

English Language Arts Benchmarks for Kindergarten

Reading Standards for Literature
Strand: <i>Key Ideas and Details (KID)</i>
1. With prompting and support, ask and answer questions about key details in a text.
Ask questions about key details in a story or poem
Respond to questions about key details in a story or poem
2. With prompting and support, retell familiar stories, including key details.
Retell familiar stories including key details
3. With prompting and support, identify characters, settings, and major events in a story.
Respond to questions about the main characters in a story
Respond to questions about the setting of a story
Respond to questions about the major events in a story
Strand: <i>Craft and Structure (CAS)</i>
4. Ask and answer questions about unknown words in a text.
Ask questions about the meaning of an unfamiliar word in a story or poem
Respond to questions about the meaning of an unfamiliar word in a story or poem
5. Recognize common types of texts (e.g., storybooks, poems).
Identify the characteristics of storybooks and poems
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Name the author of a story
Name the illustrator of a story
Explain the role of an author in telling a story
Explain the role of an illustrator in telling a story
Strand: <i>Integration of Knowledge and Ideas (IKI)</i>
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).
Explain an event in a story by using an illustration
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Compare and contrast the experiences of characters in a familiar story

Foundational Skills
Strand: Print Concepts (PC)
1. Demonstrate understanding of the organization and basic features of print.
Locate words in print from left to right, top to bottom, and page by page
Relate a sequence of letters in print to a spoken word
Determine the meaning of words and spaces in print
Recognize all upper- and lowercase letters of the alphabet
Name all upper- and lowercase letters of the alphabet
Strand: Phonological Awareness (PA)
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Recognize rhyming in spoken words
Pronounce rhyming words
Pronounce syllables in spoken words
Blend syllables in spoken words
Count syllables in spoken words
Segment syllables in spoken words
Blend and segment onsets of single-syllable spoken words
Blend and segment rhymes of single-syllable spoken words
Identify the initial, medial vowel, and final, and final sounds in most three-phoneme spoken words
Pronounce the initial, medial vowel, and final sounds in most three-phoneme spoken words
Create new one-syllable words by adding or substituting individual sounds in spoken words
Strand: Phonics and Word Recognition (PWR)
3. Know and apply grade-level phonics and word analysis skills in decoding words.
Pronounce the primary or most frequent sounds for each consonant
Relate the long and short sounds of the five major vowels with their graphemes
Read common high-frequency words by sight
Distinguish between similarly spelled one syllable words by identifying different letter sounds

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Strand: Fluency (FLU)
4. Read emergent-reader texts with purpose and understanding.
Read emergent-reader texts fluently with purpose and understanding
Reading Standards for Informational Text
Strand: Key Ideas and Details (KID)
1. With prompting and support, ask and answer questions about key details in a text.
Ask questions about key details in an informational text
Respond to questions about key details in an informational text
2. With prompting and support, identify the main topic and retell key details of a text.
Identify the main topic of an informational text
Retell key details found in an informational text
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Relate two individuals or events from an informational text
Strand: Craft and Structure (CAS)
4. With prompting and support, ask and answer questions about unknown words in a text.
Ask questions about the meaning of unknown words in an informational text
Respond to questions about the meaning of unknown words in an informational text
5. Identify the front cover, back cover, and title page of a book.
Identify the front cover, back cover, and title page of an informational book
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Identify the author of an informational book
Identify the illustrator of an informational book
Explain the role of an author of an informational book in presenting ideas or information
Explain the role of an illustrator of an informational book in presenting ideas or information
Strand: Integration of Knowledge and Ideas (IKI)
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).
Relate the content of an illustration to the text written in an informational book
8. With prompting and support, identify the reasons an author gives to support points in a text.
Analyze how an author uses reasons to support points in an informational text
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).
Identify similarities and differences between two informational texts on the same topic
Writing Standards
Strand: Text Types and Purposes (TTP)
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 . . .).
Draw pictures to express an opinion about a topic
State an opinion or preference about a topic or book
Write an opinion about a topic using a combination of drawing, dictating, and writing
Integrate drawing, dictating, and writing to compose an opinion piece
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.
Draw pictures to convey information about a topic
Explain information about a topic
Write an informative/explanatory piece using a combination of drawing, dictating, and writing
Integrate drawing, explaining, and writing to compose an informative/explanatory piece
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.
Draw pictures to narrate an event or a series of events
Describe an event or several loosely linked events when writing a narrative

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Write to narrate a single or loosely linked events
Integrate drawing, dictating, and writing to compose a narrative about an event
Strand: Production and Distribution of Writing (PDW)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
Strengthen writing based on comments and suggestions before producing and distributing writing
Edit writing to include sufficient details before it is produced and distributed
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Use a variety of digital tools to produce and publish writing
Strand: Research to Build and Present Knowledge (RBK)
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
Participate in shared research projects
Participate in shared writing projects
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Recall information from experiences to include in a shared research project
Gather information from provided sources to answer a question used in a shared research project
Speaking and Listening Standards
Strand: Comprehension and Collaboration (CAC)
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
Follow agreed-upon rules in a group discussion
Engage in a conversation by demonstrating multiple exchanges during a group discussion
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.
Ask questions about key details to confirm understanding of information presented orally

Answer questions about key details to confirm understanding of information presented orally
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Ask questions about the meaning of information presented orally
Answer questions about information presented orally in order to demonstrate understanding
Strand: Presentation of Knowledge and Ideas (PKI)
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
Describe familiar people, places, things, and events in an oral presentation
Respond to questions to provide additional detail in an oral presentation
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
Use drawings or other visual displays to provide details when presenting information orally
6. Speak audibly and express thoughts, feelings, and ideas clearly.
Speak audibly in an oral presentation about familiar people, places, things, and events
Convey thoughts, feelings, and ideas clearly when giving an oral presentation
Language Standards
Strand: Conventions of Standard English
1. Demonstrate command of standard English grammar and usage when writing or speaking.
Print upper- and lowercase letters when writing
Use frequently occurring nouns when speaking
Use frequently occurring verbs when speaking
Construct regular plural nouns by adding /s/or/es/
Identify words that ask a question
Use question words when asking a question orally
Use frequently occurring prepositions when speaking
Produce complete sentences when speaking
Expand complete sentences when speaking
2. Demonstrate command of the conventions of standard English

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capitalization, punctuation, and spelling when writing.
Capitalize the first word in a sentence and the pronoun "I" when writing
Name end punctuation
Print a letter for consonant and short-vowel sounds
Spell simple words phonetically
Strand: Vocabulary Acquisition and Use (VAU)
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
Determine a new meaning for a familiar word
Apply new meanings for familiar words to new contexts
Identify the meaning of an unknown word or phrase based on inflections of spoken language
Identify the meaning of an unknown word or phrase based on frequently occurring affixes
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
Categorize common objects
Relate frequently occurring verbs and adjectives to their opposites
Identify real-life connections between words and their uses
Distinguish between the meaning of verbs that describe the same general action
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Use words and phrases acquired through conversation
Use words and phrases acquired through reading and being read to
Use words and phrases acquired through responding to texts