

# Kindergarten Language Arts Standards and Benchmarks

## Standard #1: Reading and Listening for Comprehension

Definition: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

<b>Benchmark #1-A:</b> Listen to, read, react to, and retell information.	Performance Objective 1	<input type="checkbox"/> Retell, reenact, or dramatize stories or parts of stories, including personal events.
	Performance Objective 2	<input type="checkbox"/> Demonstrate sense of story (e.g., beginning, middle, end, characters, details).
	Performance Objective 3	<input type="checkbox"/> Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word/finger/puppet plays, reenactments of familiar stories).
	Performance Objective 4	<input type="checkbox"/> Role-play and act out stories (e.g., fairy tales, songs, rhymes).
	Performance Objective 5	<input type="checkbox"/> Follow simple oral instructions.
<b>Benchmark #1-B:</b> Locate and use a variety of resources to acquire information across the curriculum	Performance Objective 1	<input type="checkbox"/> Demonstrate familiarity with a variety of types of resources (e.g., picture books, caption books, short informational texts, nursery rhymes, word/finger/puppet plays, reenactment of familiar stories, electronic resources).
	Performance Objective 2	<input type="checkbox"/> Generate questions of interest about a topic.
<b>Benchmark #1-C:</b> Demonstrate critical thinking skills to comprehend written, spoken, and visual information	Performance Objective 1	<input type="checkbox"/> Understand oral and graphic instructions.
	Performance Objective 2	<input type="checkbox"/> Create mental pictures to predict possible events in text before and during reading.
	Performance Objective 3	<input type="checkbox"/> Compare different version of the same story.
	Performance Objective 4	<input type="checkbox"/> Relate experiences and observation.
	Performance Objective 5	<input type="checkbox"/> Formulate questions before beginning to read or listen (e.g., "What will happen in this story? Where do you think this happens? Who might this be?").
	Performance Objective 6	<input type="checkbox"/> Sequence a story to describe the beginning, middle, and end.
	Performance Objective 7	<input type="checkbox"/> Differentiate between non-fiction and fiction stories.
<b>Benchmark #1-D:</b> Acquire reading strategies	Performance Objective 1	<input type="checkbox"/> Demonstrate phonemic awareness and knowledge of alphabetic principles by: <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrating understanding that spoken language is a sequence of identifiable speech sounds</li> <li><input type="checkbox"/> Demonstrating understanding that the sequence of letters in the written words represents the sequence of sounds in the spoken word</li> <li><input type="checkbox"/> Demonstrating understanding the sounds of letters and the understanding that words contain similar sounds.</li> </ul>
	Performance Objective 2	<input type="checkbox"/> Demonstrate decoding and word recognition strategies and skills by: <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizing and naming upper and lower case letters of the alphabet</li> <li><input type="checkbox"/> Recognizing common words and signs by sight</li> <li><input type="checkbox"/> Recognizing beginning consonant letter-sound associations in one-syllable words.</li> </ul>
	Performance Objective 3	<input type="checkbox"/> Read or attempt to read own dictated story

# Benchmark Testing In Language Arts

**Padhraic Smyth**

## **Benchmark Testing In Language Arts:**

Teacher as Researcher: Action Research by Elementary Teachers Jay Feng,2012-12-21 A collection of action research reports by elementary classroom teachers    Use of Visual Displays in Research and Testing Matthew T. McCrudden, Gregory Schraw, Chad W. Buckendahl, 2015-05-07 This volume provides a framework for using visual displays to organize interpret and communicate data in research. It includes contributions from leading scholars and covers theoretical frameworks design principles and the use of visual displays in quantitative qualitative and mixed methods research

**Making the Content of a Language Arts Benchmark Test Accessible for Low Level Readers** ,2014 The research question addressed in this project was how does a functional linguistics approach enhance low level readers understanding of text and enable them to answer test questions on a benchmark test. It is a mixed methods study that uses text analysis student test scores recordings of student text analysis and teacher journal to look at whether or not students can apply text analysis techniques when answering test questions. This study found that students awareness of text improved over the course of the study which enhanced their ability to answer test questions correctly    *The Impact of Mentoring African American Middle Grade Males* Linda W. Washington, 2012-10-12 This insightful book gives suggestions on increasing academic rigor of the middle school male student increasing consistent student attendance and decreasing discipline referrals. This book gives situational examples and possible suggestions to help single parents teachers administrators board members and the male student to overcome obstacles to be successful. Washington believes that bonding should initially take place early in the relationship of the teacher to student and student to teacher. Much like a client coming to a store for specific items the store owner has to get to know his customer in order to effectively serve this individual for continued customer satisfaction. The same principles apply for teachers getting to know their students. Oftentimes this notion is not developed because of constant new initiatives being introduced to teachers without lasting results. Hence mentoring of students can eliminate many problems schools face. Using the suggestions offered in this book will cause increase academic performance and attendance while decreasing discipline referrals tremendously    **Tep Vol 17-N2** Teacher Education and Practice, 2004-12-03 Teacher Education and Practice a peer refereed journal is dedicated to the encouragement and the dissemination of research and scholarship related to professional education. The journal is concerned in the broadest sense with teacher preparation practice and policy issues related to the teaching profession as well as being concerned with learning in the school setting. The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes. As a forum the journal offers a public space in which to critically examine current discourse and practice as well as engage in generative dialogue. Alternative forms of inquiry and representation are invited and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute. Teacher Education Practice is published by Rowman Littlefield    **Middle School Journal** ,2004    Resources in Education ,1997-04    Student Assessment ,1991    A Study

of the Influence of Recent Legislation on the Behavior of Schools and Elementary School Teachers Christopher Cooper,2004  
Illinois Standards-based Assessment Program Illinois State Board of Education (1973- ),1996     **The ETS Test**

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**The Cumulative Book Index** ,1997 A world list of books in the English language     The State of State Standards ,2000 Chester E. Finn (Jr.),Michael J. Petrilli,2000     *The Changing Face of Testing and Assessment* Donald L. Hymes,Ann E. Chafin,Peggy Gonder,1991     **Readings from Educational Leadership** Ronald S. Brandt,1992     **Assessment for Educational Leaders** W. James Popham,2006 Written specifically for school administrators and those preparing to be school administrators this easy to read book contains only what s needed by leaders in today s assessment dominated world of educational accountability The content of the text is unabashedly practical addressed specifically to the assessment related needs of today s school administrators The real world orientation of the book based on the author s extensive and continuing work in the nation s public schools makes the book attractive to those instructors who teach assessment courses taken by prospective school administrators Students and in service school administrators will recognize that this text is not loaded with dry abstruse content about measurement and psychometric exotica This book deals with the real world measurement issues that today s educational leaders will most certainly encounter

Reviewing **Benchmark Testing In Language Arts**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Benchmark Testing In Language Arts**," an enthralling opus penned by a very acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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