

**Florida’s Early Learning Standards for Voluntary Prekindergarten (VPK) Education Program:  
DRAFT BENCHMARKS – MAY 2005  
FEEDBACK FORM FOR DOE OFFICE OF EARLY LEARNING**

Name: \_\_\_\_\_ Affiliation: \_\_\_\_\_

In Section I, indicate your level of endorsement for each benchmark. Use Section II to provide specific suggestions for revisions to the content of benchmarks. Provide comments on the sample page format in Section III. Please return your response to a DOE representative, or Fax to DOE Office of Early Learning at 850-245-5105; SunCom 205-5105 by June 24th.

**SECTION I – ENDORSEMENT OF BENCHMARK CONTENT**

IV. Language and Communication			
DRAFT BENCHMARKS (IN BLUE)	Endorse	Endorse with Changes Noted	Do Not Endorse
<b>A. Listening</b> (1) <i>Gains meaning by listening</i>			
Benchmark 1: Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is heard (include example of following directions given at circle time; proximal and distal examples).			
<b>A. Listening</b> (2) <i>Follows two- or three-step directions</i>			
Benchmark 2: Child has mastery of two-step directions and usually follows three-step directions.			
<b>B. Speaking</b> (1) <i>Speaks clearly enough to be understood without contextual clues</i>			
Benchmark 3: Child’s speech is understood by both a familiar and an unfamiliar adult.			
<b>C. Vocabulary</b> (1) <i>Shows an understanding of words and their meanings</i>			
Benchmark 4: Child has age-appropriate vocabulary in several categories and demonstrates excellent variety of words within each category (e.g., world knowledge; names of body parts, feelings, colors, shapes, jobs, tool, plants, animals and their habitats, foods; also words that describe (adjectives, adverbs) and action words (verbs).)			
Benchmark 5: Child has mastery of instructional language of the classroom and objects in the classroom (e.g., same and different, in front of and behind, next to, opposite, below).			
Benchmark 6: Child understands or knows the meaning of many thousands of words, many more than he or she uses.			
<b>C. Vocabulary</b> (2) <i>Uses an expanded vocabulary to describe many objects, actions, and events</i>			
Benchmark 7: Child uses a large speaking vocabulary, adding new words weekly.			
Benchmark 8: Child uses category labels (e.g., fruit, vegetable, animal, transportation, tools.)			

## SECTION I – ENDORSEMENT OF BENCHMARK CONTENT (Continued)

IV. Language and Communication			
DRAFT BENCHMARKS (IN BLUE)	Endorse	Endorse with Changes Noted	Do Not Endorse
<b>D. Sentences and Structure (1)</b> <i>Uses age-appropriate grammar in conversations; uses increasingly complex phrases and sentences</i>			
Benchmark 9: Child typically uses sentences of four or more words, usually with subject, verb, and object order.			
Benchmark 10: Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.			
<b>D. Sentences and Structure (2)</b> <i>Connects phrases and sentences to build ideas</i>			
Benchmark 11: Child uses sentences with more than one phrase			
Benchmark 12: Child combines more than one idea using complex sentences			
Benchmark 13: Child combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning.			
<b>E. Conversation (1)</b> <i>Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems</i>			
Benchmark 14: Child demonstrates varied uses of language (e.g., requesting, commenting, polite markers, problem-solving).			
<b>E. Conversation (2)</b> <i>Initiates, asks questions, and responds to adults and peers in a variety of settings</i>			
Benchmark 15: Child follows another's conversational lead, appropriately initiates or terminates conversations, appropriately introduces new content.			
Benchmark 16: Child provides appropriate information for the setting (e.g., introduces him or herself; requests assistance such as asking for help; answers questions such as providing name and address to a police officer or other appropriate adult).			
<b>E. Conversation (3)</b> <i>Uses appropriate language and style for context</i>			
Benchmark 17: Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, uses appropriate intonation)			
Benchmark 18: Child demonstrates knowledge of nonverbal conversational rules (e.g., appropriate eye contact, uses appropriate facial expressions, uses appropriate distance in conversation).			
Benchmark 19: Child matches language to social contexts (e.g., uses volume appropriate to context, addresses adults more formally than other children).			

