewer than 75 sight words on Word Identification Assessment.	Student recognizes 75-100 sight words on Word Identification Assessment.	Student recognizes 100-110 sight words on Word Identification Assessment.	Student recognizes 110 or more sight words on Word Identification Assessment.
3rd	Student recognizes fewer than 100 sight words on Word Identification Assessment.	Student recognizes 100-124 sight words on Word Identification Assessment.	Student recognizes 125 sight words on Word Identification Assessment.	Student recognizes more than 125 sight words on Word Identification Assessment.

Hasbrouck Heights School District

First Grade Benchmarks

4) Reads with comprehension (Retells story with accuracy).

Trimester	1	2	3	4
1st	Student is unable or rarely able to retell big events from a story.	Student is sometimes able to retell big events from a story.	Student can consistently retell big events from a story.	Student can consistently retell events from a story in higher level books.
2nd	Student is unable or rarely able to retell big events from a story in sequence, beginning/middle/end.	Student is sometimes able to retell big events from a story in sequence, beginning/middle/end.	Student can consistently retell big events from a story in sequence, beginning/middle/end.	Student can consistently retell big events from a story using details, including characters, setting, and problem solution.
3rd	Student is unable or rarely able to retell big events from a story in sequence, beginning/middle/end.	Student is sometimes able to retell big events from a story in sequence, beginning/middle/end.	Student consistently uses details including characters, setting, and problem solution while summarizing a story.	Student consistently uses details including characters, setting, and problem solution while summarizing a more complex story.

5) Reads with fluency (expression, phrasing, rate, accuracy).

Trimester	1	2	3	4
1st	Student reads many letters slowly and inaccurately; reads with little expression.	Student reads most letters accurately and fluently; matches expression to pictures.	Student reads letters accurately and quickly; matches expression to pictures, ending punctuation, and bold words.	Student read letters and “cvc” words fluently and accurately; matches expression to surprising events and character’s feelings.
2nd	Student reads most letters accurately; matches expression to pictures.	Student reads letters accurately and quickly; matches expression to pictures, ending punctuation, and bold words.	Student read letters and “cvc” words fluently and accurately; matches expression to surprising events and character’s feelings.	Student reads short vowel words fluently and accurately; matches expression to character’s actions, important ideas.
3rd	Student reads letters accurately and quickly; matches expression to pictures, ending punctuation, and bold words.	Student reads letters and “cvc” words fluently and accurately; matches expression to surprising events and character’s feelings.	Student reads short vowel words fluently and accurately; matches expression to character’s actions, important ideas.	Student reads long vowel words accurately; changes expression during reading.

Hasbrouck Heights School District

First Grade Benchmarks

6) Demonstrates stamina during independent reading.

Trimester	1	2	3	4
1st	Student is unable or rarely able to sustain attention for 10 minutes.	Student is approaching reading stamina of 10-15 minutes.	Student consistently sustains attention during independent reading for 15 minutes.	Student consistently sustains attention during independent reading for more than 15 minutes.
2nd	Student is unable or rarely able to sustain attention for 15 minutes.	Student is approaching reading stamina of 15-20 minutes	Student consistently sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for more than 20 minutes.
3rd	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 20-25 minutes	Student consistently sustains attention during independent reading for 25 minutes.	Student consistently sustains attention during independent reading for more than 25 minutes.