

Portales Municipal Schools
CURRICULUM MAP

Subject:	Language Arts	2009	Grade Level:	Kindergarten
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Essential Questions: What are the key components students need to form a strong reading and writing foundation? How will students show confidence and mastery of the key components of reading and writing? How can vocabulary be enhanced and developed?					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills Introduce / Review / Master	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
1st	Strand: Reading and Listening for Comprehension Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed. Benchmark I-A: Listen to, read, react to, and retell information	1. Retell, reenact, or dramatize stories or parts of stories, including personal events.	Phonemic Awareness Rhyming words Comprehension details sequence	TSW retell the nursery rhymes, songs and/or finger plays through out the day.	1st 9 Week Themes: Nursery Rhymes Gingerbread Man All About Me Shapes/Colors Apples Football Safety CDs: Jack Hartmann, Dr. Jean, etc. www.mothergoose.com www.ferr.org/Curriculum/studentCenterActivities.htm www.kidssoup.com www.softschools.com www.childcareland.com www.enchantedlearning.com www.hubbardscupboard.org www.dltk-kids.com www.scholastic.com www.kidzone.ws/kindergarten www.alphabet-soup.net/theme.html www.toolsforeducators.com/ The Big Book of Nursery Rhymes and Songs. Big Book of Phonics Rhymes and Poems, Text Talk, Read-Aloud, big books Puppets and flannel stories
		2. Demonstrate sense of story (e.g., beginning, middle, end, characters, details).		TSW identify characters in the story books, poems finger plays by engaging in group/small group/ or paired discussions about story details. (strong beginning focus)	
		3. 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).		TSW sing along with nursery rhymes, songs and/or finger plays as the teacher reads.	
		4. Role-play and act out stories (e.g., fairy tales, songs, rhymes).		TSW act out nursery rhymes and/or finger play.	
		5. Follow simple oral instructions.		Concepts of print: Directionality Left to right Top to bottom	
	Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum	1. 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).	Phonemic Awareness Rhyming words Comprehension details sequence	TSW sing along with nursery rhymes, songs and/or finger plays as the teacher reads.	
		2. Generate questions of interest about a topic.		Concept of print Uses pictures to predict Background knowledge Vocabulary	

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1st	Benchmark I-D: Acquire reading strategies	1. Demonstrate phonemic awareness and knowledge of alphabetic principles by: <ul style="list-style-type: none"> 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. Demonstrating understanding the sounds of letters and the understanding that words contain similar sounds. 	Phonemic – Awareness Count words Blending syllables Initial phoneme Rhyming Letter sounds Blending onset- rime Segmenting syllables	In large group, small group, pairs, or individual activities: TSW clap hands for each word the teacher says. TSW blend syllables to create a word. TSW produce the initial phoneme sound of a give word. TSW identify and/or generate a rhyming word to go with a given word. TSW produce the correct sound to go with given letter. TSW blend onset-rimes create a word. TSW divide words into syllables. Assessments: Formal – Phonemic-Awareness Inventory, Data folders, DIBELS– progress monitoring	www.fcrr.org/Curriculum/studentCenterActivities.htm www.kidssoup.com www.softschools.com www.childcareland.com www.enchantedlearning.com www.hubbardscupboard.org www.dltk-kids.com www.scholastic.com
		2. Demonstrate decoding and word recognition strategies and skills by: <ul style="list-style-type: none"> 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. 	Concept of print Letter names High –frequency words Phonemic – Awareness Initial phoneme	TSW produce the correct name for the letter given. TSW identify and read words by sight. TSW produce the initial phoneme sound of a give word. Assessments: Formal – Phonemic-Awareness Inventory, Data folders, DIBELS– progress monitoring	www.kidzone.ws/kindergarten www.alphabet-soup.net/theme.html www.toolsforeducators.com/
		4. Attempt to read simple patterned text, and predict texts using letter-sound knowledge and pictures to construct meaning.	Concept of print Identifies word Uses pictures to “cue” reading	TSW identify and read words by sight. TSW use picture to interpret word.	
		5. Use appropriate nouns to name objects.	Concept of print Uses pictures to cue reading Oral Language/ Vocabulary Development Exact naming word	TSW use picture to verbally interpret word.	