## SECTION I – ENDORSEMENT OF BENCHMARK CONTENT (Continued)

V. Emergent Literacy			
DRAFT BENCHMARKS (IN BLUE)	Endorse	Endorse with Changes Noted	Do Not Endorse
<b>A. Emergent Reading (1) Shows motivation for reading</b>			
Benchmark 20: Child enjoys reading and reading-related activities, e.g. child selects reading and reading-related activities when given a choice, child pretends to read to others.			
Benchmark 21: Child uses books and other written materials appropriately, e.g. pretending to read, looking at books in an orderly fashion, turning one page at a time, going from front to back			
Benchmark 22: Child asks to be read to or asks the meaning of written text.			
<b>A. Emergent Reading (2) Shows age-appropriate phonological awareness</b>			
Benchmark 23: Child combines words to make a compound word, e.g., “foot” + “ball” = “football”; and delete a word from a compound word, e.g., “starfish” – “star” = “fish”.			
Benchmark 24: Child combines syllables into words, e.g., “sis” + “ter” = “sister”.			
Benchmark 25: Child can delete a syllable from a word, e.g., “turkey” – “tur” = “key” or “candy” – “dy” = “can”.			
Benchmark 26: Child combines onset and rime to form a familiar one- syllable word with pictorial support e.g., when shown several pictures, and adult says “c” + “at”, the child can select the picture of the cat.			
<b>A. Emergent Reading (3) Shows alphabetic knowledge</b>			
Benchmark 27: Child recognizes almost all letters by name (e.g., when shown a group of letters, can accurately identify the letter that is named).			
Benchmark 28: Child names most letters (e.g., when shown a letter, can accurately say its name).			
Benchmark 29: Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes).			
Benchmark 30: Child recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify the letter of the sound given).			
<b>A. Emergent Reading (4) Shows understanding of text read aloud</b>			
Benchmark 31: Child retells or reenacts a story after it is read aloud.			
Benchmark 32: Child asks and answers appropriate questions about the story, e.g., “What just happened?”, “What might happen next?”, “What would happen if...?”, “What was so silly about...?”.			

## SECTION I – ENDORSEMENT OF BENCHMARK CONTENT (Continued)

<b>B. Emergent Writing (1) Shows motivation to engage in written expression</b>			
Benchmark 33: Child intentionally uses scribbling/writing to convey meaning, e.g. signing artwork, captioning, labeling, creating lists, notes.			
<b>B. Emergent Writing (2) Uses letter-like shapes, symbols, and letters to convey meaning</b>			
Benchmark 34: Child independently uses letters or symbols to make words or parts of words.			
Benchmark 35: Child writes own name, not necessarily with fully correct spelling or well-formed letters, either first name/last name or frequent nickname.			
<b>B. Emergent Writing (3) Demonstrates age-appropriate ability to write letters</b>			
Benchmark 36: Child independently writes some letters on request.			
<b>B. Emergent Writing (4) Shows knowledge of structure of written composition</b>			
Benchmark 37: When writing or dictating, child uses appropriate writing conventions, e.g. a letter starts with “Dear” or the idea that a story has a beginning/middle/end.			

## SECTION II – SUGGESTED REVISIONS TO CONTENT

Provide specific suggestions or other comments, referencing the appropriate benchmark by number. **NOTE: The Standards Document will contain definitions and examples for each of the benchmarks.**

Benchmark # \_\_\_\_\_

Comment:

## SECTION II – SUGGESTED REVISIONS TO CONTENT (Continued)

Benchmark # \_\_\_\_\_

Comment:

Benchmark # \_\_\_\_\_

Comment:

Benchmark # \_\_\_\_\_

Comment:

*(Use additional sheets if needed.)*

### SECTION III – COMMENTS ON STANDARDS DOCUMENT FORMAT

Provide specific suggestions or other comments, referencing the appropriate benchmark by number.

#### Comments on sections included:

Appropriate?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Comments:
Sufficient?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Comments:
What could be deleted?	Comments:		
What else would be helpful to see?	Comments:		

#### Comments on layout:

Easy to use?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Comments:
Easy to understand?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Comments:
Suggestions for improvement.	Comments:		

#### Comment on content of sections: