



English Language Arts (B.E.S.T.) Standards

GRADES: K, 1, 2

Strand: EXPECTATIONS

Expectation 1: Cite evidence to explain and justify reasoning.

BENCHMARK CODE	BENCHMARK
ELA.K12.EE.1.1	<p>Cite evidence to explain and justify reasoning.</p> <p><i>Clarifications:</i></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>

Expectation 2: Read and comprehend grade-level complex texts proficiently.

BENCHMARK CODE	BENCHMARK
ELA.K12.EE.2.1	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><i>Clarifications:</i></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>

Expectation 3: Make inferences to support comprehension.

BENCHMARK CODE	BENCHMARK
ELA.K12.EE.3.1	Make inferences to support comprehension.

	<p><u>Clarifications:</u> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
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Expectation 4: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

BENCHMARK CODE	BENCHMARK
ELA.K12.EE.4.1	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><u>Clarifications:</u> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>

Expectation 5: Use the accepted rules governing a specific format to create quality work.

BENCHMARK CODE	BENCHMARK
ELA.K12.EE.5.1	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><u>Clarifications:</u> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>

Expectation 6: Use appropriate voice and tone when speaking or writing.

BENCHMARK CODE	BENCHMARK
ELA.K12.EE.6.1	<p>Use appropriate voice and tone when speaking or writing.</p> <p><u>Clarifications:</u> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

English Language Arts (B.E.S.T.) Standards

GRADE: K

Strand: FOUNDATIONAL SKILLS

Standard 1: Learning and Applying Foundational Reading Skills

BENCHMARK CODE	BENCHMARK
<p>ELA.K.F.1.1</p>	<p>Demonstrate knowledge of the basic concepts of print.</p> <ul style="list-style-type: none"> a. Locate a printed word on a page. b. Distinguish letters from words within sentences. c. Match print to speech to demonstrate that language is represented by print. d. Identify parts of a book (front cover, back cover, title page). e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line. f. Identify all upper- and lowercase letters of the alphabet. g. Recognize that print conveys specific meaning and pictures may support meaning. <p><i>Clarifications:</i> <i>Clarification 1:</i> Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>ELA.K.F.1.AP.1a Identify a printed word. <i>Date Adopted or Revised:</i> 03/22</p> <p>ELA.K.F.1.AP.1b Distinguish letters from words. <i>Date Adopted or Revised:</i> 03/22</p> <p>ELA.K.F.1.AP.1c Match print to receptive language to demonstrate that language is represented by print. <i>Date Adopted or Revised:</i> 03/22</p> <p>ELA.K.F.1.AP.1d Identify parts of a book (front cover, back cover, title page) with a model. <i>Date Adopted or Revised:</i> 03/22</p> <p>ELA.K.F.1.AP.1e Move left to right on the printed page. <i>Date Adopted or Revised:</i> 03/22</p> <p>ELA.K.F.1.AP.1f Identify upper- and lowercase letters of the alphabet. <i>Date Adopted or Revised:</i> 03/22</p> <p>ELA.K.F.1.AP.1g Recognize that print conveys specific meaning and pictures may support meaning. <i>Date Adopted or Revised:</i> 03/22</p>
<p>ELA.K.F.1.2</p>	<p>Demonstrate phonological awareness.</p> <ul style="list-style-type: none"> a. Blend and segment syllables in spoken words. b. Identify and produce alliterative and rhyming words. c. Blend and segment onset and rimes of single-syllable words. d. Identify the initial, medial, and final sound of spoken words. e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word. f. Segment and blend phonemes in single-syllable spoken words.

