

**Oakland Public Schools
Grade K Literacy Benchmark Guide**

Reading-Literature/Informational Text	Fall	Winter	Spring
*Reads grade level text independently	Emergent Story Books and/or Shared Reading	A, B	C, D, E
Retells stories with key details.	<ul style="list-style-type: none"> • With prompting and support retells familiar stories, including details • With prompting and support, identify characters, settings, and major events in a story. 	<ul style="list-style-type: none"> • With prompting and support retells familiar stories, including details • With prompting and support, identify characters, settings, and major events in a story. 	<ul style="list-style-type: none"> • With prompting and support retells support with main idea.
Uses illustrations and details to describe characters, settings, or events	<ul style="list-style-type: none"> • Uses pictures to identify the characters, settings • Recognize common types texts. 	<ul style="list-style-type: none"> • Uses pictures to identify the characters, settings • Recognize common types texts. 	<ul style="list-style-type: none"> • Uses illustrations and details to describe characters, settings or events.
Compares and contrasts characters	<ul style="list-style-type: none"> • With guided practice, compares and contrasts characters. 	<ul style="list-style-type: none"> • With prompting and support, compares and contrasts characters and their adventures. 	<ul style="list-style-type: none"> • Compares and contrasts characters and their adventures.
Uses text features to identify main topic and locate key facts	<ul style="list-style-type: none"> • In shared reading, recognizes and identifies front cover, back cover and title page of a book. Name the author and illustrator of a text and define the role of each on presenting the ideas or information in a text. 	<ul style="list-style-type: none"> • With prompting and support, identify the main topic and retell key details. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in the text. 	<ul style="list-style-type: none"> • With prompting and support, identify the main topic and retell key details. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in the text.
Identifies similarities and differences between two texts on the same topic	<ul style="list-style-type: none"> • With guided practice in shared reading, recognizes similarities and differences between two texts on the same topic 	<ul style="list-style-type: none"> • With prompting and support, identifies similarities and differences between two texts on the same topic 	<ul style="list-style-type: none"> • Identifies similarities and differences between two texts on the same topic

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<p>Determines the meaning of unknown, multiple meaning words/phrases</p>	<ul style="list-style-type: none"> ● With guidance and support, identify new meanings for words and apply them accurately (e.g., duck is a bird) ● Use the most frequently used endings (e.g., -ed, -s, -ing) as a clue to the meaning of unknown words ● Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. ● Identify real-life connections between words and their use (e.g., note places at school that are colorful). ● Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. 	<ul style="list-style-type: none"> ● With guidance and support, identify new meanings for words and apply them accurately (e.g., duck is a bird) ● Use the most frequently used endings (e.g., -ed, -s, -ing) as a clue to the meaning of unknown words ● Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. ● Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. ● Identify real-life connections between words and their use (e.g., note places at school that are colorful). ● Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. 	<ul style="list-style-type: none"> ● With guidance and support, identify new meanings for words and apply them accurately (e.g., duck is a bird) ● Use the most frequently used endings (e.g., -ed, -s, -ing) as a clue to the meaning of unknown words ● Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. ● Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. ● Identify real-life connections between words and their use (e.g., note places at school that are colorful). ● Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.
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Foundational Skills	Fall	Winter	Spring
<p>Demonstrate understanding of the organization and basic features of print.</p>	<ul style="list-style-type: none"> • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper- and lowercase letters of the alphabet. 	<ul style="list-style-type: none"> • Follow words from left to right, top to bottom, and page by page. • Understand that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper- and lowercase letters of the alphabet. 	<ul style="list-style-type: none"> • Follow words from left to right, top to bottom, and page by page. • Understand that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper- and lowercase letters of the alphabet.
<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<ul style="list-style-type: none"> • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. 	<ul style="list-style-type: none"> • Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) • Add or substitute individual sounds in simple, one-syllable words to make new words. • Blend and segment onsets and rimes of single-syllable spoke words 	<ul style="list-style-type: none"> • Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) • Add or substitute individual sounds in simple, one-syllable words to make new words. • Blend and segment onsets and rimes of single-syllable spoke words
<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p>	<ul style="list-style-type: none"> • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing 	<ul style="list-style-type: none"> • Associate the long and short sounds with the common spellings for the five major 	<ul style="list-style-type: none"> • Associate the long and short sounds with the common spellings for the