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1st	Strand: Writing and Speaking for Expression Content Standard II: Students will communicate effectively through speaking and writing Benchmark II-A: Demonstrate competence in speaking to convey information	1. Retell, reenact, or dramatize stories or parts of stories, including personal events.	Oral Language/ Vocabulary Development Naming words Describing words Exact naming words Singular/plural naming words Movement words Action words Complete sentences	TSW demonstrate knowledge of a story by recalling details in the correct order. TSW verbally make use of a variety of different words and sentences to elaborate, ask questions and take part in whole group, small group and student pair discussions.	School library Personal teacher library School book room Public library ENMU – IRC Students’ personal books from home
		2. Use correct words to name objects or tell actions.			
		3. Use speaking skills to connect experiences by: <ul style="list-style-type: none"> • 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.			

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1st	Strand: Literature and Media Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self. Benchmarks III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world	1. Listen and respond to stories based on familiar themes and plots.	Concept of print Left to right Top to bottom Oral Language/ Vocabulary Development Listening Naming words Describing words Exact naming words Singular/plural naming words Movement words Action words Complete sentences	TSW verbally make use of a variety of different words to elaborate and take part in whole group, small group and student pair discussions. TSW use pictures to formulate opinions based on background knowledge to predict what the story is about.	School library Personal teacher library School book room Public library ENMU – IRC Students’ personal books from home
		2. Relate characters and events to their own life experiences.			
		3. Demonstrate familiarity with stories and activities related to various ethnic groups and countries.			
	Benchmarks III-B: Identify and use the types of literature according to their purpose and function	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).			
3. Identify characters, setting, and important events.					

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2nd	Strand: Reading and Listening for Comprehension Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed. Benchmark I-A: Listen to, read, react to, and retell information	1. Retell, reenact, or dramatize stories or parts of stories, including personal events.	Phonemic Awareness <i>Rhyming words</i> Comprehension <i>details</i> <i>sequence</i>	TSW retell story books, poems, songs and/or finger plays through out the day.	2nd 9 Week Themes: Fall Pumpkins Peanuts Teddy Bear Scarecrows Turkeys Pilgrims and Indians Christmas Santa Clause Polar Express www.fcrr.org/Curriculum/studentCenterActivities.htm www.kidssoup.com www.softschools.com www.childcareland.com www.enchantedlearning.com www.hubbardscupboard.org www.dltk-kids.com www.scholastic.com www.kidzone.ws/kindergarten www.alphabet-soup.net/theme.html www.toolsforeducators.com/ The Big Book of Nursery Rhymes and Songs. Big Book of Phonics Rhymes and Poems, Text Talk, Read-Aloud, big books Puppets and flannel stories
		2. Demonstrate sense of story (e.g., beginning, middle, end, characters, details).		TSW identify characters in the story books, poems finger plays by engaging in group/small group/ or paired discussions about story details. (strong beginning and ending focus)	
		3. 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).		TSW retell story books/poems and sing along with songs and/or finger plays along with the teacher.	
		4. Role-play and act out stories (e.g., fairy tales, songs, rhymes).		TSW act out story books. (<i>Goldilocks and the Three Bears</i>)	
		5. Follow simple oral instructions.		TSW point to the top, bottom, left side and right side of a book.	

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2nd	Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum	1. 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).	Phonemic Awareness <i>Rhyming words</i> Comprehension <i>details</i> <i>sequence</i>	TSW listen to read alouds, finger plays, and poems while exploring different kinds of books in large groups, small groups, pairs, individually, listening centers, and libraries.	<i>The Three Little Pigs</i> <i>The Little Red Hen</i> <i>The Boy Who Cried Wolf</i> <i>Little Red Riding Hood</i> <i>Cinderella</i> School library Personal teacher library School book room Public library ENMU – IRC Students’ personal books from home
		2. Generate questions of interest about a topic.	Concept of print <i>Uses pictures to predict</i>	TSW use pictures to formulate opinions based on background knowledge to predict what the story is about.	
	Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information	1. Understand oral and graphic instructions.	Listening and memory skills <i>1&2 step directions</i>	TSW demonstrate following directions by completing center work.	
		2. Create mental pictures to predict possible events in text before and during reading.	Concept of print <i>Use pictures to predict</i>	TSW use pictures to formulate opinions based on background knowledge to predict what the story is about.	
		3. Compare different versions of the same story.	Comprehension <i>Compare and contrast - I</i>	TSW compare and contrast <i>Goldilocks and the Three Bears</i> , e.g. webs, draw pictures, poster, diagrams	
		4. Relate experiences and observations.	Oral Language/ Vocabulary Development Naming words Describing words Exact naming words Singular/plural naming words Movement words Action words Complete sentences	TSW verbally make use of a variety of different words to elaborate and take part in whole group, small group and student pair discussions.	
		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?).	Concept of print <i>Use pictures to predict</i>	TSW use pictures to formulate opinions based on background knowledge to predict what the story is about.	
		6. Sequence a story to describe the beginning, middle, and end.	Comprehension <i>details</i> <i>sequence</i>	TSW demonstrate knowledge of a story by recalling details in the correct order. (strong beginning , and ending focus)	
		7. Differentiate between non-fiction and fiction stories.	Comprehension <i>Fantasy and reality</i>	TSW verbally identify read alouds as either non-fiction or fiction.	