	<p><i>Clarifications:</i> <i>Clarification 1:</i> Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>ELA.K.F.1.AP.2a Blend and segment syllables in spoken words. <i>Date Adopted or Revised:</i> 03/22</p> <p>ELA.K.F.1.AP.2b Identify and produce alliterative and rhyming words. <i>Date Adopted or Revised:</i> 03/22</p> <p>ELA.K.F.1.AP.2c Blend and segment onset and rimes of single-syllable words. <i>Date Adopted or Revised:</i> 03/22</p> <p>ELA.K.F.1.AP.2d Identify the initial, medial and final sound of spoken words. <i>Date Adopted or Revised:</i> 03/22</p> <p>ELA.K.F.1.AP.2e Add or delete phonemes at the beginning or end of a spoken word and produce the resulting word using the student's mode of communication. <i>Date Adopted or Revised:</i> 03/22</p> <p>ELA.K.F.1.AP.2f Segment and blend phonemes in single-syllable spoken words. <i>Date Adopted or Revised:</i> 03/22</p>
<p>ELA.K.F.1.3</p>	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p> <ul style="list-style-type: none"> a. Demonstrate knowledge of the most frequent sound for each consonant. b. Demonstrate knowledge of the short and long sounds for the five major vowels. c. Decode consonant-vowel-consonant (CVC) words. d. Encode consonant-vowel-consonant (CVC) words. <p><i>Clarifications:</i> <i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).</p> <p><i>Clarification 2:</i> Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>ELA.K.F.1.AP.3a Demonstrate knowledge of the most frequent sound for consonants. <i>Date Adopted or Revised:</i> 03/22</p> <p>ELA.K.F.1.AP.3b Demonstrate knowledge of the short and long sounds for the five major vowels. <i>Date Adopted or Revised:</i> 03/22</p> <p>ELA.K.F.1.AP.3c Decode consonant-vowel-consonant (CVC) words. <i>Date Adopted or Revised:</i> 03/22</p> <p>ELA.K.F.1.AP.3d Encode consonant-vowel-consonant (CVC) words. <i>Date Adopted or Revised:</i> 03/22</p>

ELA.K.F.1.4	<p>Recognize and read with automaticity grade-level high frequency words.</p> <p><i>Examples:</i></p> <p><i>Clarifications:</i></p> <p><i>Clarification 1:</i> See Dolch and Fry word lists.</p> <p><i>Clarification 2:</i> Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p>
Related Access Point(s)	
ELA.K.F.1.AP.4 Recognize and read high frequency words. <i>Date Adopted or Revised:</i> 03/22	

Strand: READING

Standard 1: Reading Prose and Poetry

BENCHMARK CODE	BENCHMARK
ELA.K.R.1.1	<p>Describe the main character(s), setting, and important events in a story.</p> <p><i>Clarifications:</i></p> <p><i>Clarification 1:</i> In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on.</p> <p><i>Clarification 2:</i> For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.</p> <p><i>Clarification 3:</i> Descriptions can be oral, either in response to a question or through discussion.</p>
Related Access Point(s)	
ELA.K.R.1.AP.1 Identify a character, a setting and an event in a story. <i>Date Adopted or Revised:</i> 03/22	
ELA.K.R.1.3	<p>Explain the roles of author and illustrator of a story.</p> <p><i>Clarifications:</i></p> <p><i>Clarification 1:</i> Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss' <i>Hop on Pop</i> where Dr. Seuss performs both roles.</p> <p><i>Clarification 2:</i> Students should also explain that both authors and illustrators contribute to the meaning of the text.</p>
Related Access Point(s)	
ELA.K.R.1.AP.3 Identify the roles of author and illustrator of a story. <i>Date Adopted or Revised:</i> 03/22	
ELA.K.R.1.4	<p>Identify rhyme in a poem.</p> <p><i>Clarifications:</i></p> <p><i>Clarification 1:</i> This benchmark builds on the skills from the phonological awareness</p>

	<p>benchmark ELA.K.F.1.2(b): Identify and produce alliterative and rhyming words. The expectation is that students identify rhyming words in a poem that is read aloud.</p> <p><i>Clarification 2:</i> Students will also note where the rhyme is coming, e.g., at the end of a line.</p>
	Related Access Point(s)
	<p>ELA.K.R.1.AP.4 Identify a rhyme. <i>Date Adopted or Revised:</i> 03/22</p>

