

BENCHMARK SEQUENCE REPORT

ENGLISH LANGUAGE ARTS GRADE K BY TRIMESTER



This planning tool can be used to sequence the teaching and assessing of the OCS Benchmarks. Benchmarks should be assessed formatively in multiple ways and over multiple times to guide reteaching/relearning. Benchmarks that are assessed summatively should be sequenced throughout the school year to determine student mastery.

Trimester 1		Trimester 2		Trimester 3		OCS Benchmarks	
Taught	Assessed	Taught	Assessed	Taught	Assessed	OCS Codes	Benchmarks
DOMAIN: Reading Standards for Literature							
Actively engage in group reading activities with purpose and understanding.							
<i>Strand: Key Ideas and Details (KID)</i>							
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
						K.RL.KID.1.2.c	Respond to questions about key details in a story or poem
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
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
						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
<i>Strand: Craft and Structure (CAS)</i>							
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
						K.RL.CAS.4.2.c	Respond to questions about the meaning of an unfamiliar word in a story or poem
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
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
						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
<i>Strand: Integration of Knowledge and Ideas (IKI)</i>							
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
K.RL.IKI.9 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.							
						K.RL.IKI.9.1.b	Compare and contrast the experiences of characters in a familiar story
DOMAIN: Reading Standards: Foundational Skills							
Actively engage in group reading activities with purpose and understanding.							
<i>Strand: Print Concepts (PC)</i>							

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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
						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
Strand: Phonological Awareness (PA)							
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
						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
						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
Strand: Phonics and Word Recognition (PWR)							
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
						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
Strand: Fluency (FLU)							
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
DOMAIN: Reading Standards for Informational Text							
Actively engage in group reading activities with purpose and understanding.							
Strand: Key Ideas and Details (KID)							
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
						K.RI.KID.1.2.c	Respond to questions about key details in an informational text
K.RI.KID.2 2. With prompting and support, identify the main topic and retell key details of a text.							

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						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
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
Strand: <i>Craft and Structure (CAS)</i>							
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
						K.RI.CAS.4.2.c	Respond to questions about the meaning of unknown words in an informational text
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
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
						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
Strand: <i>Integration of Knowledge and Ideas (IKI)</i>							
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
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
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
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.							
Strand: <i>Text Types and Purposes (TTP)</i>							
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., <i>My favorite book is . . .</i>).							
						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
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

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						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
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
						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
Strand: Production and Distribution of Writing (PDW)							
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
						K.W.PDW.5.2.b	Edit writing to include sufficient details before it is produced and distributed
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
Strand: Research to Build and Present Knowledge (RBK)							
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
						K.W.RBK.7.2.c	Participate in shared writing projects
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
						K.W.RBK.8.2.b	Gather information from provided sources to answer a question used in a shared research project
DOMAIN: Speaking and Listening Standards							
Actively engage in individual and group speaking and listening activities.							
Strand: Comprehension and Collaboration (CAC)							
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
						K.SL.CAC.1.2.c	Engage in a conversation by demonstrating multiple exchanges during a group discussion
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
						K.SL.CAC.2.2.c	Answer questions about key details to confirm understanding of information presented orally
K.SL.CAC.3 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.							

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						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
Strand: Presentation of Knowledge and Ideas (PKI)							
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
						K.SL.PKI.4.2.c	Respond to questions to provide additional detail in an oral presentation
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
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
						K.SL.PKI.6.2.c	Convey thoughts, feelings, and ideas clearly when giving an oral presentation
DOMAIN: Language Standards							
Actively engage in individual and group language activities.							
Strand: Conventions of Standard English (CSE)							
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
						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
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
						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
Strand: Vocabulary Acquisition and Use (VAU)							
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
						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

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						K.L.VAU.4.2-2.b	Identify the meaning of an unknown word or phrase based on frequently occurring affixes
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
						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
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
						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