BENCHMARKS WITH EXAMPLES REPORT
ENGLISH LANGUAGE ARTS GRADE K

DOMAIN: Reading Standards for Literature					
Actively engage in group reading activities with purpose and understanding.					
Status:	**OCS Code:**	**Strand:** *Key Ideas and Details (KID)*	**Examples and Notes:**	**CCSS Code:**	**CRS Strand:**
	K.RL.KID.1	**1. With prompting and support, ask and answer questions about key details in a text.**			
	K.RL.KID.1.1.c	Ask questions about key details in a story or poem	note: With prompting and support. e.g., For a variety of literary texts consider adventure stories, folktales, legends, fables, fantasy, realistic fiction, myths, drama, nursery rhymes, narrative poems, limericks, and free verse	RL.K.1	SUP
	K.RL.KID.1.2.c	Respond to questions about key details in a story or poem	Note: With prompting and support. e.g., For a variety of literary texts consider adventure stories, folktales, legends, fables, fantasy, realistic fiction, myths, drama, nursery rhymes, narrative poems, limericks, and free verse	RL.K.1	SUP
	K.RL.KID.2	**2. With prompting and support, retell familiar stories, including key details.**			
	K.RL.KID.2.1.b	Retell familiar stories including key details	Note: With prompting and support.	RL.K.2	SUP
	K.RL.KID.3	**3. With prompting and support, identify characters, settings, and major events in a story.**			
	K.RL.KID.3.1.c	Respond to questions about the main characters in a story	Note: With prompting and support.	RL.K.3	SUP
	K.RL.KID.3.2.c	Respond to questions about the setting of a story	Note: With prompting and support.	RL.K.3	SUP
	K.RL.KID.3.3.c	Respond to questions about the major events in a story	Note: With prompting and support.	RL.K.3	SUP
Status:	**OCS Code:**	**Strand:** *Craft and Structure (CAS)*	**Examples and Notes:**	**CCSS Code:**	**CRS Strand:**
	K.RL.CAS.4	**4. Ask and answer questions about unknown words in a text.**			
	K.RL.CAS.4.1.c	Ask questions about the meaning of an unfamiliar word in a story or poem	Note: Help students learn how to use words in context.	RL.K.4	MOW
	K.RL.CAS.4.2.c	Respond to questions about the meaning of an unfamiliar word in a story or poem		RL.K.4	MOW
	K.RL.CAS.5	**5. Recognize common types of texts (e.g., storybooks, poems).**			
	K.RL.CAS.5.1.a	Identify the characteristics of storybooks and poems		RL.K.5	
	K.RL.CAS.6	**6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.**			
	K.RL.CAS.6.1.a	Name the author of a story	Note: With prompting and support.	RL.K.6	
	K.RL.CAS.6.2.a	Name the illustrator of a story	Note: With prompting and support.	RL.K.6	
	K.RL.CAS.6.3.b	Explain the role of an author in telling a story	Note: With prompting and support.	RL.K.6	MID
	K.RL.CAS.6.4.b	Explain the role of an illustrator in telling a story	Note: With prompting and support.	RL.K.6	
Status:	**OCS Code:**	**Strand:** *Integration of Knowledge and Ideas (IKI)*	**Examples and Notes:**	**CCSS Code:**	**CRS Strand:**
	K.RL.IKI.7	**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).**			
	K.RL.IKI.7.1.b	Explain an event in a story by using an illustration	Note: With prompting and support. e.g., What moment in a story an illustration depicts.	RL.K.7	
	K.RL.IKI.9	**9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.**			

Status:	OCS Code:		Examples and Notes:	CCSS Code:	CRS Strand:
	K.RL.IKI.9.1.b	Compare and contrast the experiences of characters in a familiar story	e.g., Experiences include adventures. Note: With prompting and support.	RL.K.9	REL
colspan="6"	**DOMAIN: Reading Standards: Foundational Skills**
colspan="6"	Actively engage in group reading activities with purpose and understanding.
