

Diocese of Davenport
Language Arts Standards and Benchmarks
Grade Level K

Standard 1: Demonstrates competence in the general skills and strategies of the reading process

A. Interval Benchmark: Uses the skills and strategies of the print-sound code when reading grade appropriate text

1. Grade Level Benchmark : Knows the names of the letters of the alphabet and can identify them by name in any context (letter recognition)

Vocabulary:

- letter
- alphabet
- upper case
- lower case
- sound

Objective:

- Knows letters are in alphabetical order
- Knows the names of the letters in the alphabet
- Understands a letter always has the same name, regardless of the context
- Understands letter orientation
- Knows a written word is a series of letters that represents a series of sounds
- Understands the alphabetic principle (the sequence of letters in a written word represents the sequence of sounds)
- Knows the names and sounds of all the letters

Skills:

- Recognizes and names all upper and lower case letters in any context and in isolation
- Recognizes letters in any common font or handwriting, other than cursive
- Identifies or writes any letter(s) in any order without an alphabet chart
- Recognizes and says the common sounds of most letters
- Produces a letter name or letter sound for all letters
- Uses knowledge of sounds and letters to write phonetically, representing consonant sounds with single letters in the correct sequence

2. Grade Level Benchmark : Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds (phonemic awareness)

Vocabulary:

- vowel
- consonant
- rhyme
- rhyming words

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- beginning sound
- ending sound

Objective:

- Discriminates between speech sounds
- Discriminates between letter symbols
- Knows speech sounds are represented with letter symbols
- Understands the concept of one-to-one correspondence
- Knows sounds are combined to form spoken words
- Knows sound-symbol relationships can be used to decode unknown words

Skills:

- Matches all consonant sounds with the individual letter symbols
- Matches most vowel sounds with the individual letter symbols
- Matches combinations of speech sounds (e.g., blends) with letter combinations
- Matches some consonant sounds with the most common combinations of two-letter symbols (digraphs)
- Produces rhyming words and recognizes pairs of rhyming words
- Isolates initial consonants in single-syllable words
- Identifies and separates the sounds of single-syllable words (the onset and rime) by saying each sound aloud
- Blends onsets and rimes to form words by blending separately spoken phonemes to make a meaningful one-syllable word

3. Grade Level Benchmark : Converts written word to spoken word (reads words)

Vocabulary:

- chunk
- word families
- stretch-out
- blend

Objective:

- Knows there is a systematic relationship between letters and sounds (e.g., the alphabetic principle)
- Knows there are visual features for instant recognition of words
- Knows a word is decoded from left to right
- Knows phonetic decoding of word chunks depends on the surrounding letters
- Understands letters and sounds have no meanings by themselves, but the letters and sounds in a word combine to form meaning

Skills:

- Uses knowledge of letter sounds to figure out a few simple, regularly spelled, single-syllable words (c-v-c)
- Reads simple texts containing letter-sound correspondences and high-frequency words
- Recognizes by sight a minimum of 20 high-frequency words

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- Breaks words into chunks ready to be blended
- Extracts chunks of several letters (e.g., ing, est, ight, ought)
- Recognizes word families
- Reads the same word in the same way across contexts
- Recognizes a word in any context as long as the way the word is written does not differ greatly from the way it was written the last time the child saw it
- Scans words from left to right
- Recognizes chunks of familiar words when they are present in a new word

B. Interval Benchmark: Demonstrates accuracy and fluency when reading grade appropriate text

1. Grade Level Benchmark: Knows by sight a minimum of 20 high-frequency words

Vocabulary:

- sight words
- instantly
- frequent
- automatic

Objective:

- Knows there are some words that have to be recognized instantly

Skills:

- Reads instantly many four- and five-letter words

2. Grade Level Benchmark: Reads grade appropriate books--Level B (that they have not seen before, but have been previewed for them, attending to each word in sequence and getting most of them correct)

Vocabulary:

- picture walk
- preview

Objective:

- Knows previewing a book can help with word recognition
- Knows some stories have a pattern

Skills:

- Reads words in sequence
- Gets most of the words correct
- Recognizes the story pattern

3. Grade Level Benchmark: Reads "emergently" ("rereads" a favorite story, recreating the words of the text with fluent intonation and phrasing and showing through verbal statements or occasional pointing that they understand the print on the page controls what is said)

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Vocabulary:

- rereads
- expression
- pointing

Objective:

