

# BENCHMARK REPORT

## ENGLISH LANGUAGE ARTS GRADE K



<b>DOMAIN: Reading Standards for Literature</b>		
Actively engage in group reading activities with purpose and understanding.		
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Key Ideas and Details (KID)</i></b>
	<b>K.RL.KID.1</b>	<b>1. With prompting and support, ask and answer questions about key details in a text.</b>
	K.RL.KID.1.1.c	Ask questions about key details in a story or poem
	K.RL.KID.1.2.c	Respond to questions about key details in a story or poem
	<b>K.RL.KID.2</b>	<b>2. With prompting and support, retell familiar stories, including key details.</b>
	K.RL.KID.2.1.b	Retell familiar stories including key details
	<b>K.RL.KID.3</b>	<b>3. With prompting and support, identify characters, settings, and major events in a story.</b>
	K.RL.KID.3.1.c	Respond to questions about the main characters in a story
	K.RL.KID.3.2.c	Respond to questions about the setting of a story
	K.RL.KID.3.3.c	Respond to questions about the major events in a story
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Craft and Structure (CAS)</i></b>
	<b>K.RL.CAS.4</b>	<b>4. Ask and answer questions about unknown words in a text.</b>
	K.RL.CAS.4.1.c	Ask questions about the meaning of an unfamiliar word in a story or poem
	K.RL.CAS.4.2.c	Respond to questions about the meaning of an unfamiliar word in a story or poem
	<b>K.RL.CAS.5</b>	<b>5. Recognize common types of texts (e.g., storybooks, poems).</b>
	K.RL.CAS.5.1.a	Identify the characteristics of storybooks and poems
	<b>K.RL.CAS.6</b>	<b>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</b>
	K.RL.CAS.6.1.a	Name the author of a story
	K.RL.CAS.6.2.a	Name the illustrator of a story
	K.RL.CAS.6.3.b	Explain the role of an author in telling a story
	K.RL.CAS.6.4.b	Explain the role of an illustrator in telling a story
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Integration of Knowledge and Ideas (IKI)</i></b>
	<b>K.RL.IKI.7</b>	<b>7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</b>
	K.RL.IKI.7.1.b	Explain an event in a story by using an illustration
	<b>K.RL.IKI.9</b>	<b>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</b>
	K.RL.IKI.9.1.b	Compare and contrast the experiences of characters in a familiar story
<b>DOMAIN: Reading Standards: Foundational Skills</b>		
Actively engage in group reading activities with purpose and understanding.		
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Print Concepts (PC)</i></b>
	<b>K.RF.PC.1</b>	<b>1. Demonstrate understanding of the organization and basic features of print.</b>
	K.RF.PC.1.1.a	Locate words in print from left to right, top to bottom, and page by page
	K.RF.PC.1.2.b	Relate a sequence of letters in print to a spoken word
	K.RF.PC.1.3.b	Determine the meaning of words and spaces in print
	K.RF.PC.1.4-1.a	Recognize all upper- and lowercase letters of the alphabet
	K.RF.PC.1.4-2.a	Name all upper- and lowercase letters of the alphabet
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Phonological Awareness (PA)</i></b>
	<b>K.RF.PA.2</b>	<b>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
	K.RF.PA.2.1-1.a	Recognize rhyming in spoken words
	K.RF.PA.2.1-2.c	Pronounce rhyming words
	K.RF.PA.2.2-1.c	Pronounce syllables in spoken words
	K.RF.PA.2.2-2.a	Blend syllables in spoken words
	K.RF.PA.2.2-3.a	Count syllables in spoken words
	K.RF.PA.2.2-4.c	Segment syllables in spoken words
	K.RF.PA.2.3-1.c	Blend and segment onsets of single-syllable spoken words
	K.RF.PA.2.3-2.c	Blend and segment rhymes of single-syllable spoken words