Status:	**OCS Code:**	**Strand:** *Print Concepts (PC)*	**Examples and Notes:**	**CCSS Code:**	**CRS Strand:**
	K.RF.PC.1	**1. Demonstrate understanding of the organization and basic features of print.**			
	K.RF.PC.1.1.a	Locate words in print from left to right, top to bottom, and page by page		RF.K.1a	
	K.RF.PC.1.2.b	Relate a sequence of letters in print to a spoken word		RF.K.1b	
	K.RF.PC.1.3.b	Determine the meaning of words and spaces in print		RF.K.1c	
	K.RF.PC.1.4-1.a	Recognize all upper- and lowercase letters of the alphabet		RF.K.1d	
	K.RF.PC.1.4-2.a	Name all upper- and lowercase letters of the alphabet		RF.K.1d	
Status:	**OCS Code:**	**Strand:** *Phonological Awareness (PA)*	**Examples and Notes:**	**CCSS Code:**	**CRS Strand:**
	K.RF.PA.2	**2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**			
	K.RF.PA.2.1-1.a	Recognize rhyming in spoken words		RF.K.2a	
	K.RF.PA.2.1-2.c	Pronounce rhyming words		RF.K.2a	
	K.RF.PA.2.2-1.c	Pronounce syllables in spoken words	Note: A syllable is a unit of pronunciation that forms a word.	RF.K.2b	
	K.RF.PA.2.2-2.a	Blend syllables in spoken words		RF.K.2b	
	K.RF.PA.2.2-3.a	Count syllables in spoken words		RF.K.2b	
	K.RF.PA.2.2-4.c	Segment syllables in spoken words		RF.K.2b	
	K.RF.PA.2.3-1.c	Blend and segment onsets of single-syllable spoken words		RF.K.2c	
	K.RF.PA.2.3-2.c	Blend and segment rhymes of single-syllable spoken words		RF.K.2c	
	K.RF.PA.2.4-1.a	Identify the initial, medial vowel, and final, and final sounds in most three-phoneme spoken words	Note: Final sounds are phonemes. Three-phoneme words include a consonant-vowel-consonant or CVC words. This does not include CVCs ending with l, r, or x.	RF.K.2d	
	K.RF.PA.2.4-2.c	Pronounce the initial, medial vowel, and final sounds in most three-phoneme spoken words	Note: Final sounds are phonemes. Three-phoneme words include a consonant-vowel-consonant or CVC words. This does not include CVCs ending with l, r, or x.	RF.K.2d	
	K.RF.PA.2.5.c	Create new one-syllable words by adding or substituting individual sounds in spoken words	Note: Individual sounds are phonemes.	RF.K.2e	
Status:	**OCS Code:**	**Strand:** *Phonics and Word Recognition (PWR)*	**Examples and Notes:**	**CCSS Code:**	**CRS Strand:**
	K.RF.PWR.3	**3. Know and apply grade-level phonics and word analysis skills in decoding words.**			
	K.RF.PWR.3.1.c	Pronounce the primary or most frequent sounds for each consonant	e.g., Basic knowledge of one-to-one letter-sound correspondences	RF.K.3a	
	K.RF.PWR.3.2.b	Relate the long and short sounds of the five major vowels with their graphemes	Note: "Spellings" is synonymous with "graphemes."	RF.K.3b	
	K.RF.PWR.3.3.b	Read common high-frequency words by sight	e.g., The, of, to, you, she, my is, are, do, does	RF.K.3c	
	K.RF.PWR.3.4.b	Distinguish between similarly spelled one syllable words by identifying different letter sounds		RF.K.3d	
Status:	**OCS Code:**	**Strand:** *Fluency (FLU)*	**Examples and Notes:**	**CCSS Code:**	**CRS Strand:**
	K.RF.FLU.4	**4. Read emergent-reader texts with purpose and understanding.**			
	K.RF.FLU.4.1.c	Read emergent-reader texts fluently with purpose and understanding		RF.K.4	
colspan="6"	**DOMAIN: Reading Standards for Informational Text**

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		Actively engage in group reading activities with purpose and understanding.			