- Understands the print on the page controls what is said
- Understands reading with expression makes the text more interesting

Skills:

- Indicates by pointing or through verbal statements that the print has a message
- Recreates the words of the text with fluent intonation and phrasing

C. Interval Benchmark: Uses the skills and strategies of a cueing system when reading grade appropriate text

1. Grade Level Benchmark: Understands the basic concepts of print (e.g., word, sentence)

Vocabulary:

- letter
- word
- sentence
- space
- ending punctuation
- capital letter

Objective:

- Knows which letters represent consonant sounds
- Knows consonant sounds
- Knows which letters represent vowel sounds
- Knows that letter/sound relationships can be used to decode unknown words

Skills:

- Identifies separate words by pointing to each word
- Identifies separate letters in printed words by pointing to each letter
- Matches two words letter by letter in any context
- Identifies a separate sentence in a text, using punctuation marks and upper case letters

2. Grade Level Benchmark: Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures)

Vocabulary:

- beginning
- front
- back
- left-to-right
- top-to-bottom
- print

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- pictures
- first
- line
- sweep
- letters
- numbers
- page

Objective:

- Knows the purposes of books and other printed materials
- Knows the functions of different parts of a book
- Knows the functions of the basic elements of a book (print, pictures)
- Knows about the procedures involved in reading
- Knows about the relationship between the story and the book (comprehension)

Skills:

- Points to the beginning of a story
- Holds a book correctly to read it
- Identifies the front and the back of the book
- States the purpose of books and other printed materials
- Reads from left to right, pointing at the words
- Matches words letter by letter
- Distinguishes between print and pictures
- Uses text as a source of meaning
- Reads from top to bottom, pointing to lines of print
- Points to the first word on the line
- Sweeps at the end of a line of print
- Identifies different printed characters (letters, numbers)
- Identifies where to start reading on a page
- Sequences elements of print
- Differentiates between reading and speaking
- Asks questions about the text's content
- Takes meaning from texts
- Differentiates between print and non-print and between different print characters
- Differentiates between print and pictures and the way they describe objects

D. Interval Benchmark: Uses a variety of comprehension processes

1. Grade Level Benchmark : Retells stories or parts of stories (orally and through pictures)

Vocabulary:

- retells
- evidence
- events
- sequence
- order

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- character

Objective:

- Knows that when retelling a story, the events need to in the correct sequence
- Knows when retelling a story, some details about story elements need to be given

Skills:

- Retells story putting events in the correct sequence
- Responds to simple questions about a book's content
- Provides support for answers to questions

2. **Grade Level Benchmark:** Uses pictures in familiar text to talk about the content

Vocabulary:

- pictures
- clues
- characters
- events

Objective:

- Knows pictures provide information about the elements of a story

Skills:

- Uses pictures to find information about the elements of a story

3. **Grade Level Benchmark:** Uses self-monitoring and self-correcting strategies

Vocabulary:

- checking
- questioning
- correcting
- strategy

Objective:

- Knows there are strategies to use to make sure text is making sense

Skills:

- Asks questions to clarify meaning
- Checks to see if what they are reading makes sense
- Checks to see if they are on the right page
- Checks to see if the word they are saying is the one they are pointing to

4. **Grade Level Benchmark:** Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension

Vocabulary:

- understanding
- characters
- setting
- story elements

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Objective:

- Knows pictures and print have a relationship to the information
- Knows stories have particular parts
- Knows prior knowledge and experience helps to make sense of and talk about the text

Skills:

- Creates artwork or a written response to show comprehension
- Answers simple questions about the text's content
- Supports answers to questions about the text using text information and prior knowledge and experience
- Uses pictures to aid comprehension

5. Grade Level Benchmark : Makes and supports predictions

Vocabulary:

- prediction
- story clues

Objective:

- Knows predictions are made using text clues and pictures
- Knows predictions are made using prior experience and knowledge

Skills:

- Uses pictures to make predictions about a story
- Uses text clues to make predictions about a story
- Supports predictions using text evidence and prior experience and knowledge

E. Interval Benchmark: Uses the structural features of a variety of text

1. Grade Level Benchmark : Knows the parts of a book

Vocabulary:

- book
- front cover
- back cover
- title page
- author
- illustrator
- spine

Objective:

- Knows a book is made up of different parts
- Knows specific information appears in generally the same place in all books

Skills:

- Identifies the parts of a book
- Shows a specific part of a book when asked