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2nd	Benchmark I-D: Acquire reading strategies	1. Demonstrate phonemic awareness and knowledge of alphabetic principles by: <ul style="list-style-type: none"> • 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 • Demonstrating understanding the sounds of letters and the understanding that words contain similar sounds 	Phonemic – Awareness Count words Rhyming Blending: syllables, onset rime, sounds Initial, final, medial phoneme Segmenting: syllables, onset and rime Deleting Syllables Blending phonemes Letter sounds	In large group, small group, pairs, or individual activities: TSW clap hands for each word the teacher says. TSW identify and/or generate a rhyming word to go with a given word. TSW blend syllables to create a word. TSW blend onset-rimes create a word. TSW produce the initial, final and medial phoneme sounds of a give word. TSW produce the correct sound to go with given letter. TSW divide words into syllables. TSW divide words into onset and rime. TSW delete syllables to produce new word. TSW blend phonemes to create word. Assessments: Formal – Phonemic-Awareness Inventory, Data folders, DIBELS – progress monitoring	www.fcrr.org/Curriculum/studentCenterActivities.htm www.kidssoup.com www.softschools.com www.childcareland.com www.enchantedlearning.com www.hubbardscupboard.org www.dltk-kids.com
		2. Demonstrate decoding and word recognition strategies and skills by: <ul style="list-style-type: none"> • 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 	Concept of print Letter names High – Frequency Words Phonemic – Awareness Initial, final, medial phonemes Blending phonemes	TSW produce the correct name for the letter given. TSW identify and read words by sight. TSW produce the initial, final, medial phoneme sound of a given word. TSW blend phonemes to read words. Assessments: Formal – Phonemic-Awareness Inventory, Data folders, DIBELS – progress monitoring Assessments: Formal – BECC Writing Rubric	www.scholastic.com www.kidzone.ws/kindergarten www.alphabet-soup.net/theme.html www.toolsforeducators.com/
		4. Attempt to read simple patterned text, and predict texts using letter-sound knowledge and pictures to construct meaning.	Concept of print Identifies word Uses pictures to “cue” reading Phonemic – Awareness Blending phonemes	TSW identify and read words by sight. TSW use picture to interpret word. TSW blend phonemes to read words.	Student journals
		5. Use appropriate nouns to name objects.	Concept of print Uses pictures to cue reading Oral Language/ Vocabulary Development Exact naming word	TSW use picture to interpret word.	

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2nd	Strand: Writing and Speaking for Expression Content Standard II: Students will communicate effectively through speaking and writing Benchmark II-A: Demonstrate competence in speaking to convey information	1. Retell, reenact, or dramatize stories or parts of stories, including personal events.	Oral Language/ Vocabulary Development Naming words Describing words Exact naming words Singular/plural naming words Movement words Action words Complete sentences Comprehension Classify and Categorize	TSW demonstrate knowledge of a story by recalling details in the correct order. TSW verbally make use of a variety of different words and sentences to elaborate, ask questions and take part in whole group, small group and student pair discussions. TSW sort and categorize a group of pictures and then classify the group.	School library Personal teacher library School book room Public library ENMU – IRC Students’ personal books from home
		2. Use correct words to name objects or tell actions.			
		3. Use speaking skills to connect experiences by: <ul style="list-style-type: none"> • 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.			
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2nd	Benchmarks II-B: Apply grammatical and language conventions to communicate	1. Locate the title, table of contents, name of author, and illustrator of a text.	Concept of print Front and back book Title page Picture cues Predict	TSW identify the parts of books by point and/or tell teacher or another student. TSW use picture to interpret word. TSW use pictures to formulate opinions based on background knowledge to predict what the story is about.	Large writing tablet Student journals
		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.	Oral Language/ Vocabulary Development Naming words Describing words Exact naming words Singular/plural naming words Movement words Action words Complete sentences	TSW verbally make use of a variety of different words to elaborate and take part in whole group, small group and student pair discussions.	
		5. Recognize and make complete, coherent sentences when speaking.			
		6. Share information and ideas using complete sentences.			
		7. Develop spelling strategies and skills by: <ul style="list-style-type: none"> • 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 	Phonemic – Awareness Segmenting Blending phonemes Letter sounds Concept of print Letter names	TSW develop and formulate a sentence by counting words, segmenting and blending words, identifying specific letter sounds, letter names, and sight words to be written by teacher. (Model/Interactive writing) TSW utilize capital letters when writing names and the word “I”.	
		8. Identify and use capital letters to write the word “I” and the first letter in own name.			