Status:	**OCS Code:**	**Strand:** *Key Ideas and Details (KID)*	**Examples and Notes:**	**CCSS Code:**	**CRS Strand:**
	K.RI.KID.1	**1. With prompting and support, ask and answer questions about key details in a text.**			
	K.RI.KID.1.1.c	Ask questions about key details in an informational text	Note: With prompting and support.	RI.K.1	SUP
	K.RI.KID.1.2.c	Respond to questions about key details in an informational text	Note: With prompting and support.	RI.K.1	SUP
	K.RI.KID.2	**2. With prompting and support, identify the main topic and retell key details of a text.**			
	K.RI.KID.2.1.b	Identify the main topic of an informational text	Note: With prompting and support.	RI.K.2	MID
	K.RI.KID.2.2.b	Retell key details found in an informational text	Note: With prompting and support.	RI.K.2	SUP
	K.RI.KID.3	**3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.**			
	K.RI.KID.3.1.b	Relate two individuals or events from an informational text	Note: With prompting and support.	RI.K.3	REL
Status:	**OCS Code:**	**Strand:** *Craft and Structure (CAS)*	**Examples and Notes:**	**CCSS Code:**	**CRS Strand:**
	K.RI.CAS.4	**4. With prompting and support, ask and answer questions about unknown words in a text.**			
	K.RI.CAS.4.1.c	Ask questions about the meaning of unknown words in an informational text	Note: With prompting and support.	RI.K.4	MOW
	K.RI.CAS.4.2.c	Respond to questions about the meaning of unknown words in an informational text	Note: With prompting and support.	RI.K.4	MOW
	K.RI.CAS.5	**5. Identify the front cover, back cover, and title page of a book.**			
	K.RI.CAS.5.1.a	Identify the front cover, back cover, and title page of an informational book		RI.K.5	
	K.RI.CAS.6	**6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.**			
	K.RI.CAS.6.1.a	Identify the author of an informational book		RI.K.6	
	K.RI.CAS.6.2.a	Identify the illustrator of an informational book		RI.K.6	
	K.RI.CAS.6.3-1.b	Explain the role of an author of an informational book in presenting ideas or information		RI.K.6	MID
	K.RI.CAS.6.3-2.b	Explain the role of an illustrator of an informational book in presenting ideas or information		RI.K.6	
Status:	**OCS Code:**	**Strand:** *Integration of Knowledge and Ideas (IKI)*	**Examples and Notes:**	**CCSS Code:**	**CRS Strand:**
	K.RI.IKI.7	**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).**			
	K.RI.IKI.7.1.b	Relate the content of an illustration to the text written in an informational book	Note: With prompting and support. e.g., What person, place, thing, or idea in the text an illustration depicts	RI.K.7	REL
	K.RI.IKI.8	**8. With prompting and support, identify the reasons an author gives to support points in a text.**			
	K.RI.IKI.8.1.b	Analyze how an author uses reasons to support points in an informational text	Note: With prompting and support.	RI.K.8	GEN
	K.RI.IKI.9	**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).**			
	K.RI.IKI.9.1.b	Identify similarities and differences between two informational texts on the same topic	e.g., In illustrations, descriptions, or procedures. Note: With prompting and support.	RI.K.9	REL
		DOMAIN: Writing Standards			
		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.			
Status:	**OCS Code:**	**Strand:** *Text Types and Purposes (TTP)*	**Examples and Notes:**	**CCSS Code:**	**CRS Strand:**

Status:	OCS Code:		Examples and Notes:	CCSS Code:	CRS Strand:
	K.W.TTP.1	**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., My favorite book is . . .).**			
	K.W.TTP.1.1.c	Draw pictures to express an opinion about a topic		WK.1	
	K.W.TTP.1.2.c	State an opinion or preference about a topic or book	e.g., My favorite book is…	WK.1	
	K.W.TTP.1.3.c	Write an opinion about a topic using a combination of drawing, dictating, and writing		WK.1	TOD
	K.W.TTP.1.4.c	Integrate drawing, dictating, and writing to compose an opinion piece	Note: An opinion piece might tell what is being written about and provide an opinion or preference about a topic or book.	WK.1	
	K.W.TTP.2	**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.**			
	K.W.TTP.2.1.c	Draw pictures to convey information about a topic		WK.2	
	K.W.TTP.2.2.c	Explain information about a topic		WK.2	
	K.W.TTP.2.3.c	Write an informative/explanatory piece using a combination of drawing, dictating, and writing		WK.2	TOD
	K.W.TTP.2.4.c	Integrate drawing, explaining, and writing to compose an informative/explanatory piece	Note: An informative/explanatory piece might tell what is being written about and supply some information about the topic.	WK.2	
	K.W.TTP.3	**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.**			
	K.W.TTP.3.1.c	Draw pictures to narrate an event or a series of events		WK.3	
	K.W.TTP.3.2.c	Describe an event or several loosely linked events when writing a narrative		WK.3	
