

**BENCHMARK COMPLEXITY REPORT
ENGLISH LANGUAGE ARTS GRADE K**

Key: **OCS Code** = The benchmark code. Consists of Grade (K-8), Domain (2-3 character alpha code), Strand (1-3 character alpha code), Standard (1-9), Benchmark Number (1 or 1-1 and up), and Complexity (a, b, c).
Benchmark = The wording of the benchmark.
CCSS Code = Common Core State Standards, developed by National Governors Association Center for Best Practices, Council of Chief State School Officers (www.corestandards.org).
CRS Strand = ACT College Readiness Standards developed by ACT, Inc. (www.act.org).
The CRS Strands are: TOD = Topic Development, OUC = Organization & Unity, WCH = Word Choice, SSF = Sentence Structure, COU = Conventions of Usage, COP = Conventions of Punctuation, MID = Main Ideas, SUP = Supporting Details, REL = Sequential/Comparative/Cause, MOW = Meaning of Words, GEN = Generalizations.

a. Acquire				b. Make Meaning				c. Transfer/Apply			
OCS Code	Benchmark	CCSS Code	CRS Strand	OCS Code	Benchmark	CCSS Code	CRS Strand	OCS Code	Benchmark	CCSS Code	CRS Strand
DOMAIN: Reading Standards for Literature											
Key Ideas and Details											
				K.RL.KID.2.1.b	Retell familiar stories including key details	RL.K.2	SUP	K.RL.KID.1.1.c	Ask questions about key details in a story or poem	RL.K.1	SUP
								K.RL.KID.1.2.c	Respond to questions about key details in a story or poem	RL.K.1	SUP
								K.RL.KID.3.1.c	Respond to questions about the main characters in a story	RL.K.3	SUP
								K.RL.KID.3.2.c	Respond to questions about the setting of a story	RL.K.3	SUP
								K.RL.KID.3.3.c	Respond to questions about the major events in a story	RL.K.3	SUP
Craft and Structure											
K.RL.CAS.5.1.a	Identify the characteristics of storybooks and poems	RL.K.5		K.RL.CAS.6.3.b	Explain the role of an author in telling a story	RL.K.6	MID	K.RL.CAS.4.1.c	Ask questions about the meaning of an unfamiliar word in a story or poem	RL.K.4	MOW
K.RL.CAS.6.1.a	Name the author of a story	RL.K.6		K.RL.CAS.6.4.b	Explain the role of an illustrator in telling a story	RL.K.6		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.6.2.a	Name the illustrator of a story	RL.K.6									
Integration of Knowledge and Ideas											
				K.RL.IKI.7.1.b	Explain an event in a story by using an illustration	RL.K.7					
				K.RL.IKI.9.1.b	Compare and contrast the experiences of characters in a familiar story	RL.K.9	REL				
DOMAIN: Reading Standards: Foundational Skills											
Print Concepts											
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.1.4-1.a	Recognize all upper- and lowercase letters of the alphabet	RF.K.1d		K.RF.PC.1.3.b	Determine the meaning of words and spaces in print	RF.K.1c					
K.RF.PC.1.4-2.a	Name all upper- and lowercase letters of the alphabet	RF.K.1d									
Phonological Awareness											
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.2.2-2.a	Blend syllables in spoken words	RF.K.2b						K.RF.PA.2.2-1.c	Pronounce 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.2.4-1.a	Identify the initial, medial vowel, and final, and final sounds in most three-phoneme spoken words	RF.K.2d						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.2.4-2.c	Pronounce the initial, medial vowel, and final sounds in most three-phoneme spoken words	RF.K.2d	
								K.RF.PA.2.5.c	Create new one-syllable words by adding or substituting individual sounds in spoken words	RF.K.2e	
Phonics and Word Recognition											
				K.RF.PWR.3.2.b	Relate the long and short sounds of the five major vowels with their graphemes	RF.K.3b		K.RF.PWR.3.1.c	Pronounce the primary or most frequent sounds for each consonant	RF.K.3a	
				K.RF.PWR.3.3.b	Read common high-frequency words by sight	RF.K.3c					
				K.RF.PWR.3.4.b	Distinguish between similarly spelled one syllable words by identifying different letter sounds	RF.K.3d					
Fluency											