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	K.RF.PA.2.4-1.a	Identify the initial, medial vowel, and final, and final sounds in most three-phoneme spoken words
	K.RF.PA.2.4-2.c	Pronounce the initial, medial vowel, and final sounds in most three-phoneme spoken words
	K.RF.PA.2.5.c	Create new one-syllable words by adding or substituting individual sounds in spoken words
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Phonics and Word Recognition (PWR)</i></b>
	<b>K.RF.PWR.3</b>	<b>3. Know and apply grade-level phonics and word analysis skills in decoding words.</b>
	K.RF.PWR.3.1.c	Pronounce the primary or most frequent sounds for each consonant
	K.RF.PWR.3.2.b	Relate the long and short sounds of the five major vowels with their graphemes
	K.RF.PWR.3.3.b	Read common high-frequency words by sight
	K.RF.PWR.3.4.b	Distinguish between similarly spelled one syllable words by identifying different letter sounds
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Fluency (FLU)</i></b>
	<b>K.RF.FLU.4</b>	<b>4. Read emergent-reader texts with purpose and understanding.</b>
	K.RF.FLU.4.1.c	Read emergent-reader texts fluently with purpose and understanding
<b>DOMAIN: Reading Standards for Informational Text</b>		
Actively engage in group reading activities with purpose and understanding.		
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Key Ideas and Details (KID)</i></b>
	<b>K.RI.KID.1</b>	<b>1. With prompting and support, ask and answer questions about key details in a text.</b>
	K.RI.KID.1.1.c	Ask questions about key details in an informational text
	K.RI.KID.1.2.c	Respond to questions about key details in an informational text
	<b>K.RI.KID.2</b>	<b>2. With prompting and support, identify the main topic and retell key details of a text.</b>
	K.RI.KID.2.1.b	Identify the main topic of an informational text
	K.RI.KID.2.2.b	Retell key details found in an informational text
	<b>K.RI.KID.3</b>	<b>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</b>
	K.RI.KID.3.1.b	Relate two individuals or events from an informational text
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Craft and Structure (CAS)</i></b>
	<b>K.RI.CAS.4</b>	<b>4. With prompting and support, ask and answer questions about unknown words in a text.</b>
	K.RI.CAS.4.1.c	Ask questions about the meaning of unknown words in an informational text
	K.RI.CAS.4.2.c	Respond to questions about the meaning of unknown words in an informational text
	<b>K.RI.CAS.5</b>	<b>5. Identify the front cover, back cover, and title page of a book.</b>
	K.RI.CAS.5.1.a	Identify the front cover, back cover, and title page of an informational book
	<b>K.RI.CAS.6</b>	<b>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</b>
	K.RI.CAS.6.1.a	Identify the author of an informational book
	K.RI.CAS.6.2.a	Identify the illustrator of an informational book
	K.RI.CAS.6.3-1.b	Explain the role of an author of an informational book in presenting ideas or information
	K.RI.CAS.6.3-2.b	Explain the role of an illustrator of an informational book in presenting ideas or information
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Integration of Knowledge and Ideas (IKI)</i></b>
	<b>K.RI.IKI.7</b>	<b>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</b>
	K.RI.IKI.7.1.b	Relate the content of an illustration to the text written in an informational book
	<b>K.RI.IKI.8</b>	<b>8. With prompting and support, identify the reasons an author gives to support points in a text.</b>
	K.RI.IKI.8.1.b	Analyze how an author uses reasons to support points in an informational text
	<b>K.RI.IKI.9</b>	<b>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</b>
	K.RI.IKI.9.1.b	Identify similarities and differences between two informational texts on the same topic
<b>DOMAIN: Writing Standards</b>		

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Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Text Types and Purposes (TTP)</i></b>
	<b>K.W.TTP.1</b>	<b>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</b>
	K.W.TTP.1.1.c	Draw pictures to express an opinion about a topic
	K.W.TTP.1.2.c	State an opinion or preference about a topic or book
	K.W.TTP.1.3.c	Write an opinion about a topic using a combination of drawing, dictating, and writing
	K.W.TTP.1.4.c	Integrate drawing, dictating, and writing to compose an opinion piece
	<b>K.W.TTP.2</b>	<b>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</b>
	K.W.TTP.2.1.c	Draw pictures to convey information about a topic
	K.W.TTP.2.2.c	Explain information about a topic
	K.W.TTP.2.3.c	Write an informative/explanatory piece using a combination of drawing, dictating, and writing
	K.W.TTP.2.4.c	Integrate drawing, explaining, and writing to compose an informative/explanatory piece
	<b>K.W.TTP.3</b>	<b>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</b>
	K.W.TTP.3.1.c	Draw pictures to narrate an event or a series of events
	K.W.TTP.3.2.c	Describe an event or several loosely linked events when writing a narrative
	K.W.TTP.3.3.c	Write to narrate a single or loosely linked events
	K.W.TTP.3.4.c	Integrate drawing, dictating, and writing to compose a narrative about an event
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Production and Distribution of Writing (PDW)</i></b>
	<b>K.W.PDW.5</b>	<b>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</b>
	K.W.PDW.5.1.b	Strengthen writing based on comments and suggestions before producing and distributing writing
	K.W.PDW.5.2.b	Edit writing to include sufficient details before it is produced and distributed
	<b>K.W.PDW.6</b>	<b>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</b>
	K.W.PDW.6.1.c	Use a variety of digital tools to produce and publish writing
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Research to Build and Present Knowledge (RBK)</i></b>
	<b>K.W.RBK.7</b>	<b>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</b>
	K.W.RBK.7.1.c	Participate in shared research projects
	K.W.RBK.7.2.c	Participate in shared writing projects
	<b>K.W.RBK.8</b>	<b>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b>
	K.W.RBK.8.1.a	Recall information from experiences to include in a shared research project
	K.W.RBK.8.2.b	Gather information from provided sources to answer a question used in a shared research project
<b>DOMAIN: Speaking and Listening Standards</b>		
Actively engage in individual and group speaking and listening activities.		
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Comprehension and Collaboration (CAC)</i></b>
	<b>K.SL.CAC.1</b>	<b>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</b>
	K.SL.CAC.1.1.c	Follow agreed-upon rules in a group discussion
	K.SL.CAC.1.2.c	Engage in a conversation by demonstrating multiple exchanges during a group discussion
	<b>K.SL.CAC.2</b>	<b>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</b>
	K.SL.CAC.2.1.c	Ask questions about key details to confirm understanding of information presented orally

