

**Reading Benchmarks: Literature (L) and Informational Text (I)**

<b>Key Ideas and Details</b>							
<p><b>0.1.1.1: L-</b> <u>With prompting and support</u>, ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> <li>• Student answers question(s) accurately before and after reading. (<i>See responses to standards 2 and 3</i>).</li> <li>• Student asks question(s) about the text. Ask me a question about the story.</li> </ul>	Date					
		Instruction	NF	IF ML			
<p><b>0.1.2.2: L-</b> <u>With prompting and support</u>, retell familiar stories, including key details.</p>	<p>Tell me about a story you read yesterday. What are some important things that happened in the story?</p>	Date					
		Instruction	NF	IF ML			
<p><b>0.1.3.3: L-</b> <u>With prompting and support</u>, identify characters, settings, and major events in a story.</p>	<ul style="list-style-type: none"> <li>• Who were the characters in the story?</li> <li>• Where did the story take place? How is the setting described?</li> <li>• What happened at the beginning of the story? What Happened next? What happened at the end?</li> </ul>	Date					
		Instruction	NF	IF ML			
<p><b>0.2.1.1: I-</b> <u>With prompting and support</u>, ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> <li>• Student answers question(s) accurately before and after reading. (<i>See responses to standards 2 and 3</i>)</li> <li>• Student asks question(s) about the text. Ask me a question about what you/we read.</li> </ul>	Date					
		Instruction	NF	IF ML			
<p><b>0.2.2.2: I-</b> <u>With prompting and support</u>, identify the main topic and retell key details of a text.</p>	<ul style="list-style-type: none"> <li>• Do you remember reading a book about real things (informational)?</li> <li>• What was the text about? What did you learn from the text?</li> </ul>	Date					
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<p><b>0.2.3.3: I-</b> <u>With prompting and support</u>, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>How are ____ and ____ are alike? How are they different?</p> <p>-Individuals    -Events -Ideas            -Pieces of information</p>	Date					
		Instruction	NF	IF ML			
<b>Craft and Structure</b>							
<p><b>0.1.4.4: L-</b> Ask and answer questions about unknown words in a text.</p>	<p>What do you do when you don't understand a word? (use context [surrounding words or pictures], sound it out, ask for help)</p>	Date					
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<p><b>0.1.5.5: L-</b> Recognize common types of texts (e.g., storybooks, poems).</p>	<p>What type of book is this? How did you figure that out?</p> <p><i>Range of Text (Cross out)</i></p> <table border="1" data-bbox="548 1211 1409 1243"> <tr> <td>Stories</td> <td>Dramas</td> <td>Poetry</td> </tr> </table>	Stories	Dramas	Poetry	Date		
Stories	Dramas	Poetry					
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<p><b>0.1.6.6: L-</b> <u>With prompting and support</u>, name the author and illustrator of a story and define the role of each in telling the story.</p>	<ul style="list-style-type: none"> <li>• Who is the author of this book? What is their role?</li> <li>• Who is the illustrator of this book? What is their role?</li> </ul>	Date					
		Instruction	NF	IF ML			
<p><b>0.2.4.4: I-</b> <u>With prompting and support</u>, ask and answer questions about unknown words in a text.</p>	<p>What do you do when you don't understand a word? (use context [surrounding words or pictures], sound it out, ask for help)</p>	Date					
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<p><b>0.2.5.5: I-</b> Identify the front cover, back cover, and title page of a book.</p>	<p>Do you know the parts of a book?</p> <ul style="list-style-type: none"> <li>• Point to the cover of the book.</li> <li>• Point to the back of the book.</li> <li>• Point to the title of the book.</li> </ul>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p><b>0.2.6.6: I-</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<ul style="list-style-type: none"> <li>• Who is the author of this book? What is their role?</li> <li>• Who is the illustrator of this book? What is their role?</li> </ul>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p><b>Integration of Knowledge and Ideas</b></p>										
<p><b>0.1.7.7: L-</b> <u>With prompting and support</u>, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<ul style="list-style-type: none"> <li>• What is happening in the story (referring to a picture)?</li> <li>• How does the picture help you understand the story?</li> </ul>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p><b>0.1.8.8: L-</b> Not Applicable</p>										
