

Charyl Stockwell Academy

Kindergarten Benchmarks and Grade Level Content Expectations

Benchmarks are in normal font, GLCES are in italics

English Language Arts

BENCHMARKS:

Children will:

Oral Language:

- Use effective speaking behaviors when offering ideas in class (refer to MLPP Oral Language assessment rubric)
- *Conventions:*
 - *In spoken informational and narrative presentations*
 - *Speak clearly and audibly in complete, coherent sentences*
 - *Use sound effects*
 - *Use illustrations*
 - *Make presentations in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English)*
 - *Briefly tell/retell about*
 - *Familiar experiences (including at least characters, setting, and events)*
 - *Interests (including at least topic and key details)*
 - *Plan and deliver presentations*
 - *Using an informational organizational pattern description*
 - *With appropriate text features, pictures, and illustration*
 - *Providing several facts and details to make their point*
- *Understand and follow one and two-step directions*
- *Listen to each other and interact and respond appropriately*
 - *Eye contact*
 - *Attentive*
 - *Supportive*
- *Use effective listening and viewing behaviors*

- Dictate a page for a class concept book and share it aloud with the class
- Discuss the characteristics of, and similarities and differences among text/literature (e.g., comparing fiction & nonfiction, fiction & fiction, or nonfiction & nonfiction)
- Respond to the ideas and feelings generated by literature and classmates
 - *Respond to multiple text types by reflecting, making meaning, and making connections*
 - *Begin to ask appropriate questions during a presentation or report*
 - *Spoken Discourse:*
 - *Engage in substantive conversation*
 - *Remaining focused on subject matter*
 - *With interchanges beginning to build on prior responses*
 - *In the context of literature discussion, paired conversations, or other interactions*
 - *Use language to communicate with a variety of audiences and for different purposes*
 - *Problem solve*
 - *Explain*
 - *Look for solutions*
 - *Construct relationships*
 - *Courtesies*

- Demonstrate understanding of the Boehm concept words
 - *In context, determine the meaning of a few words and familiar and repeated phrases (objects, actions)*

Phonemic Awareness and Phonics:

- Use rhyme and blending to identify and analyze the sounds of words; begin to use segmenting to identify and analyze the sounds of words

- *Demonstrate phonemic awareness by the wide range of sound manipulation competencies including rhyming and sound blending*
- *Recognize that words are composed of sounds blended together and carry meaning*

- Distinguish between upper and lower case letters
- Identify upper and lower case letters by letter name
- Begin to use rhyming to construct meaning (how does substituting other words that rhyme change the meaning of the text)

Fluency:

- Easily identify their own name and the names of other children, and interpret pictures
- Begin to follow a line of print in chants and songs
- Develop fluency through retelling
- Begin to recognize letters and words that are meaningful to each child and read them aloud fluently
 - *Recognize a small number of frequently encountered, personally meaningful words in print automatically*
 - *Recognize a few of the 220 Dolch basic sight vocabulary automatically*
 - *Apply the following aspects of fluency: automatic naming of letters, automatic recognition of a few words both when encountered in context and isolation, and demonstrating automatic understanding of concepts of print*
 - *Know the meanings of words encountered frequently in kindergarten in oral language contexts (list of words to be determined)*

- Demonstrate oral fluency by sharing aloud their ideas

Comprehension:

- Listen to and respond thoughtfully to literature and other texts
 - *Become familiar with and respond to literature*
 - *Experience a variety of narrative genre including*
 - *Stories*
 - *Nursery rhymes*
 - *Poetry*
 - *Songs*

- *Discuss simple story elements in narrative text*
 - *Setting*
 - *Characters*
 - *Events*
 - *Narrative Text*
 - *Identify how authors/illustrators use pictures and illustrations to support the understanding of settings and characters*
 - *Respond to multiple texts read by discussing, drawing, or writing to reflect, make meaning, and make connections*
 - *Informational Text*
 - *Experience a variety of informational genre*
 - *Environmental text*
 - *Concept books*
 - *Picture books*
 - *Respond to multiple texts read by discussing, drawing, or writing to reflect, make meaning, and make connections*
 - *Make meaningful predictions based on illustrations or portions of stories*
 - *Acquire and apply pertinent and important knowledge from what has been read to them from unit level appropriate science, social studies, and mathematics texts (e.g., k-w-l chart)*
 - *Use simple strategies to increase comprehension while listening to familiar unit level text such as making credible predictions based on illustrations*
 - *Listen to and view and discuss a variety of genres*
 - *Listen to, view, and respond thoughtfully to text*
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- Listen to literature and other texts to identify the aspects of each character trait
 - Use the strategies of retelling and role-playing to construct meaning
 - Identify characters and setting
 - Retell important parts of the story
 - *Retell up to three events from familiar text using their own words or phrasing*
 - *Begin to sort and order information with extensive teacher guidance*
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- Make connections between key ideas in literature and other texts and their own lives

- *Activate prior knowledge*
- *Connect personal knowledge and experience to ideas in texts*
- *Begin to make text-to-self and text-to-text connections and comparisons*
- *Respond to multiple texts listened to or viewed by discussing, drawing, or writing in order to reflect, make meaning, and make connections*

Writing:

- Participate in interactive writing (using LEA or dictating to teacher)
 - *With extensive teacher support, write a brief informational piece (a page for a class book) using drawings, words, word-like clusters, and/or sentences*
 - *With extensive teacher support, contribute to a class research project by adding relevant information to a class book including gathering information from teacher-supplied texts and using the writing process to develop the project*
- Illustrate a dictated piece
- Write a story using pictures; begin to use letters to approximate words
 - *With teacher assistance, write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support*
 - *Form upper and lower case letters*

Literacy Habits and Attitudes

- Apply concepts about print necessary to engage in reading and make predictions
- Read and listen to a variety of text for both enjoyment and analysis
 - *Become enthusiastic about reading and learning how to read*
 - *Enthusiastic about writing and learning to write*
- Begin to speak confidently with expression and present orally to classmates
- Begin to make appropriate choices throughout the learning process
 - Listening to books appropriately
 - Use books appropriately, etc.

- *Recognize how to assess personal work with teacher supervision*
- *Choose books, book activities, word play, and writing on their own during free time in school and at home*