

**Main Criteria:** Classroom Supplement Units Kindergarten

**Secondary Criteria:** New Mexico Content Standards

**Subject:** Language Arts

**Grade:** K

## Classroom Supplement Units Kindergarten

Pre-writing

### New Mexico Content Standards

#### Language Arts

Grade K - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.K.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>RL.K.1.</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>RL.K.3.</b>	<b>With prompting and support, identify characters, settings, and major events in a story.</b>
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.K.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>RL.K.4.</b>	<b>Ask and answer questions about unknown words in a text.</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>RL.K.5.</b>	<b>Recognize common types of texts (e.g., storybooks, poems).</b>
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RL.K.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>RL.K.10.</b>	<b>Actively engage in group reading activities with purpose and understanding.</b>
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.K.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>RI.K.1.</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>RI.K.2.</b>	<b>With prompting and support, identify the main topic and retell key details of a text.</b>
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.K.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>

<b>STANDARD</b>		
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
<b>STRAND / CONTENT STANDARD</b>	NM.RI.K.	Reading Standards for Informational Text
<b>BENCHMARK / STANDARD</b>		Integration of Knowledge and Ideas
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
<b>STRAND / CONTENT STANDARD</b>	NM.RI.K.	Reading Standards for Informational Text
<b>BENCHMARK / STANDARD</b>		Range of Reading and Level of Text Complexity
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
<b>STRAND / CONTENT STANDARD</b>	NM.RF.K.	Reading Standards: Foundational Skills
<b>BENCHMARK / STANDARD</b>		Print Concepts
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
<b>PERFORMANCE STANDARD / INDICATOR</b>	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
<b>PERFORMANCE STANDARD / INDICATOR</b>	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
<b>PERFORMANCE STANDARD / INDICATOR</b>	RF.K.1(c)	Understand that words are separated by spaces in print.
<b>PERFORMANCE STANDARD / INDICATOR</b>	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
<b>STRAND / CONTENT STANDARD</b>	NM.RF.K.	Reading Standards: Foundational Skills
<b>BENCHMARK / STANDARD</b>		Phonological Awareness
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>PERFORMANCE STANDARD / INDICATOR</b>	RF.K.2(a)	Recognize and produce rhyming words.
<b>PERFORMANCE STANDARD / INDICATOR</b>	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
<b>PERFORMANCE STANDARD / INDICATOR</b>	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
<b>PERFORMANCE STANDARD /</b>	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include

INDICATOR		CVCs ending with /ll/, /rl/, or /xl/.)
PERFORMANCE STANDARD / INDICATOR	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND / CONTENT STANDARD	NM.RF.K.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE STANDARD / INDICATOR	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
PERFORMANCE STANDARD / INDICATOR	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
PERFORMANCE STANDARD / INDICATOR	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
PERFORMANCE STANDARD / INDICATOR	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND / CONTENT STANDARD	NM.RF.K.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / CONTENT STANDARD	NM.W.K.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.K.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
STRAND / CONTENT STANDARD	NM.SL.K.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND / CONTENT STANDARD	NM.SL.K.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / CONTENT STANDARD	NM.SL.K.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.SL.K.a.	Kindergarten students will demonstrate familiarity with stories and activities related to various ethnic groups and countries.
STRAND / CONTENT STANDARD	NM.L.K.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.K.1(a)	Print many upper- and lowercase letters.
PERFORMANCE STANDARD / INDICATOR	L.K.1(b)	Use frequently occurring nouns and verbs.
PERFORMANCE STANDARD / INDICATOR	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
PERFORMANCE STANDARD / INDICATOR	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
PERFORMANCE STANDARD / INDICATOR	L.K.1(f)	Produce and expand complete sentences in shared language activities.
STRAND / CONTENT STANDARD	NM.L.K.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
PERFORMANCE STANDARD / INDICATOR	L.K.2(b)	Recognize and name end punctuation.
PERFORMANCE STANDARD / INDICATOR	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
STRAND /	NM.L.K.	Language Standards