<p><b>0.1.9.9: L-</b> <u>With prompting and support</u>, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<ul style="list-style-type: none"> <li>• What are similarities between characters' adventures and experiences (when discussing two stories)?</li> <li>• What are differences between characters' adventures and experiences (when discussing two stories)?</li> </ul>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p><b>0.2.7.7: I-</b> <u>With prompting and support</u>, 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).</p>	<ul style="list-style-type: none"> <li>• How does the illustration help you understand the text?                      -People -Places                      -Things -Ideas</li> <li>• What does the illustration add to the text?</li> </ul>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p><b>0.2.8.8: I-</b> <u>With prompting and support</u>, identify the reasons an author gives to support points in a text.</p>	<ul style="list-style-type: none"> <li>• What are important points in the text?</li> <li>• Does the author use reasons to support points in the text?</li> </ul>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p><b>0.2.9.9: I-</b> <u>With prompting and support</u>, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<ul style="list-style-type: none"> <li>• Do these books have the same topic?</li> <li>• How do they present the same topic in different ways?</li> </ul>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p><b>Range of Reading and Text Level Complexity</b></p>										
<p><b>0.1.10.10: L-</b> Actively engage in group reading activities with purpose and understanding, <b>including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.</b></p>	<ul style="list-style-type: none"> <li>• Is the student meeting grade-level reading fluency expectations?</li> <li>• Is the student meeting grade-level comprehension expectations?</li> <li>• Does the student engage in independent reading activities?</li> <li>• Does the student select appropriate text for independent reading?</li> <li>• Does the student read at home every night?</li> </ul>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p><b>0.2.10.10: I-</b> Actively engage in group reading activities with purpose and understanding, <b>including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.</b></p>	<ul style="list-style-type: none"> <li>• Is the student meeting grade-level reading fluency expectations?</li> <li>• Is the student meeting grade-level comprehension expectations?</li> <li>• Does the student engage in independent reading activities?</li> <li>• Does the student select appropriate text for independent reading?</li> <li>• Does the student read at home every night?</li> </ul>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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Foundational Skills	Date Met
<b>Print Concepts</b>	
<b>0.3.0.1-</b> Demonstrate understanding of the organization and basic features of print.	
<b>a.</b> Follow words from left to right, top to bottom, and page by page.	
<b>b.</b> Recognize that spoken words are represented in written language by specific sequences of letters.	
<b>c.</b> Understand that words are separated by spaces in print.	
<b>d.</b> Recognize and name all upper- and lowercase letters of the alphabet.	
<b>Phonological Awareness</b>	
<b>0.3.0.2-</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<b>a.</b> Recognize and produce rhyming words.	
<b>b.</b> Count, pronounce, blend, and segment syllables in spoken words.	
<b>c.</b> Blend and segment onsets and rimes of single-syllable spoken words.	
<b>d.</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (This does not include CVCs ending with /l/, /r/, or /x/).	
<b>e.</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
<b>Phonics and Word Recognition</b>	
<b>0.3.0.3-</b> Know and apply grade-level phonics and word analysis skills in decoding words.	
<b>a.</b> Demonstrate basic knowledge of one-to-one sound correspondences by producing the primary or many of the most frequent sound for each consonant.	
<b>b.</b> Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	
<b>c.</b> Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	
<b>d.</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	
<b>Fluency</b>	
<b>0.3.0.4-</b> Read emergent-reader text with purpose and understanding.	
<b>Language Benchmarks (brief list)</b>	
<b>Conventions of Standard English</b>	
<b>0.10.2.2-</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ( <b>only b, c, and d</b> )	
<b>b.</b> Recognize and name end punctuation.	
<b>c.</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).	
<b>d.</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
<b>Vocabulary Acquisition and Use</b>	
<b>0.10.4.4-</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
<b>a.</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	
<b>b.</b> Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	
<b>0.10.6.6-</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	