Standard 2: Reading Informational Text

BENCHMARK CODE	BENCHMARK
ELA.K.R.2.1	<p>Use titles, headings, and illustrations to predict and confirm the topic of texts.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> The step of confirming the prediction is essential to mastery of this benchmark.</p>
	Related Access Point(s)
	<p>ELA.K.R.2.AP.1 Use titles and illustrations to predict and confirm the topic of texts. <i>Date Adopted or Revised:</i> 03/22</p>
ELA.K.R.2.2	<p>Identify the topic of and multiple details in a text.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book <i>Why Should I Recycle?</i> is recycling.</p>
	Related Access Point(s)
	<p>ELA.K.R.2.AP.2 Identify the topic of and select a detail in a text. <i>Date Adopted or Revised:</i> 03/22</p>
ELA.K.R.2.4	<p>Explain the difference between opinions and facts about a topic.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> Students will explain which statements are fact and which are opinion within a text.</p> <p><i>Clarification 2:</i> Students will orally explain that facts are things that a person knows about something and that can be proven true or false. Students will orally explain that opinions are what a person thinks about something, often related to feelings or beliefs. Opinions cannot be proven true or false.</p> <p><i>Example:</i> “Dogs need food and water to survive” is a fact. It can be proven to be true. “Dogs are the best pets” is an opinion. It’s what someone may think, but it can’t be proven.</p>
	Related Access Point(s)
	<p>ELA.K.R.2.AP.4 Identify an opinion or fact about a topic. <i>Date Adopted or Revised:</i> 03/22</p>

Standard 3: Reading Across Genres

BENCHMARK CODE	BENCHMARK
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<p>ELA.K.R.3.1</p>	<p>Identify and explain descriptive words in text(s).</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> Students will explain examples of descriptive words in text and how they add meaning.</p> <p><i>Clarification 2:</i> Students will be introduced to the academic vocabulary word “adjective.” However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>ELA.K.R.3.AP.1 Identify descriptive words in text(s). <i>Date Adopted or Revised:</i> 03/22</p>
<p>ELA.K.R.3.2</p>	<p>Retell a text orally to enhance comprehension:</p> <p style="padding-left: 40px;">a. Use main character(s), setting, and important events for a story. b. Use topic and details for an informational text.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>ELA.K.R.3.AP.2a Identify main character, setting and important events for a story using the student’s mode of communication. <i>Date Adopted or Revised:</i> 03/22</p> <p>ELA.K.R.3.AP.2b Identify topic and details for an informational text using the student’s mode of communication. <i>Date Adopted or Revised:</i> 03/22</p>
<p>ELA.K.R.3.3</p>	<p>Compare and contrast characters’ experiences in stories.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> Students will orally compare and contrast the experiences that characters have had, comparing them to those experienced by other characters, in the same story or a different story. Those experiences can be expressed as events, feelings, or behaviors.</p> <p style="text-align: center;">Related Access Point(s)</p> <p>ELA.K.R.3.AP.3 Identify different character experiences in the same story. <i>Date Adopted or Revised:</i> 03/22</p>

Strand: COMMUNICATION

Standard 1: Communicating Through Writing

BENCHMARK CODE	BENCHMARK
<p>ELA.K.C.1.1</p>	<p>Print many upper- and lowercase letters.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> Students should attend to spacing between letters.</p>

	<p><i>Clarification 2:</i> Of the many letters students need to be able to print, all vowels must be included. For example, a student who can print 22 letters, both upper- and lowercase, but not “a” or “A” has not mastered the benchmark.</p>
	Related Access Point(s)
	<p>ELA.K.C.1.AP.1 Print many upper- and lowercase letters with a model. <i>Date Adopted or Revised:</i> 03/22</p>
ELA.K.C.1.2	<p>Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> The product can be written, drawn, dictated, or a combination of all. <i>Clarification 2:</i> See Writing Types.</p>
	Related Access Point(s)
	<p>ELA.K.C.1.AP.2 Using a combination of drawing, dictating and/or writing, create a narrative. <i>Date Adopted or Revised:</i> 03/22</p>
ELA.K.C.1.3	<p>Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> The product can be written, oral, drawn, dictated, or a combination of all. <i>Clarification 2:</i> See Writing Types.</p>
	Related Access Point(s)
	<p>ELA.K.C.1.AP.3 Using a combination of drawing, dictating, selecting and/or writing, express an opinion about a topic. <i>Date Adopted or Revised:</i> 03/22</p>
ELA.K.C.1.4	<p>Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> The product can be written, drawn, dictated, or a combination of all. <i>Clarification 2:</i> Some opinion can be added to the information, but it should mostly be factual. It is important that students understand the difference between writing to explain and writing to express an opinion. <i>Clarification 3:</i> See Writing Types.</p>
	Related Access Point(s)
	<p>ELA.K.C.1.AP.4 Using a combination of drawing, dictating, selecting and/or writing, provide a fact about a topic. <i>Date Adopted or Revised:</i> 03/22</p>
ELA.K.C.1.5	<p>With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> “As needed” refers to the fact that sometimes instruction will focus on a specific skill or part of the process. For example, a lesson may focus on planning. In those instances, only the planning step would be focused on. By the end of the year, students should have ample opportunities to engage in planning, revising, and editing.</p>
	Related Access Point(s)