	K.W.TTP.3.3.c	Write to narrate a single or loosely linked events		WK.3	TOD
	K.W.TTP.3.4.c	Integrate drawing, dictating, and writing to compose a narrative about an event	Note: A narrative includes an event or several loosely linked events, telling about the events in the order in which they occurred, and a reaction to what happened.	WK.3	
Status:	**OCS Code:**	**Strand:** *Production and Distribution of Writing (PDW)*	**Examples and Notes:**	**CCSS Code:**	**CRS Strand:**
	K.W.PDW.5	**5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.**			
	K.W.PDW.5.1.b	Strengthen writing based on comments and suggestions before producing and distributing writing	Note: With guidance and support from adults.	WK.5	
	K.W.PDW.5.2.b	Edit writing to include sufficient details before it is produced and distributed	Note: With guidance and support from adults.	WK.5	
	K.W.PDW.6	**6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**			
	K.W.PDW.6.1.c	Use a variety of digital tools to produce and publish writing	Note: With guidance and support from adults. Collaboration with peers should be a part of this process.	WK.6	
Status:	**OCS Code:**	**Strand:** *Research to Build and Present Knowledge (RBK)*	**Examples and Notes:**	**CCSS Code:**	**CRS Strand:**
	K.W.RBK.7	**7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).**			
	K.W.RBK.7.1.c	Participate in shared research projects	e.g., Explore a number of books by a favorite author and express opinions about them	WK.7	
	K.W.RBK.7.2.c	Participate in shared writing projects	e.g., Explore a number of books by a favorite author and express opinions about them	WK.7	
	K.W.RBK.8	**8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**			
	K.W.RBK.8.1.a	Recall information from experiences to include in a shared research project	Note: With guidance and support from adults.	WK.8	
	K.W.RBK.8.2.b	Gather information from provided sources to answer a question used in a shared research project	Note: With guidance and support from adults.	WK.8	

DOMAIN: Speaking and Listening Standards

Actively engage in individual and group speaking and listening activities.

Status:	OCS Code:	Strand: *Comprehension and Collaboration (CAC)*	Examples and Notes:	CCSS Code:	CRS Strand:
	K.SL.CAC.1	**1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**			
	K.SL.CAC.1.1.c	Follow agreed-upon rules in a group discussion	e.g., Listening to others and taking turns speaking about the topics and texts under discussion. Note: This can be demonstrated in small and larger groups with student's peers and adults. Use Kindergarten topics and texts.	SLK.1a	
	K.SL.CAC.1.2.c	Engage in a conversation by demonstrating multiple exchanges during a group discussion	Note: This can be demonstrated in small and larger groups with student's peers and adults.	SLK.1b	
	K.SL.CAC.2	**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.**			
	K.SL.CAC.2.1.c	Ask questions about key details to confirm understanding of information presented orally	e.g., Texts read aloud or information presented orally or through other media	SLK.2	
	K.SL.CAC.2.2.c	Answer questions about key details to confirm understanding of information presented orally	e.g., Texts read aloud or information presented orally or through other media	SLK.2	
	K.SL.CAC.3	**3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.**			
	K.SL.CAC.3.1.c	Ask questions about the meaning of information presented orally	e.g., To an adult or peer. Note: Questions should seek help, get information, or clarify something.	SLK.3	
	K.SL.CAC.3.2.c	Answer questions about information presented orally in order to demonstrate understanding		SLK.3	
Status:	OCS Code:	Strand: *Presentation of Knowledge and Ideas (PKI)*	Examples and Notes:	CCSS Code:	CRS Strand:
	K.SL.PKI.4	**4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.**			
	K.SL.PKI.4.1.c	Describe familiar people, places, things, and events in an oral presentation	Note: With guidance and support from adults.	SLK.4	
	K.SL.PKI.4.2.c	Respond to questions to provide additional detail in an oral presentation	Note: With prompting and support. Provide additional detail about familiar people, places, things, and events.	SLK.4	
	K.SL.PKI.5	**5. Add drawings or other visual displays to descriptions as desired to provide additional detail.**			
	K.SL.PKI.5.1.c	Use drawings or other visual displays to provide details when presenting information orally		SLK.5	
	K.SL.PKI.6	**6. Speak audibly and express thoughts, feelings, and ideas clearly.**			
	K.SL.PKI.6.1.c	Speak audibly in an oral presentation about familiar people, places, things, and events		SLK.6	
	K.SL.PKI.6.2.c	Convey thoughts, feelings, and ideas clearly when giving an oral presentation		SLK.6	
		DOMAIN: Language Standards			
		Actively engage in individual and group language activities.			
