

# BENCHMARK REPORT

## ENGLISH LANGUAGE ARTS

### KINDERGARTEN



THE ROMAN CATHOLIC  
DIOCESE OF PHOENIX

DOMAIN: Reading Standards for Literature			
Code:	Strand: <i>Key Ideas and Details (KID)</i>	Rating	Completed
<b>KRL1</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>	<b>Supporting</b>	
KRL1a	Ask questions about key details in a story or poem		
KRL1b	Respond to questions about key details in a story or poem		
<b>KRL2</b>	<b>With prompting and support, retell familiar stories, including key details.</b>	<b>Supporting</b>	
KRL2a	Retell familiar stories including key details		
KRL2b	Assimilate new information to prior knowledge		
KRL2c	Retell or re-enact a story, place the events in the correct sequence		
<b>KRL3</b>	<b>With prompting and support, identify characters, settings, and major events in a story.</b>	<b>Priority</b>	
KRL3a	Respond to questions about the main characters in a story		
KRL3b	Respond to questions about the setting of a story		
KRL3c	Respond to questions about the major events in a story		
Code:	Strand: <i>Craft and Structure (CAS)</i>	Rating	Completed
<b>KRL4</b>	<b>Ask and answer questions about unknown words in a text.</b>	<b>Priority</b>	
KRL4a	Ask questions about the meaning of an unfamiliar word in a story or poem		
KRL4b	Respond to questions about the meaning of an unfamiliar word in a story or poem		
<b>KRL5</b>	<b>Recognize common types of texts (e.g., storybooks, poems).</b>	<b>Supporting</b>	
KRL5a	Identify the characteristics of storybooks and poems		
KRL5b	Recognize colors, shapes and sizes (Math)		
<b>KRL6</b>	<b>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</b>	<b>Supporting</b>	
KRL6a	Name the author of a story		
KRL6b	Name the illustrator of a story		
KRL6c	Explain the role of an author in telling a story		
KRL6d	Explain the role of an illustrator in telling a story		
KRL6e	Illustrate parts of familiar stories, poems, nursery rhymes		
KRL6f	Predict elements and events in a story after listening/reading a selection		
Code:	Strand: <i>Integration of Knowledge and Ideas (IKI)</i>	Rating	Completed
<b>KRL7</b>	<b>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>	<b>Supporting</b>	
KRL7a	Explain an event in a story by using an illustration		

KRL7b	Derive meaning from picture clues		
<b>KRL9</b>	<b>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</b>	<b>Priority</b>	
KRL9a	Compare and contrast the experiences of characters in a familiar story		
KRL9b	Actively engage in group reading activities with purpose and understanding		
KRL9c	Choose a wide variety of books		
KRL9d	Enjoy Use newly acquired vocabulary		
KRL9e	Share readily information derived from literature		
<b>DOMAIN: Reading Standards for Informational Text</b>			
<b>Code:</b>	<b>Strand: Key Ideas and Details (KID)</b>	<b>Rating</b>	<b>Completed</b>
<b>KRI1</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>	<b>Priority</b>	
KRI1a	Ask questions about key details in an informational text		
KRI1b	Respond to questions about key details in an informational text		
<b>KRI2</b>	<b>With prompting and support, identify the main topic and retell key details of a text.</b>	<b>Priority</b>	
KRI2a	Identify the main topic of an informational text		
KRI2a	Retell key details found in an informational text		
<b>KRI3</b>	<b>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</b>	<b>Priority</b>	
KRI3a	Relate two individuals or events from an informational text		
<b>Code:</b>	<b>Strand: Craft and Structure (CAS)</b>	<b>Rating</b>	<b>Completed</b>
<b>KRI4</b>	<b>With prompting and support, ask and answer questions about unknown words in a text.</b>	<b>Supporting</b>	
KRI4a	Ask questions about the meaning of unknown words in an informational text		
KRI4b	Respond to questions about the meaning of unknown words in an informational text		
<b>KRI5</b>	<b>Identify the front cover, back cover, and title page of a book.</b>	<b>Supporting</b>	
KRI5a	Identify the front cover, back cover, and title page of an informational book		
<b>KRI6</b>	<b>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</b>	<b>Supporting</b>	
KRI6a	Identify the author of an informational book		
KRI6b	Identify the illustrator of an informational book		
KRI6c	Explain the role of an author of an informational book in presenting ideas or information		
KRI6d	Explain the role of an illustrator of an informational book in presenting ideas or information		