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2nd	Benchmarks III-B: Identify and use the types of literature according to their purpose and function	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).	Concept of print <i>Left to right</i> <i>Top to bottom</i> <i>Picture cues</i>	TSW verbally make use of a variety of different words to elaborate and take part in whole group, small group and student pair discussions. TSW use pictures to formulate opinions based on background knowledge to predict what the story is about. TSW demonstrate knowledge of a story by recalling details in the correct order. TSW use classroom library to explore and discuss books using picture cues with other students. TSW apply concept of print and book handling skills with books. (Left to right, top to bottom, picture cues, etc.)	School library Personal teacher library School book room Public library ENMU – IRC Students’ personal books from home
		3. Identify characters, setting, and important events.	Oral Language/ Vocabulary Development Naming words Describing words Exact naming words Singular/plural naming words Movement words Action words Complete sentences	TSW identify characters in the story books, poems finger plays by engaging in group/small group/ or paired discussions about story details – beginning, middle, and end. TSW identify and examine main ideas of story books and poems.	

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3rd	Strand: Reading and Listening for Comprehension Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed. Benchmark I-A: Listen to, read, react to, and retell information	1. Retell, reenact, or dramatize stories or parts of stories, including personal events.	Comprehension details sequence main idea	TSW retell story books, songs and/or finger plays through out the day.	3rd 9 Week Themes: Snowmen/Winter Martin Luther King Jr. Groundhog Dental Valentines Presidents New Mexico Dr. Seuss Farm Animals 100th Day Spring Musical www.ferr.org/Curriculum/studentCenterActivities.htm www.kidssoup.com www.softschools.com www.childcareland.com www.enchantedlearning.com www.hubbardscupboard.org www.dltk-kids.com www.scholastic.com www.kidzone.ws/kindergarten www.alphabet-soup.net/theme.html www.toolsforeducators.com/ The Big Book of Nursery Rhymes and Songs. Big Book of Phonics Rhymes and Poems, Text Talk, Read-Aloud, big books Puppets and flannel stories
		2. Demonstrate sense of story (e.g., beginning, middle, end, characters, details).		TSW identify characters in the story books, poems finger plays by engaging in group/small group/ or paired discussions about story details – beginning, middle, and end. TSW identify and examine main ideas of story books and poems.	
		3. 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).		TSW read story books, poems along with the teacher and begin to apply reading skills independently.	
		4. Role-play and act out stories (e.g., fairy tales, songs, rhymes).		TSW act out story books and Spring Musical.	
		5. Follow simple oral instructions.		TSW point to words as they read.	
	Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum	1. 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).	Phonemic Awareness Rhyming words Comprehension details sequence	TSW listen to, read, and discuss read alouds, finger plays, and poems while exploring different kinds of books in large groups, small groups, pairs, individually, listening centers, and libraries.	
		2. Generate questions of interest about a topic.	Concept of print Uses pictures to predict	TSW use pictures to formulate opinions based on background knowledge to predict what the story is about.	