Status:	OCS Code:	Strand: *Conventions of Standard English (CSE)*	Examples and Notes:	CCSS Code:	CRS Strand:
	K.L.CSE.1	**1. Demonstrate command of standard English grammar and usage when writing or speaking.**			
	K.L.CSE.1.1.b	Print upper- and lowercase letters when writing	e.g., Print many of the letters	LK.1a	
	K.L.CSE.1.2-1.c	Use frequently occurring nouns when speaking		LK.1b	
	K.L.CSE.1.2-2.c	Use frequently occurring verbs when speaking		LK.1b	SSF
	K.L.CSE.1.3.b	Construct regular plural nouns by adding /s/or/es/	e.g., Dog, dogs; wish, wishes	LK.1c	
	K.L.CSE.1.4-1.c	Identify words that ask a question	e.g., Who, what, where, when, why, how. Note: Use question words or interrogatives.	LK.1d	
	K.L.CSE.1.4-2.c	Use question words when asking a question orally	e.g., Who, what, where, when, why, how. Note: Use question words or interrogatives.	LK.1d	COU
	K.L.CSE.1.5.c	Use frequently occurring prepositions when speaking	e.g., To, from, in, out, on, off, for, of, by, with	LK.1e	COU

Status:	OCS Code:	Strand / Benchmark	Examples and Notes:	CCSS Code:	CRS Strand:
	K.L.CSE.1.6-1.c	Produce complete sentences when speaking	Note: Demonstrate this benchmark in shared language activities.	LK.1f	SSF
	K.L.CSE.1.6-2.c	Expand complete sentences when speaking	Note: Demonstrate this benchmark in shared language activities.	LK.1f	SSF
	K.L.CSE.2	**2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**			
	K.L.CSE.2.1.c	Capitalize the first word in a sentence and the pronoun "I" when writing		LK.2a	COU
	K.L.CSE.2.2.a	Name end punctuation		LK.2b	COU
	K.L.CSE.2.3.c	Print a letter for consonant and short-vowel sounds	e.g., Write for most of the letters. Note: Short vowel sounds are examples of phonemes.	LK.2c	
	K.L.CSE.2.4.c	Spell simple words phonetically	e.g., Draw on knowledge of sound-letter relationships	LK.2d	
Status:	**OCS Code:**	**Strand:** *Vocabulary Acquisition and Use (VAU)*	**Examples and Notes:**	**CCSS Code:**	**CRS Strand:**
	K.L.VAU.4	**4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**			
	K.L.VAU.4.1-1.b	Determine a new meaning for a familiar word	e.g., Knowing duck is a bird and learning the verb to duck. Note: Based on kindergarten reading and content.	LK.4a	MOW
	K.L.VAU.4.1-2.b	Apply new meanings for familiar words to new contexts	e.g., Knowing duck is a bird and learning the verb to duck. Note: Based on kindergarten reading and content.	LK.4a	MOW
	K.L.VAU.4.2-1.b	Identify the meaning of an unknown word or phrase based on inflections of spoken language	Note: Based on kindergarten reading and content.	LK.4b	
	K.L.VAU.4.2-2.b	Identify the meaning of an unknown word or phrase based on frequently occurring affixes	e.g., -ed, -s, re-, un-, pre-, -ful, -less. Note: Based on kindergarten reading and content.	LK.4b	
	K.L.VAU.5	**5. With guidance and support from adults, explore word relationships and nuances in word meanings.**			
	K.L.VAU.5.1.b	Categorize common objects	e.g., Shapes, foods important to gain a sense of what the categories represent. Note: With guidance and support from adults.	LK.5a	REL
	K.L.VAU.5.2.b	Relate frequently occurring verbs and adjectives to their opposites		LK.5b	REL
	K.L.VAU.5.3.a	Identify real-life connections between words and their uses	e.g., Note places at school that are colorful. With guidance and support from adults.	LK.5c	REL
	K.L.VAU.5.4.b	Distinguish between the meaning of verbs that describe the same general action	e.g., Walk, march, strut, prance. Note: Students may act out the meanings. Note: With guidance and support from adults.	LK.5d	REL
	K.L.VAU.6	**6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**			
	K.L.VAU.6.1.c	Use words and phrases acquired through conversation		LK.6	WCH
	K.L.VAU.6.2.c	Use words and phrases acquired through reading and being read to		LK.6	WCH
	K.L.VAU.6.3.c	Use words and phrases acquired through responding to texts		LK.6	WCH