Code:	Strand: <i>Integration of Knowledge and Ideas (IKI)</i>	Rating	Completed
KRI7	<b>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>	Supporting	
KRI7a	Relate the content of an illustration to the text written in an informational book		
KRI7a	Illustrate parts of familiar stories, poems, nursery rhymes, etc		
KRI7a	Predict elements and events in a story after listening/reading a selection		
KRI7a	Derive meaning from picture clues		
KRI8	<b>With prompting and support, identify the reasons an author gives to support points in a text.</b>	Priority	
KRI8a	Analyze how an author uses reasons to support points in an informational text		
KRI8b	Identify similarities and differences		
KRI9	<b>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>	Supporting	
KRI9a	Identify similarities and differences between two informational texts on the same topic		
KRI10	<b>Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding.</b>		
Code:	Strand: <i>Print Concepts (PC)</i>	Rating	Completed
KRF1	<b>Demonstrate understanding of the organization and basic features of print.</b>	Priority	
KRF1a	Locate words in print from left to right, top to bottom, and page by page		
KRF1b	Recognize that spoken words are represented in written language		
KRF1c	Understand that words are separated by spaces in print		
KRF1d	Recognize all upper- and lowercase letters of the alphabet		
KRF1e	Name all upper- and lowercase letters of the alphabet		
KRF1f	Recognize missing details in a picture		
KRF1g	Recognize own name in print		
KRF1h	Read own writing		
KRF1i	Distinguish between printed letters and words, letters and numbers		
KRF1j	Distinguish between lower and upper case letters		
KRF1k	Understand that print conveys meaning		
KRF1l	Follow print from left to right and top to bottom		
KRF1m	Recognize the significance of spaces between words		
KRF1n	Comprehend the meaning of survival words and or pictures		

<b>Code:</b>	<b>Strand: <i>Phonological Awareness (PA)</i></b>	<b>Rating</b>	<b>Completed</b>
<b>KRF2</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>	<b>Priority</b>	
KRF2a	Recognize rhyming in spoken words		
KRF2b	Pronounce rhyming words		
KRF2c	Pronounce syllables in spoken words		
KRF2d	Blend syllables in spoken words		
KRF2e	Count syllables in spoken words		
KRF2f	Segment syllables in spoken words		
KRF2g	Blend and segment onsets of single-syllable spoken words		
KRF2h	Blend and segment rhymes of single-syllable spoken words		
KRF2i	Identify the initial, medial vowel, and final sounds in most three-phoneme spoken words		
KRF2j	Pronounce the initial, medial vowel, and final sounds in most three-phoneme spoken words		
KRF2k	Create new one-syllable words by adding or substituting individual sounds in spoken words		
<b>Code:</b>	<b>Strand: <i>Phonics and Word Recognition (PWR)</i></b>	<b>Rating</b>	<b>Completed</b>
<b>KRF3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>	<b>Priority</b>	
KRF3a	Pronounce the primary or most frequent sounds for each consonant		
KRF3b	Relate the long and short sounds of the five major vowels with their graphemes		
KRF3c	Read common high-frequency words by sight		
KRF3d	Distinguish between similarly spelled one syllable words by identifying different letter sounds		
KRF3e	Derive meaning from print using sound/symbol relationships		
KRF3f	Identify consonant sound/symbol relationships		
KRF3g	Identify consonants and vowels		
KRF3h	Identify vowels		
KRF3i	Begin to identify high frequency words		
KRF3j	Begin to recognize similarities in word families		
<b>Code:</b>	<b>Strand: <i>Fluency (FLU)</i></b>	<b>Rating</b>	<b>Completed</b>
<b>KRF4</b>	<b>Read emergent-reader texts with purpose and understanding.</b>	<b>Priority</b>	
KRF4a	Read emergent-reader texts fluently with purpose and understanding		
KRF4b	Begin to recognize labels on familiar items		
KRF4c	Began oral/silent reading		
<b>DOMAIN: Writing Standards</b>			
<b>Code:</b>	<b>Strand: <i>Text Types and Purposes (TTP)</i></b>	<b>Rating</b>	<b>Completed</b>