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								K.RF.FLU.4.1.c	Read emergent-reader texts fluently with purpose and understanding	RF.K.4	
DOMAIN: Reading Standards for Informational Text											
Key Ideas and Details											
				K.RI.KID.2.1.b	Identify the main topic of an informational text	RI.K.2	MID	K.RI.KID.1.1.c	Ask questions about key details in an informational text	RI.K.1	SUP
				K.RI.KID.2.2.b	Retell key details found in an informational text	RI.K.2	SUP	K.RI.KID.1.2.c	Respond to questions about key details in an informational text	RI.K.1	SUP
				K.RI.KID.3.1.b	Relate two individuals or events from an informational text	RI.K.3	REL				
Craft and Structure											
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.6.3-1.b	Explain the role of an author of an informational book in presenting ideas or information	RI.K.6	MID	K.RI.CAS.4.1.c	Ask questions about the meaning of unknown words in an informational text	RI.K.4	MOW
K.RI.CAS.6.1.a	Identify the author of an informational book	RI.K.6		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		K.RI.CAS.4.2.c	Respond to questions about the meaning of unknown words in an informational text	RI.K.4	MOW
K.RI.CAS.6.2.a	Identify the illustrator of an informational book	RI.K.6									
Integration of Knowledge and Ideas											
				K.RI.IKI.7.1.b	Relate the content of an illustration to the text written in an informational book	RI.K.7	REL				
				K.RI.IKI.8.1.b	Analyze how an author uses reasons to support points in an informational text	RI.K.8	GEN				
				K.RI.IKI.9.1.b	Identify similarities and differences between two informational texts on the same topic	RI.K.9	REL				
DOMAIN: Writing Standards											
Text Types and Purposes											
								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	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	WK.1	
								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	WK.2	
								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	WK.3	
Production and Distribution of Writing											
				K.W.PDW.5.1.b	Strengthen writing based on comments and suggestions before producing and distributing writing	WK.5		K.W.PDW.6.1.c	Use a variety of digital tools to produce and publish writing	WK.6	
				K.W.PDW.5.2.b	Edit writing to include sufficient details before it is produced and distributed	WK.5					
Research to Build and Present Knowledge											
K.W.RBK.8.1.a	Recall information from experiences to include in a shared research project	WK.8		K.W.RBK.8.2.b	Gather information from provided sources to answer a question used in a shared research project	WK.8		K.W.RBK.7.1.c	Participate in shared research projects	WK.7	



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								K.W.RBK.7.2.c	Participate in shared writing projects	WK.7	
DOMAIN: Speaking and Listening Standards											
Comprehension and Collaboration											
								K.SL.CAC.1.1.c	Follow agreed-upon rules in a group discussion	SLK.1a	
								K.SL.CAC.1.2.c	Engage in a conversation by demonstrating multiple exchanges during a group discussion	SLK.1b	
								K.SL.CAC.2.1.c	Ask questions about key details to confirm understanding of information presented orally	SLK.2	
								K.SL.CAC.2.2.c	Answer questions about key details to confirm understanding of information presented orally	SLK.2	
								K.SL.CAC.3.1.c	Ask questions about the meaning of information presented orally	SLK.3	
								K.SL.CAC.3.2.c	Answer questions about information presented orally in order to demonstrate understanding	SLK.3	
Presentation of Knowledge and Ideas											
								K.SL.PKI.4.1.c	Describe familiar people, places, things, and events in an oral presentation	SLK.4	
								K.SL.PKI.4.2.c	Respond to questions to provide additional detail in an oral presentation	SLK.4	
								K.SL.PKI.5.1.c	Use drawings or other visual displays to provide details when presenting information orally	SLK.5	
								K.SL.PKI.6.1.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											
Conventions of Standard English											
K.L.CSE.2.2.a	Name end punctuation	LK.2b	COU	K.L.CSE.1.1.b	Print upper- and lowercase letters when writing	LK.1a		K.L.CSE.1.2-1.c	Use frequently occurring nouns when speaking	LK.1b	
				K.L.CSE.1.3.b	Construct regular plural nouns by adding /s/or/es/	LK.1c		K.L.CSE.1.2-2.c	Use frequently occurring verbs when speaking	LK.1b	SSF
								K.L.CSE.1.4-1.c	Identify words that ask a question	LK.1d	
								K.L.CSE.1.4-2.c	Use question words when asking a question orally	LK.1d	COU
								K.L.CSE.1.5.c	Use frequently occurring prepositions when speaking	LK.1e	COU
								K.L.CSE.1.6-1.c	Produce complete sentences when speaking	LK.1f	SSF
								K.L.CSE.1.6-2.c	Expand complete sentences when speaking	LK.1f	SSF
								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.2.3.c	Print a letter for consonant and short-vowel sounds	LK.2c	
								K.L.CSE.2.4.c	Spell simple words phonetically	LK.2d	
Vocabulary Acquisition and Use											
K.L.VAU.5.3.a	Identify real-life connections between words and their uses	LK.5c	REL	K.L.VAU.4.1-1.b	Determine a new meaning for a familiar word	LK.4a	MOW	K.L.VAU.6.1.c	Use words and phrases acquired through conversation	LK.6	WCH
				K.L.VAU.4.1-2.b	Apply new meanings for familiar words to new contexts	LK.4a	MOW	K.L.VAU.6.2.c	Use words and phrases acquired through reading and being read to	LK.6	WCH
				K.L.VAU.4.2-1.b	Identify the meaning of an unknown word or phrase based on inflections of spoken language	LK.4b		K.L.VAU.6.3.c	Use words and phrases acquired through responding to texts	LK.6	WCH
				K.L.VAU.4.2-2.b	Identify the meaning of an unknown word or phrase based on frequently occurring affixes	LK.4b					
				K.L.VAU.5.1.b	Categorize common objects	LK.5a	REL				

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				K.L.VAU.5.2.b	Relate frequently occurring verbs and adjectives to their opposites	LK.5b	REL				
				K.L.VAU.5.4.b	Distinguish between the meaning of verbs that describe the same general action	LK.5d	REL				