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3rd	Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information	1. Understand oral and graphic instructions.	Listening and memory skills <i>complex directions</i>	TSW demonstrate following directions by completing all centers with daily support.	<i>Goldilocks and the Three Bears</i> <i>The Three Little Pigs</i> <i>The Little Red Hen</i> <i>The Boy Who Cried Wolf</i> <i>Little Red Riding Hood</i> <i>Cinderella</i> School library Personal teacher library School book room Public library ENMU – IRC Students’ personal books from home
		2. Create mental pictures to predict possible events in text before and during reading.	Concept of print <i>Use pictures to predict</i>	TSW use pictures to formulate opinions based on background knowledge to predict what the story is about.	
		3. Compare different versions of the same story.	Comprehension <i>Compare and contrast</i>	TSW compare and contrast Dr. Seuss stories, Spring Musical, and favorite authors. e.g. webs, draw pictures, poster, diagrams	
		4. Relate experiences and observations.	Oral Language/ Vocabulary Development Naming words Describing words Exact naming words Singular/plural naming words Movement words Action words Complete sentences	TSW verbally make use of a variety of different words to elaborate and take part in whole group, small group and student pair discussions.	
		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?).	Concept of print <i>Use pictures to predict</i>	TSW use pictures to formulate opinions based on background knowledge to predict what the story is about.	
		6. Sequence a story to describe the beginning, middle, and end.	Comprehension <i>details</i> <i>sequence</i>	TSW demonstrate knowledge of a story by recalling details in the correct order. (beginning , ending, with medial focus)	
		7. Differentiate between non-fiction and fiction stories.	Comprehension <i>Fantasy and reality</i>	TSW verbally identify and explain read alouds as either non-fiction or fiction.	

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3rd	Benchmark I-D: Acquire reading strategies	1. Demonstrate phonemic awareness and knowledge of alphabetic principles by: <ul style="list-style-type: none"> • 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 • Demonstrating understanding the sounds of letters and the understanding that words contain similar sounds 	Phonemic – Awareness Blending onset - rime Blending phonemes Segment onset - rime Initial, final, medial phonemes Segmenting phonemes Letter Sounds Deleting Syllables	In large group, small group, pairs, or individual activities: TSW blend syllables to create a word. TSW produce the initial, final, medial phoneme sounds of a give word. TSW identify and/or generate a rhyming word to go with a given word. TSW produce the correct sound to go with given letter. TSW blend onset-rimes create a word. TSW divide words into syllables. TSW divide words into individual phonemes. Assessments: Formal – Phonemic-Awareness Inventory, Data folders, DIBELS– progress monitoring	www.fcrr.org/Curriculum/studentCenterActivities.htm www.kidssoup.com www.softschools.com www.childcareland.com www.enchantedlearning.com www.hubbardscupboard.org
		2. Demonstrate decoding and word recognition strategies and skills by: <ul style="list-style-type: none"> • 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 	Concept of print Letter names High – Frequency Words Phonemic – Awareness Initial, final, medial phonemes Blending phonemes	TSW produce the correct name for the letter given. TSW identify and read words by sight. TSW produce the initial, final and medial phonemes sound of a give word. TSW blending phonemes to decode words. Assessments: Formal – Phonemic-Awareness Inventory, Data folders, DIBELS - progress monitoring	www.dltk-kids.com www.scholastic.com www.kidzone.ws/kindergarten
		3. Read or attempt to read own dictated story.	Concept of print High- frequency words Phonemic – Awareness Blending phonemes	TSW illustrate, compose, and read own story in journals. TSW blending phonemes to decode words. Assessments: Formal – BECC Writing Rubric	www.alphabet-soup.net/theme.html www.toolsforeducators.com/
		4. Attempt to read simple patterned text, and predict texts using letter-sound knowledge and pictures to construct meaning.	Concept of print Identifies word Uses pictures to “cue” reading	TSW identify and read words by sight. TSW use picture to interpret word. TSW blending phonemes to decode words.	Student journals
		5. Use appropriate nouns to name objects.	Concept of print Uses pictures to cue reading Oral Language/ Vocabulary Development Exact naming word	TSW use picture to interpret word.	

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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills Introduce/Review/Master	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
3rd	Strand: Writing and Speaking for Expression Content Standard II: Students will communicate effectively through speaking and writing Benchmark II-A: Demonstrate competence in speaking to convey information	1. Retell, reenact, or dramatize stories or parts of stories, including personal events.	Oral Language/ Vocabulary Development Naming words Describing words Exact naming words Singular/plural naming words Movement words Action words Complete sentences Comprehension <i>Classify and Categorize</i>	TSW demonstrate knowledge of a story by recalling details in the correct order. TSW verbally make use of a variety of different words and sentences to elaborate, ask questions and take part in whole group, small group and student pair discussions. TSW sort and categorize a group of pictures and then classify the group.	School library Personal teacher library School book room Public library ENMU – IRC Students’ personal books from home
		2. Use correct words to name objects or tell actions.			
		3. Use speaking skills to connect experiences by: <ul style="list-style-type: none"> • 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.			