<b>KW1</b>	<b>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 . . .).</b>	<b>Priority</b>	
KW1a	Draw pictures to express an opinion about a topic		
KW1b	State an opinion or preference about a topic or book		
KW1c	Write an opinion about a topic using a combination of drawing, dictating, and writing		
KW1d	Integrate drawing, dictating, and writing to compose an opinion piece		
KW1e	Uses teacher/ student/self generated first draft		
KW1f	Write daily in a variety of formats		
KW1g	Use organizational strategies(K-W-L, graphic organizers) to plan writing		
KW1h	Illustrate group/personal product		
KW1i	Use Understand simple editing marks		
KW1j	Use correct capitalization and punctuation we changed wording		
<b>KW2</b>	<b>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>	<b>Priority</b>	
KW2a	Draw pictures to convey information about a topic		
KW2b	Explain information about a topic		
KW2c	Write an informative/explanatory piece using a combination of drawing, dictating, and writing		
KW2d	Integrate drawing, explaining, and writing to compose an informative/explanatory piece		
KW2e	Use organizational strategies(K-W-L, graphic organizers) to plan writing		
<b>KW3</b>	<b>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>	<b>Priority</b>	
KW3a	Draw pictures to narrate an event or a series of events		
KW3b	Describe an event or several loosely linked events when writing a narrative		
KW3c	Write to narrate a single or loosely linked events		
KW3d	Integrate drawing, dictating, and writing to compose a narrative about an event		
KW3e	Dictate or write descriptions of familiar persons, places, objects or experiences		
KW3f	Read own writing to others		
KW3g	Use Understand simple editing marks		
KW3h	Use correct capitalization and punctuation we changed wording		
KW3i	Use simple resources(e.g. word wall, word list) to correct		

	conventions		
KW3j	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose		
KW3k	Use teacher/student/self generated first draft		
KW3l	Use critical thinking skills when writing		
KW3m	Develop increased control of fine motor skills		
<b>Code:</b>	<b>Strand: <i>Production and Distribution of Writing (PDW)</i></b>	<b>Rating</b>	<b>Completed</b>
<b>KW5</b>	<b>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</b>	<b>Supporting</b>	
KW5a	Strengthen writing based on comments and suggestions before producing and distributing writing		
KW5b	Edit writing to include sufficient details before it is produced and distributed		
KW5c	Use critical thinking skills when writing		
<b>KW6</b>	<b>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</b>	<b>Supporting</b>	
KW6a	Use a variety of digital tools to produce and publish writing		
KW6b	Illustrate group/personal product		
KW6c	Use Understand simple editing marks		
KW6d	Use correct capitalization and punctuation we changed wording		
KW6e	Use simple resources(e.g. word wall, word list) to correct conventions		
KW5f	Use critical thinking skills when writing		
<b>Code:</b>	<b>Strand: <i>Research to Build and Present Knowledge (RBK)</i></b>	<b>Rating</b>	<b>Completed</b>
<b>KW7</b>	<b>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</b>	<b>Supporting</b>	
KW7a	Participate in shared research projects		
KW7b	Participate in shared writing projects		
KW7c	Use teacher/student/self generated first draft		
KW7d	Illustrate group/personal product		
KW7e	Dictate or write descriptions of familiar persons, places, objects or experiences		
<b>KW8</b>	<b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b>	<b>Supporting</b>	
KW8a	Recall information from experiences to include in a shared research project		
KW8b	Gather information from provided sources to answer a question used in a shared research project		

KW8c	Dictate or write descriptions of familiar persons, places, objects or experiences		
KW8d	Use critical thinking skills when writing		
KW8e	Dictate or write descriptions of familiar persons, places, objects or experiences		
<b>DOMAIN: Speaking and Listening Standards</b>			
<b>Code:</b>	<b>Strand: <i>Comprehension and Collaboration (CAC)</i></b>	<b>Rating</b>	<b>Completed</b>
<b>KSL1</b>	<b>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</b>	<b>Supporting</b>	
KSL1a	Follow agreed-upon rules in a group discussion		
KSL1b	Engage in a conversation by demonstrating multiple exchanges during a group discussion		
KSL1c	Learn to listen, follow directions and discriminate between sounds		
KSL1d	Demonstrate attentive listening without interruption		
KSL1e	Identify common sounds		
KSL1f	Recognize source of sounds		
<b>KSL2</b>	<b>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>	<b>Supporting</b>	
KSL2a	Ask questions about key details to confirm understanding of information presented orally		
KSL2b	Answer questions about key details to confirm understanding of information presented orally		
KSL2c	Interpret what was heard		
KSL2d	Comprehend information in order to complete a task		
<b>KSL3</b>	<b>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b>	<b>Supporting</b>	
KSL3a	Ask questions about the meaning of information presented orally		
KSL3b	Answer questions about information presented orally in order to demonstrate understanding		
KSL3c	Repeat words, phrases or simple sentences		
<b>Code:</b>	<b>Strand: <i>Presentation of Knowledge and Ideas (PKI)</i></b>	<b>Rating</b>	<b>Completed</b>
<b>KSL4</b>	<b>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</b>	<b>Supporting</b>	
KSL4a	Describe familiar people, places, things, and events in an oral presentation		
KSL4b	Respond to questions to provide additional detail in an oral presentation		
KSL4c	Recognize and respond to different types of visual media		
KSL4d	Access, view and respond to visual forms		

KSL4e	Interpret visual clues in cartoons, graphs, tables and charts that enhance the comprehension of texts		
KSL4f	Plan and present a report, using two or more visual-media		
<b>KSL5</b>	<b>Add drawings or other visual displays to descriptions as desired to provide additional detail.</b>	<b>Supporting</b>	
KSL5a	Use drawings or other visual displays to provide details when presenting information orally		
<b>KSL6</b>	<b>Speak audibly and express thoughts, feelings, and ideas clearly.</b>	<b>Supporting</b>	
KSL6a	Speak audibly in an oral presentation about familiar people, places, things, and events		
KSL6b	Convey thoughts, feelings, and ideas clearly when giving an oral presentation		
KSL6c	Use oral communication skills: -Share ideas, information, opinions, and questions. -Use appropriate verbal courtesies -Express needs -Maintain the subject line in conversation -Recognize the characteristics sounds and rhythms of language - use appropriate voice level, phrasing, and intonation -Learn rote memorization -Recite the alphabet -begin to recite prayers(should be in religion)		
KSL6d	Group discussion skills: -listen and contribute in a meaningful way to group discussion -use appropriate verbal courtesies -Maintain the subject line in conversation -Participate in dramatic activities.		
<b>DOMAIN: Language Standards</b>			
<b>Code:</b>	<b>Strand: <i>Conventions of Standard English (CSE)</i></b>	<b>Rating</b>	<b>Completed</b>
<b>KL1</b>	<b>Demonstrate command of standard English grammar and usage when writing or speaking.</b>	<b>Supporting</b>	
KL1a	Print upper- and lowercase letters when writing		
KL1b	Use frequently occurring nouns when speaking		
KL1c	Use frequently occurring verbs when speaking		
KL1d	Construct regular plural nouns by adding /s/or/es/		
KL1e	Identify words that ask a question		
KL1f	Use question words when asking a question orally		
KL1g	Use frequently occurring prepositions when speaking		
KL1h	Produce complete sentences when speaking		
KL1i	Expand complete sentences when speaking		
KL1j	Copy letters of the alphabet		
KL1k	Begin to recognize simple grammar principles(Such as singular, plural)		



KL1l	Begin to recognize nouns and verbs		
KL1m	Display preferences for left and right handedness(Pre-K)		
<b>KL2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	<b>Supporting</b>	
KL2a	Capitalize the first word in a sentence and the pronoun "I" when writing		
KL2b	Name end punctuation		
KL2c	Print a letter for consonant and short-vowel sounds		
KL2d	Spell simple words phonetically		
KL2e	Improve hand-eye coordination(Pre-K?)		
KL2f	Use correct finger positions for crayons and pencils(Pre-K?)		
KL2g	Trace accurately		
<b>Code:</b>	<b>Strand: Vocabulary Acquisition and Use (VAU)</b>	<b>Rating</b>	<b>Completed</b>
<b>KL4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</b>	<b>Supporting</b>	
KL4a	Determine a new meaning for a familiar word		
KL4b	Apply new meanings for familiar words to new contexts		
KL4c	Identify the meaning of an unknown word or phrase based on inflections of spoken language		
KL4d	Identify the meaning of an unknown word or phrase based on frequently occurring affixes		
<b>KL5</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>	<b>Supporting</b>	
KL5a	Categorize common objects		
KL5b	Relate frequently occurring verbs and adjectives to their opposites		
KL5c	Identify real-life connections between words and their uses		
KL5d	Distinguish between the meaning of verbs that describe the same general action		
<b>KL6</b>	<b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</b>	<b>Supporting</b>	
KL6a	Use words and phrases acquired through conversation		
KL6b	Use words and phrases acquired through reading and being read to		
KL6c	Use words and phrases acquired through responding to texts		