	<p>ELA.K.C.1.AP.5 With guidance and support from adults, improve drawing and writing, as needed, by planning and revising. <i>Date Adopted or Revised: 03/22</i></p>
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Standard 2: Communicating Orally

BENCHMARK CODE	BENCHMARK
ELA.K.C.2.1	<p>Present information orally using complete sentences.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> For further guidance, see the Elementary Oral Communication Rubric.</p>
	Related Access Point(s)
	<p>ELA.K.C.2.AP.1 Express information using complete sentences, using the student's mode of communication. <i>Date Adopted or Revised: 03/22</i></p>

Standard 3: Following Conventions

BENCHMARK CODE	BENCHMARK
ELA.K.C.3.1	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> • Begin each sentence with a capital letter and use ending punctuation. • Capitalize the days of the week, the months of the year, and the pronoun I. • Form regular plural nouns orally by adding /s/ or /es/. • Use interrogatives to ask questions. <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> • Capitalize proper nouns. • Form and use simple verb tenses for regular verbs by adding the affix -ed. • Form and use complete simple sentences. • Use possessives. • Use subject-verb agreement in simple sentences. <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
	Related Access Point(s)
	<p>ELA.K.C.3.AP.1 1 Follow the rules of standard English grammar, punctuation, capitalization and spelling.</p> <ul style="list-style-type: none"> • Capitalize the first word in a sentence, the pronoun I and use ending punctuation. • Form and use complete simple sentences. <p>Use interrogatives to ask questions.</p> <p><i>Date Adopted or Revised: 03/22</i></p>

Standard 4: Researching

BENCHMARK CODE	BENCHMARK
ELA.K.C.4.1	Recall information to answer a question about a single topic.
	Related Access Point(s)
	ELA.K.C.4.AP.1 Identify information to answer a question about a single topic. <i>Date Adopted or Revised:</i> 03/22

Standard 5: Creating and Collaborating

BENCHMARK CODE	BENCHMARK
ELA.K.C.5.1	Use a multimedia element to enhance oral or written tasks.
	<i>Clarifications:</i> <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation. Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation. At this grade level, the element should relate to the task but that relationship may be tangential. It does not require but can include the use of computers.
	Related Access Point(s) ELA.K.C.5.AP.1 Identify the correct multimedia element to enhance oral or written tasks when presented with options. <i>Date Adopted or Revised:</i> 03/22

Strand: VOCABULARY

Standard 1: Finding Meaning

BENCHMARK CODE	BENCHMARK
ELA.K.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
	<i>Clarifications:</i> <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
	Related Access Point(s) ELA.K.V.1.AP.1 Use grade-level academic vocabulary appropriately in communication, using the student's mode of communication. <i>Date Adopted or Revised:</i> 03/22
ELA.K.V.1.2	Ask and answer questions about unfamiliar words in grade-level content.
	Related Access Point(s)
	ELA.K.V.1.AP.2 Identify unfamiliar words in grade-level content at the student's ability level. <i>Date Adopted or Revised:</i> 03/22
ELA.K.V.1.3	Identify and sort common words into basic categories, relating vocabulary to background knowledge.
	<i>Clarifications:</i> <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

Clarification 2: See [Context Clues](#) and [Word Relationships](#).

Related Access Point(s)

ELA.K.V.1.AP.3

Identify categories of common words in grade-level text at the student's ability level, using the student's mode of communication.

Date Adopted or Revised: 03/22