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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills Introduce/Review/Master	Suggested Student Activities/Assessments *Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise	Resources/Materials
3rd	Benchmarks II-B: Apply grammatical and language conventions to communicate	1. Locate the title, table of contents, name of author, and illustrator of a text.	Concept of print Front and back book Title page Picture cues Predict	TSW identify the parts of books by point and/or tell teacher or another student. TSW use picture to interpret word. TSW use pictures to formulate opinions based on background knowledge to predict what the story is about.	School library Personal teacher library School book room Public library ENMU – IRC Students’ personal books from home
		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.	Oral Language/ Vocabulary Development Naming words Describing words Exact naming words Singular/plural naming words Movement words Action words Complete sentences	TSW verbally make use of a variety of different words to elaborate and take part in whole group, small group and student pair discussions.	
		5. Recognize and make complete, coherent sentences when speaking.			
		6. Share information and ideas using complete sentences.			
		7. Develop spelling strategies and skills by: <ul style="list-style-type: none"> • 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 	Phonemic – Awareness Segmenting Blending phonemes Letter sounds Concept of print Letter names	TSW develop and formulate a sentence by counting words, segmenting and blending words, identifying specific letter sounds, letter names, and sight words to be written by teacher. (Model writing) TSW utilize spelling strategies to produce a sentence in journals. Assessments: Formal – BECC Writing Rubric	
		8. Identify and use capital letters to write the word “I” and the first letter in own name.			

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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills Introduce/Review/Master	Suggested Student Activities/Assessments *Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise	Resources/Materials
3rd	Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process	1. Develop writing strategies and skills by: <ul style="list-style-type: none"> • 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) 	Concept of print Left to right Top to bottom Letter naming Phonemic – Awareness Segmenting Blending phonemes Letter sounds	TSW develop and formulate a sentence by counting words, segmenting and blending words, identifying specific letter sounds, letter names, and sight words in journals. Assessments: Formal – BECC Writing Rubric	Student journals
		2. Dictate a story based on one’s own experience with a beginning, middle, and an end.	Oral Language/ Vocabulary Development Naming words Describing words Exact naming words Singular/plural naming words Movement words Action words Complete sentences	TSW verbally make use of a variety of different words to dictate a story. TSW illustrate a picture and produce a sentence in journals. Assessments: Formal – BECC Writing Rubric	
		3. Write to express own meaning.	Concept of print Left to right Top to bottom Letter naming	TSW apply directional concepts by writing name at top of paper – left to right and using correct letter for his/her name or names of others. Assessments: Daily work in correct format Formal – BECC Writing Rubric	
		4. Write own name and names of others.			

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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills Introduce/Review/Master	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
3rd	Strand: Literature and Media Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self. Benchmarks III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world	1. Listen and respond to stories based on familiar themes and plots.	Oral Language/ Vocabulary Development Listening Naming words Describing words Exact naming words Singular/plural naming words Movement words Action words Complete sentences Concept of print Left to right Top to bottom	TSW verbally make use of a variety of different words to elaborate and take part in whole group, small group and student pair discussions. TSW use pictures to formulate opinions based on background knowledge to predict what the story is about. TSW demonstrate knowledge of a story by recalling details in the correct order. TSW use classroom library to explore and discuss books using picture cues with other students. TSW apply concept of print and book handling skills with books. (Left to right, top to bottom, picture cues, etc.)	School library Personal teacher library School book room Public library ENMU – IRC Students’ personal books from home
		2. Relate characters and events to their own life experiences.			
		3. Demonstrate familiarity with stories and activities related to various ethnic groups and countries.			
	Benchmarks III-B: Identify and use the types of literature according to their purpose and function	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).	Concept of print Left to right Top to bottom Picture cues Comprehension details sequence main idea Oral Language/ Vocabulary Development Naming words Describing words Exact naming words Singular/plural naming words Movement words Action words Complete sentences		
		2. Demonstrate understanding of plots of different types of stories (e.g., songs rhymes, and fairy tales).			
		3. Identify characters, setting, and important events.			