<b>CONTENT STANDARD</b>		
<b>BENCHMARK / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	NM.L.K.a	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.
<b>STRAND / CONTENT STANDARD</b>	NM.L.K.	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
<b>PERFORMANCE STANDARD / INDICATOR</b>	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
<b>STRAND / CONTENT STANDARD</b>	NM.L.K.	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
<b>PERFORMANCE STANDARD / INDICATOR</b>	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
<b>PERFORMANCE STANDARD / INDICATOR</b>	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
<b>PERFORMANCE STANDARD / INDICATOR</b>	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>STRAND / CONTENT STANDARD</b>	NM.L.K.	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 1

**New Mexico Content Standards**

**Language Arts**

Grade K - Adopted: 2012

<b>STRAND / CONTENT STANDARD</b>	NM.RL.K.	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
<b>STRAND / CONTENT STANDARD</b>	NM.RL.K.	<b>Reading Standards for Literature</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>

<b>STANDARD</b>		
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>RL.K.4.</b>	<b>Ask and answer questions about unknown words in a text.</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>RL.K.5.</b>	<b>Recognize common types of texts (e.g., storybooks, poems).</b>
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.K.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>RI.K.1.</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>RI.K.2.</b>	<b>With prompting and support, identify the main topic and retell key details of a text.</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>RI.K.3.</b>	<b>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</b>
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.K.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Craft and Structure</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>RI.K.4.</b>	<b>With prompting and support, ask and answer questions about unknown words in a text.</b>
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.K.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>RI.K.7.</b>	<b>With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>RI.K.8.</b>	<b>With prompting and support, identify the reasons an author gives to support points in a text.</b>
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RI.K.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>RI.K.10.</b>	<b>Actively engage in group reading activities with purpose and understanding.</b>
<b>STRAND / CONTENT STANDARD</b>	<b>NM.RF.K.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BENCHMARK / STANDARD</b>		<b>Print Concepts</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>RF.K.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
<b>PERFORMANCE STANDARD /</b>	<b>RF.K.1(a)</b>	<b>Follow words from left to right, top to bottom, and page by page.</b>

INDICATOR		
PERFORMANCE STANDARD / INDICATOR	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
PERFORMANCE STANDARD / INDICATOR	RF.K.1(c)	Understand that words are separated by spaces in print.
PERFORMANCE STANDARD / INDICATOR	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND / CONTENT STANDARD	NM.RF.K.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonological Awareness
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	RF.K.2(a)	Recognize and produce rhyming words.
PERFORMANCE STANDARD / INDICATOR	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
PERFORMANCE STANDARD / INDICATOR	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
PERFORMANCE STANDARD / INDICATOR	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
PERFORMANCE STANDARD / INDICATOR	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND / CONTENT STANDARD	NM.RF.K.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE STANDARD / INDICATOR	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
PERFORMANCE STANDARD / INDICATOR	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
PERFORMANCE STANDARD / INDICATOR	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
PERFORMANCE STANDARD / INDICATOR	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND / CONTENT STANDARD	NM.RF.K.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / CONTENT STANDARD	NM.W.K.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / CONTENT STANDARD	NM.SL.K.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND / CONTENT STANDARD	NM.SL.K.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / CONTENT STANDARD	NM.SL.K.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.SL.K. a.	Kindergarten students will demonstrate familiarity with stories and activities related to various ethnic groups and countries.
STRAND / CONTENT STANDARD	NM.L.K.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.K.1(a)	Print many upper- and lowercase letters.
PERFORMANCE	L.K.1(b)	Use frequently occurring nouns and verbs.