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	<p>many of the most frequently used sounds of each consonant.</p> <ul style="list-style-type: none"> Associate the long and short sounds with the common spellings for the five major vowels 	<p>vowels.</p> <ul style="list-style-type: none"> Read high-frequency and sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot) 	<p>five major vowels.</p> <ul style="list-style-type: none"> Read high-frequency and sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot)
Reads common high-frequency words by sight		<ul style="list-style-type: none"> Recognizes grade-appropriate high-frequency words by sight 	<ul style="list-style-type: none"> Recognizes and reads grade-appropriate high-frequency words by sight
Read emergent text with one-to-one correspondence to develop fluency and comprehension	<ul style="list-style-type: none"> Read emergent-readers with purpose and understanding 	<ul style="list-style-type: none"> Read emergent-readers with purpose and understanding 	<ul style="list-style-type: none"> Read emergent-readers with purpose and understanding
Writing In opinion, informative/explanatory or narrative pieces:	Fall	Winter	Spring

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Follows the structure of the genre	<p>Narrative:</p> <ul style="list-style-type: none"> • Narrate a single event or several loosely linked events • Tell about the events in sequence • Provide a reaction. • Includes some details regarding what happened • Uses most frequent prepositions 	<p>Informative/Explanatory:</p> <ul style="list-style-type: none"> • Names a topic • Supplies some facts or information about the topic • Uses most frequent prepositions <p>Opinion:</p> <ul style="list-style-type: none"> • Introduces the topic or name the book he/she is writing about • States an opinion or preference about a topic • Uses most frequent prepositions 	<p>Informative/Explanatory:</p> <ul style="list-style-type: none"> • Names a topic • Supplies some facts about the topic • Uses most frequent prepositions <p>Realistic Fiction:</p> <ul style="list-style-type: none"> • Creates a realistic character • Creates a problem and solution • Uses most frequent prepositions
Strengthens writing by adding details	<ul style="list-style-type: none"> • With guidance and support, adds details to strengthen writing as needed 	<ul style="list-style-type: none"> • With guidance and support, adds details to strengthen writing as needed 	<ul style="list-style-type: none"> • With guidance and support, adds details to strengthen writing as needed
Applies command of conventions of grammar and usage	<ul style="list-style-type: none"> • Uses most frequent prepositions <ul style="list-style-type: none"> • Use frequently occurring nouns and verbs • Forms regular plural nouns orally by adding /s/ or /es/ • Understand and use question words 	<ul style="list-style-type: none"> • Uses most frequent prepositions <ul style="list-style-type: none"> • Use frequently occurring nouns and verbs • Forms regular plural nouns orally by adding /s/ or /es/ • Understand and use question words 	<ul style="list-style-type: none"> • Uses most frequent prepositions <ul style="list-style-type: none"> • Use frequently occurring nouns and verbs • Forms regular plural nouns orally by adding /s/ or /es/ • Understand and use question words
Applies grade level conventions: capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> • Capitalizes the first word in a sentence and the pronoun I • Capitalizes dates and names • Uses end punctuation • Spell simple words phonetically • Print upper and lowercase letters • Spell simple words phonetically, drawing on knowledge of sound- 	<ul style="list-style-type: none"> • Capitalizes the first word in a sentence and the pronoun I • Capitalizes dates and names • Uses end punctuation • Print upper and lowercase letters • Spell simple words phonetically, drawing on knowledge of sound-letter relationships 	<ul style="list-style-type: none"> • Capitalizes the first word in a sentence • Capitalizes dates and names • Uses end punctuation • Spell simple words phonetically, drawing on knowledge of sound-letter relationships

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	letter relationships		<ul style="list-style-type: none">• Uses commas to separate single words in a series and in dates
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