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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills Introduce/Review/Master	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
4th	Strand: Reading and Listening for Comprehension Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed. Benchmark I-A: Listen to, read, react to, and retell information Master	1. Retell, reenact, or dramatize stories or parts of stories, including personal events.	Comprehension details sequence main idea summarize cause and effect make inferences	TSW retell story books, songs and/or finger plays through out the day.	4th 9 Week Themes: St. Patrick Easter/Spring Cinco de mayo Plants Bugs/Insects Dinosaurs Zoo Animals Mother's Day/Father's Day Space Fairy Tales Graduation www.fcrr.org/Curriculum/studentCenterActivities.htm www.kidssoup.com www.softschools.com www.childcareland.com www.enchantedlearning.com www.hubbardscupboard.org www.dltk-kids.com www.scholastic.com www.kidzone.ws/kindergarten www.alphabet-soup.net/theme.html www.toolsforeducators.com/ The Big Book of Nursery Rhymes and Songs. Big Book of Phonics Rhymes and Poems, Text Talk, Read-Aloud, big books Puppets and flannel stories
		2. Demonstrate sense of story (e.g., beginning, middle, end, characters, details).		TSW identify characters in the story books, poems finger plays by engaging in group/small group/ or paired discussions about story details. Beginning, middle end focus with introduction to cause and effect, making inferences, and stating summaries.	
		3. 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).		TSW read story books, poems along with the teacher and apply reading skills independently.	
		4. Role-play and act out stories (e.g., fairy tales, songs, rhymes).		TSW act out story books.	
		5. Follow simple oral instructions.		TSW point to words as they read.	
	Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum Master	1. 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).	Phonemic Awareness Rhyming words Comprehension details sequence	TSW read and look at story books, poems, finger plays.	
		2. Generate questions of interest about a topic.	Concept of print Uses pictures to predict	TSW use pictures to formulate opinions based on background knowledge to predict what the story is about.	

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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills <i>Introduce/Review/Master</i>	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
4th	Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information Master	1. Understand oral and graphic instructions.	Listening and memory skills <i>Complex directions</i>	TSW demonstrate following directions by completing all centers with little to no support.	School library Personal teacher library School book room Public library ENMU – IRC Students’ personal books from home <i>Goldilocks and the Three Bears</i> <i>The Three Little Pigs</i> <i>The Little Red Hen</i> <i>The Boy Who Cried Wolf</i> <i>Little Red Riding Hood</i> <i>Cinderella</i>
		2. Create mental pictures to predict possible events in text before and during reading.	Concept of print <i>Use pictures to predict</i>	TSW use pictures to formulate opinions based on background knowledge to predict what the story is about.	
		3. Compare different versions of the same story.	Comprehension <i>Compare and contrast</i>	TSW compare and contrast favorite authors or class theme related stories. e.g. webs, draw pictures, poster, diagrams	
		4. Relate experiences and observations.	Oral Language/ Vocabulary Development Naming words Describing words Exact naming words Singular/plural naming words Movement words Action words Complete sentences	TSW verbally make use of a variety of different words to elaborate and take part in whole group, small group and student pair discussions.	
		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?).	Concept of print <i>Use pictures to predict</i>	TSW use pictures to formulate opinions based on background knowledge to predict what the story is about.	
		6. Sequence a story to describe the beginning, middle, and end.	Comprehension <i>details</i> <i>sequence</i>	TSW demonstrate knowledge of a story by recalling details in the correct order.	
		7. Differentiate between non-fiction and fiction stories.	Comprehension <i>Fantasy and reality</i>	TSW verbally identify and explain read alouds as either non-fiction or fiction.	
				School library Personal teacher library School book room Public library ENMU – IRC Students’ personal books from home	

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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills Introduce / Review / Master	Suggested Student Activities/Assessments *Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise	Resources/Materials
4th	Benchmark I-D: Acquire reading strategies Master	1. Demonstrate phonemic awareness and knowledge of alphabetic principles by: <ul style="list-style-type: none"> • 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 • Demonstrating understanding the sounds of letters and the understanding that words contain similar sounds 	Phonemic – Awareness Blending phonemes Segmenting phonemes Deleting initial and final phonemes Substitutes initial and final phonemes	In large group, small group, pairs, or individual activities: TSW blend phonemes to generate words. TSW divide words into individual phonemes. TSW delete the initial, final, phoneme sounds of a give word. TSW generate new words by substituting initial and final phonemes. Assessments: Formal – Phonemic-Awareness Inventory, Data folders, DIBELS– progress monitoring	www.fcrr.org/Curriculum/studentCenterActivities.htm www.kidssoup.com www.softschools.com www.childcareland.com www.enchantedlearning.com www.hubbardscupboard.org www.dltk-kids.com www.scholastic.com www.kidzone.ws/kindergarten www.alphabet-soup.net/theme.html www.toolsforeducators.com/ Student journals
		2. Demonstrate decoding and word recognition strategies and skills by: <ul style="list-style-type: none"> • 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 	Concept of print High – Frequency Words Phonemic – Awareness Initial, final, medial phoneme	TSW identify and read words by sight. TSW produce the initial, final and medial phonemes sound of a give word. TSW blending phonemes to decode words. Assessments: Formal – Phonemic-Awareness Inventory, Data folders, DIBELS– progress monitoring	
		3. Read or attempt to read own dictated story.	Phonemic – Awareness Blending phonemes Concept of print High- frequency words	TSW illustrate, compose, and read own story in journals. TSW blending phonemes to decode words. Assessments: Formal – BECC Writing Rubric	
		4. Attempt to read simple patterned text, and predict texts using letter-sound knowledge and pictures to construct meaning.	Concept of print Identifies word Uses pictures to “cue” reading	TSW identify and read words by sight. TSW use picture to interpret word. TSW blend phonemes to read words.	
		5. Use appropriate nouns to name objects.	Concept of print Uses pictures to cue reading Oral Language/ Vocabulary Development Exact naming word	TSW use picture to interpret word.	

