

RRRPS District Standards: LANGUAGE ARTS

Kindergarten

STRAND I: READING AND LISTENING FOR COMPREHENSION

NM State Content Standard I: READING AND LISTENING FOR COMPREHENSION

<p>NM State Benchmarks Grades K-4</p>	<p>RRPS Kindergarten Power Standards <i>While all benchmarks are taught, Power Standards are consistently emphasized and regularly assessed.</i></p>
<p>NM State Benchmark I-A: Grades K-4 Listen to, read, react to, and retell information</p>	
<p>NM Kindergarten Performance Standards</p> <ol style="list-style-type: none"> 1. Retell, reenact, or dramatize stories or parts of stories, including personal events 2. Demonstrate sense of story (e.g., beginning, middle, end, characters, details) 3. Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, work/finger/puppet plays, reenactments of familiar stories) 4. Role-play and act out stories (e.g., fairy tales, songs, rhymes) 5. Follow simple oral instructions 	
<p>NM State Benchmark I-B: Grades K-4 Locate and use a variety of resources to acquire information across the curriculum</p>	
<p>NM Kindergarten Performance Standards</p> <ol style="list-style-type: none"> 1. Demonstrate familiarity with a variety of resources (e.g., picture books, caption books, short informational texts, nursery rhymes, word/finger puppet plays, reenactment of familiar stories, electronic resources) 2. Generate questions of interest about a topic 	
<p>NM State Benchmark I-C: Grades K-4 Demonstrate critical thinking skills to comprehend written, spoken, and visual information</p>	
<p>NM Kindergarten Performance Standards</p> <ol style="list-style-type: none"> 1. Understand oral and graphic instructions 2. Create mental pictures to predict possible events in text before and during reading 3. Compare different versions of the same story 4. Relate experiences and observations 5. 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?) 6. Sequence a story to describe the beginning, middle, and end. 7. Differentiate between non-fiction and fiction stories 	

NM State Benchmark I-D: Grades K-4

Acquire reading strategies

1. Demonstrate phonemic awareness and knowledge of alphabetic principles by:
 - Demonstrating understanding that spoken language is a sequence of identifiable speech sounds
 - Demonstrating understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word
 - Demonstrate understanding the sounds of letters and the understanding that words contain similar sounds
2. Demonstrate decoding and word recognition strategies and skills by:
 - Recognizing and naming upper and lower case letters of the alphabet
 - Recognizing common words and signs by sight
 - Recognizing beginning consonant letter-sound associations in one-syllable words
3. Read or attempt to read own dictated story
4. Attempt to read simple patterned text, and predict texts using letter-sound knowledge and pictures to construct meaning
5. Use appropriate nouns to name objects

Power Standard 1 (Benchmark I-D) Acquire reading strategies

Performance Indicators:

1. Demonstrate phonemic awareness
 - a. Beginning sounds
 - b. Ending sounds
 - c. Blending sounds into words
 - d. Segmenting words
 - e. Rhyming
2. Demonstrate decoding and word recognition strategies and skills by:
 - a. Recognizing upper and lower case letters
 - b. Recognizing sight words
3. Reads simple patterned text and predicts texts using letter sound knowledge and pictures to construct meaning
4. Shows how to hold a book
5. Demonstrates left to right and top to bottom progression
6. Demonstrate the ability to match written words 1:1 correspondence
7. Differentiate between a letter and a word in text
8. Identify the starting point for reading on a given page

STRAND II: WRITING AND SPEAKING FOR EXPRESSION

NM State Content Standard II: Students will communicate effectively through speaking and writing

NM State Benchmarks Grades K-4

RRPS Kindergarten Power Standards

While all benchmarks are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark II-A: Grades K-4

Demonstrate competence in speaking to convey information

Power Standard 2 (Benchmark II-A) Demonstrate competence in speaking to convey information

NM Kindergarten Performance Standards

1. Retell, reenact, or dramatize stories or parts of stories, including personal events
2. Use correct words to name objects or tell actions
3. Use speaking skills to connect experiences by:
 - Listening to and retelling stories
 - Discussing and dramatizing stories
 - Discovering relationships
 - Taking turns, expressing ideas, and asking questions
4. Use a variety of sentence patterns
5. Ask questions to resolve confusion about a topic
6. Clarify and sort words by general categories

Performance Indicators

1. Use speaking skills to connect experiences by:
 - a. Taking turns, expressing ideas and asking questions
2. Keep to topic

NM State Benchmark II-B: Grades K-4

Apply grammatical and language conventions to communicate

Power Standard 3 (Benchmark II-B) Apply grammatical and language conventions to communicate

NM Kindergarten Performance Standards

1. Locate the title, table of contents, name of author, and illustrator of a text
2. Use pictures and context to make predictions about story content
3. Connect information and events in a text to make predictions
4. Ask and answer questions about essential elements in a text
5. Recognize and make complete, coherent sentences when speaking
6. Share information and ideas using complete sentences
7. Develop spelling strategies and skills by:
 - Representing spoken language with emergent and/or conventional spelling
 - Writing most letters of the alphabet
 - Analyzing sounds in a word and writing dominant consonant letters
8. Identify and use capital letters to write the word "I" and the first letter in own name

Performance Indicators

1. Develop spelling strategies and skills by:
 - a. representing spoken language with emergent and/or conventional spelling
 - b. Writing most letters of the alphabet
 - c. Using phonemic awareness and letter recognition to spell independently

NM State Benchmark II-C: Grades K-4

Demonstrate competence in the skills and strategies of the writing process

Power Standard 4 (Benchmark II-C) Demonstrate competence in the skills and strategies of the writing process.

NM Kindergarten Performance Standards

1. Develop writing strategies and skills by:
 - representing spoken language with temporary or conventional spelling
 - writing most letters of the alphabet when they are dictated
 - analyzing sounds in a word and writing dominant consonant letters
 - using phonemic awareness and letter recognition to spell independently (standard or emergent spelling)
2. Dictate a story based on one's own experience with a beginning, middle, and an end
3. Write to express own meaning
4. Write own name and names of others

Performance Indicators

1. Write to express meaning
2. Writing own first and last name using appropriate upper and lower case letters

STRAND III: LITERATURE AND MEDIA

NM State Content Standard III: Students will understand geometric concepts and applications.

NM State Benchmarks Grades K-4

RRPS Kindergarten Power Standards

While all benchmarks are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark III-A: Grades K-4

Use language, literature, and media to gain and demonstrate awareness of cultures around the world

NM Kindergarten Performance Standards

1. Listen and respond to stories based on familiar themes and plots
2. Relate characters and events to their own life experiences
3. Demonstrate familiarity with stories and activities related to various ethnic groups and countries

NM State Benchmark III-B: Grade K-4

Specify locations and describe spatial relationships using coordinate geometry and other representational systems.

NM Kindergarten Performance Standards

1. Demonstrate familiarity with the types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, re-enactment of familiar stories)
2. Demonstrate understanding of plots of different types of stories (e.g., songs, rhymes, fairy tales)
3. Identify characters, setting, and important events