<b>Key Ideas and Details: Literature Grade K</b>	
<b>Benchmark 1</b>	
<b>Ask and Answer Questions</b>	
With prompting and support, ask and answer questions about key details	
<b>Benchmark 2</b>	
<b>Retell Stories</b>	
With prompting and support, retell familiar stories	
<b>Benchmark 3</b>	
<b>Identify Characters, Settings, and Events</b>	
With prompting and support, identify characters, settings, and major events	
<b>Text Complexity</b>	
<b>Select, Read, Comprehend, and Enjoy Text</b>	
Actively engage in group reading activities	
<b>Skills</b>	
Ask Questions Answer Questions Identify Key Details Retell Stories	Identify Characters Identify Settings Identify Major Events
<b>Instructional Goals</b>	
Answer questions about key details in a text Retell key details from a text Identify characters, settings, and events	

<b>Craft and Structure: Literature Grade K</b>	
<b>Benchmark 4</b>	
<b>Determine Meaning of Words</b>	
Ask and answer questions about unknown words	
<b>Benchmark 5</b>	
<b>Recognize Text Types</b>	
Recognize common types of texts -Storybooks -Poems	
<b>Benchmark 6</b>	
<b>Identify Author and Illustrator</b>	
With prompting and support, name and define the role of the author and illustrator	
<b>Text Complexity</b>	
<b>Select, Read, Comprehend, and Enjoy Text</b>	
Actively engage in group reading activities	
<b>Skills</b>	
Determine Word Meaning Recognize Text Types Identify Author and Illustrator Define Roles of Author and Illustrator	
<b>Instructional Goals</b>	
Ask questions about unknown words Recognize different text types Know the roles of the author and illustrator	

<b>Integration of Knowledge and Ideas: Literature Grade K</b>	
<b>Benchmark 7</b>	
<b>Describe Illustration and Text Relationship</b>	
With prompting and support, describe relationships between illustrations and the story	
<b>Benchmark 8</b>	
<i>(Not Applicable to Literature)</i>	
<b>Benchmark 9</b>	
<b>Compare and Contrast Stories</b>	
With prompting and support, compare and contrast familiar stories -Adventures of characters -Experiences of characters	
<b>Text Complexity</b>	
<b>Select, Read, Comprehend, and Enjoy Text</b>	
Actively engage in group reading activities	
<b>Skills</b>	
Understand Meaning of Illustrations Compare and Contrast	
<b>Instructional Goals</b>	
Describe how pictures help tell a story Compare and contrast characters	

<b>Integration of Knowledge and Ideas: Informational</b> Grade K
<b>Benchmark 7</b>
<b>Describe Illustration and Text Relationship</b>
With prompting and support, describe relationships between illustrations and the text
<b>Benchmark 8</b>
<b>Identify Reasons in Text</b>
With prompting and support, identify the reasons an author gives to support points in a text
<b>Benchmark 9</b>
<b>Compare and Contrast Texts</b>
With prompting and support, identify basic similarities and differences between two texts on the same topic
<b>Text Complexity</b>
<b>Select, Read, Comprehend, and Enjoy Text</b>
Actively engage in group reading activities
<b>Skills</b>
Understand Meaning of Illustrations Identify Reasons Identify Similarities Identify Differences
<b>Instructional Goals</b>
Describe how pictures tell about a text Identify facts in a text Compare and Contrast two texts

<b>Craft and Structure: Informational</b> Grade K
<b>Benchmark 4</b>
<b>Determine Meaning of Words</b>
With prompting and support, ask and answer questions about unknown words
<b>Benchmark 5</b>
<b>Identify Text Features</b>
Identify text features -Front cover -Back cover -Title page
<b>Benchmark 6</b>
<b>Identify Author and Illustrator</b>
With prompting and support, name and define the role of the author and illustrator
<b>Text Complexity</b>
<b>Select, Read, Comprehend, and Enjoy Text</b>
Actively engage in group reading activities
<b>Skills</b>
Determine Word Meaning Recognize Text Features Identify Author and Illustrator Understand Roles of Author and Illustrator
<b>Instructional Goals</b>
Ask questions about unknown words Identify different text features Define the roles of the author and illustrator

<b>Key Ideas and Details: Informational</b> Grade K	
<b>Benchmark 1</b>	
<b>Ask and Answer Questions</b>	
With prompting and support, ask and answer questions about key details	
<b>Benchmark 2</b>	
<b>Identify Main Topic</b>	
With prompting and support, identify the main topic  Retell key details	
<b>Benchmark 3</b>	
<b>Describe Connections</b>	
With prompting and support, describe connections -Individuals      -Events -Ideas              -Pieces of information	
<b>Text Complexity</b>	
<b>Select, Read, Comprehend, and Enjoy Text</b>	
Actively engage in group reading activities	
<b>Skills</b>	
Ask Questions Answer Questions Identify Key Details	Identify Main Topic Describe Connections
<b>Instructional Goals</b>	
Answer questions about key details in a text Identify the main topic of a text Describe connections within a text	