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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills Introduce/Review/Master	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
4th	<p>Strand: Writing and Speaking for Expression Content Standard II: Students will communicate effectively through speaking and writing Benchmark II-A: Demonstrate competence in speaking to convey information</p> <p style="color: green;">Master</p>	<ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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. 	<p>Oral Language/ Vocabulary Development Naming words Describing words Exact naming words Singular/plural naming words Movement words Action words Complete sentences</p> <p>Comprehension <i>Classify and Categorize</i></p>	<p>TSW demonstrate knowledge of a story by recalling details in the correct order.</p> <p>TSW verbally make use of a variety of different words and sentences to elaborate, ask questions and take part in whole group, small group and student pair discussions.</p> <p>TSW sort and categorize a group of pictures and then classify the group.</p>	<p>School library Personal teacher library School book room Public library ENMU – IRC Students’ personal books from home</p>

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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills Introduce / Review / Master	Suggested Student Activities/Assessments *Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise	Resources/Materials
4th	Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process Master	1. Develop writing strategies and skills by: <ul style="list-style-type: none"> • 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) 	Concept of print Left to right Top to bottom Letter naming Phonemic – Awareness Segmenting Blending phonemes Letter sounds	TSW develop and formulate a sentence by counting words, segmenting and blending words, identifying specific letter sounds, letter names, and sight words in journals. Assessments: Formal – BECC Writing Rubric	Student journals
		2. Dictate a story based on one’s own experience with a beginning, middle, and an end.	Oral Language/ Vocabulary Development Naming words Describing words	TSW verbally make use of a variety of different words to dictate a story.	
		3. Write to express own meaning.	Exact naming words Singular/plural naming words Movement words Action words Complete sentences	TSW illustrate a picture and produce two or more sentences in journals. Assessments: Formal – BECC Writing Rubric	
		4. Write own name and names of others.	Concept of print Left to right Top to bottom Letter naming	TSW apply directional concepts by writing name at top of paper – left to right and using correct letter for his/her name or names of other students. Assessments: Daily work in correct format Formal – BECC Writing Rubric	

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Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills Introduce/Review/Master	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
4th	Strand: Literature and Media Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self. Benchmarks III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world Master	1. Listen and respond to stories based on familiar themes and plots.	Oral Language/ Vocabulary Development Listening Naming words Describing words Exact naming words Singular/plural naming words Movement words Action words Complete sentences Concept of print Left to right Top to bottom	TSW verbally make use of a variety of different words to elaborate and take part in whole group, small group and student pair discussions. TSW use pictures to formulate opinions based on background knowledge to predict what the story is about. TSW demonstrate knowledge of a story by recalling details in the correct order. TSW use classroom library to explore and discuss books using picture cues with other students. TSW apply concept of print and book handling skills with books. (Left to right, top to bottom, picture cues, etc.)	School library Personal teacher library School book room Public library ENMU – IRC Students’ personal books from home
		2. Relate characters and events to their own life experiences.			
		3. Demonstrate familiarity with stories and activities related to various ethnic groups and countries.			
	Benchmarks III-B: Identify and use the types of literature according to their purpose and function Master	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).	Concept of print Left to right Top to bottom Picture cues Comprehension details sequence main idea summarize cause and effect make inferences Oral Language/ Vocabulary Development Naming words Describing words Exact naming words Singular/plural naming words Movement words Action words Complete sentences		
		2. Demonstrate understanding of plots of different types of stories (e.g., songs rhymes, and fairy tales).			
		3. Identify characters, setting, and important events.			