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	K.SL.CAC.2.2.c	Answer questions about key details to confirm understanding of information presented orally
	<b>K.SL.CAC.3</b>	<b>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b>
	K.SL.CAC.3.1.c	Ask questions about the meaning of information presented orally
	K.SL.CAC.3.2.c	Answer questions about information presented orally in order to demonstrate understanding
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Presentation of Knowledge and Ideas (PKI)</i></b>
	<b>K.SL.PKI.4</b>	<b>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</b>
	K.SL.PKI.4.1.c	Describe familiar people, places, things, and events in an oral presentation
	K.SL.PKI.4.2.c	Respond to questions to provide additional detail in an oral presentation
	<b>K.SL.PKI.5</b>	<b>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</b>
	K.SL.PKI.5.1.c	Use drawings or other visual displays to provide details when presenting information orally
	<b>K.SL.PKI.6</b>	<b>6. Speak audibly and express thoughts, feelings, and ideas clearly.</b>
	K.SL.PKI.6.1.c	Speak audibly in an oral presentation about familiar people, places, things, and events
	K.SL.PKI.6.2.c	Convey thoughts, feelings, and ideas clearly when giving an oral presentation
<b>DOMAIN: Language Standards</b>		
Actively engage in individual and group language activities.		
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Conventions of Standard English (CSE)</i></b>
	<b>K.L.CSE.1</b>	<b>1. Demonstrate command of standard English grammar and usage when writing or speaking.</b>
	K.L.CSE.1.1.b	Print upper- and lowercase letters when writing
	K.L.CSE.1.2-1.c	Use frequently occurring nouns when speaking
	K.L.CSE.1.2-2.c	Use frequently occurring verbs when speaking
	K.L.CSE.1.3.b	Construct regular plural nouns by adding /s/or/es/
	K.L.CSE.1.4-1.c	Identify words that ask a question
	K.L.CSE.1.4-2.c	Use question words when asking a question orally
	K.L.CSE.1.5.c	Use frequently occurring prepositions when speaking
	K.L.CSE.1.6-1.c	Produce complete sentences when speaking
	K.L.CSE.1.6-2.c	Expand complete sentences when speaking
	<b>K.L.CSE.2</b>	<b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
	K.L.CSE.2.1.c	Capitalize the first word in a sentence and the pronoun "I" when writing
	K.L.CSE.2.2.a	Name end punctuation
	K.L.CSE.2.3.c	Print a letter for consonant and short-vowel sounds
	K.L.CSE.2.4.c	Spell simple words phonetically
<b>Status:</b>	<b>OCS Code:</b>	<b>Strand: <i>Vocabulary Acquisition and Use (VAU)</i></b>
	<b>K.L.VAU.4</b>	<b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</b>
	K.L.VAU.4.1-1.b	Determine a new meaning for a familiar word
	K.L.VAU.4.1-2.b	Apply new meanings for familiar words to new contexts
	K.L.VAU.4.2-1.b	Identify the meaning of an unknown word or phrase based on inflections of spoken language
	K.L.VAU.4.2-2.b	Identify the meaning of an unknown word or phrase based on frequently occurring affixes
	<b>K.L.VAU.5</b>	<b>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</b>
	K.L.VAU.5.1.b	Categorize common objects
	K.L.VAU.5.2.b	Relate frequently occurring verbs and adjectives to their opposites
	K.L.VAU.5.3.a	Identify real-life connections between words and their uses
	K.L.VAU.5.4.b	Distinguish between the meaning of verbs that describe the same general action

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	<b>K.L.VAU.6</b>	<b>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</b>
	K.L.VAU.6.1.c	Use words and phrases acquired through conversation
	K.L.VAU.6.2.c	Use words and phrases acquired through reading and being read to
	K.L.VAU.6.3.c	Use words and phrases acquired through responding to texts