STANDARD / INDICATOR		
PERFORMANCE STANDARD / INDICATOR	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
PERFORMANCE STANDARD / INDICATOR	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
PERFORMANCE STANDARD / INDICATOR	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
PERFORMANCE STANDARD / INDICATOR	L.K.1(f)	Produce and expand complete sentences in shared language activities.
STRAND / CONTENT STANDARD	NM.L.K.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
PERFORMANCE STANDARD / INDICATOR	L.K.2(b)	Recognize and name end punctuation.
PERFORMANCE STANDARD / INDICATOR	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STRAND / CONTENT STANDARD	NM.L.K.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.L.K.a	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.
STRAND / CONTENT STANDARD	NM.L.K.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
PERFORMANCE STANDARD / INDICATOR	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STRAND / CONTENT STANDARD	NM.L.K.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

PERFORMANCE STANDARD / INDICATOR	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
PERFORMANCE STANDARD / INDICATOR	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
PERFORMANCE STANDARD / INDICATOR	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STRAND / CONTENT STANDARD	NM.L.K.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 2

New Mexico Content Standards

Language Arts

Grade K - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.K.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND / CONTENT STANDARD	NM.RL.K.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.K.4.	Ask and answer questions about unknown words in a text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND / CONTENT STANDARD	NM.RL.K.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / CONTENT STANDARD	NM.RI.K.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD /	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.

BENCHMARK / PROFICIENCY		
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STRAND / CONTENT STANDARD	NM.RI.K.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / CONTENT STANDARD	NM.RI.K.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / CONTENT STANDARD	NM.RI.K.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / CONTENT STANDARD	NM.RF.K.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Print Concepts
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
PERFORMANCE STANDARD / INDICATOR	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
PERFORMANCE STANDARD / INDICATOR	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
PERFORMANCE STANDARD / INDICATOR	RF.K.1(c)	Understand that words are separated by spaces in print.
PERFORMANCE STANDARD / INDICATOR	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND / CONTENT STANDARD	NM.RF.K.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonological Awareness

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	RF.K.2(a)	Recognize and produce rhyming words.
PERFORMANCE STANDARD / INDICATOR	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
PERFORMANCE STANDARD / INDICATOR	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
PERFORMANCE STANDARD / INDICATOR	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /ll/, /lrl/, or /xll/.)
PERFORMANCE STANDARD / INDICATOR	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND / CONTENT STANDARD	NM.RF.K.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE STANDARD / INDICATOR	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
PERFORMANCE STANDARD / INDICATOR	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
PERFORMANCE STANDARD / INDICATOR	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
PERFORMANCE STANDARD / INDICATOR	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND / CONTENT STANDARD	NM.RF.K.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / CONTENT STANDARD	NM.W.K.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
STRAND / CONTENT STANDARD	NM.W.K.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

STRAND / CONTENT STANDARD	NM.W.K.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / CONTENT STANDARD	NM.SL.K.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND / CONTENT STANDARD	NM.SL.K.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / CONTENT STANDARD	NM.SL.K.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.SL.K. a.	Kindergarten students will demonstrate familiarity with stories and activities related to various ethnic groups and countries.
STRAND / CONTENT STANDARD	NM.L.K.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE	L.K.1(a)	Print many upper- and lowercase letters.

STANDARD / INDICATOR		
PERFORMANCE STANDARD / INDICATOR	L.K.1(b)	Use frequently occurring nouns and verbs.
PERFORMANCE STANDARD / INDICATOR	L.K.1(c)	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
PERFORMANCE STANDARD / INDICATOR	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
PERFORMANCE STANDARD / INDICATOR	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
PERFORMANCE STANDARD / INDICATOR	L.K.1(f)	Produce and expand complete sentences in shared language activities.
STRAND / CONTENT STANDARD	NM.L.K.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
PERFORMANCE STANDARD / INDICATOR	L.K.2(b)	Recognize and name end punctuation.
PERFORMANCE STANDARD / INDICATOR	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STRAND / CONTENT STANDARD	NM.L.K.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.L.K.a	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.
STRAND / CONTENT STANDARD	NM.L.K.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
PERFORMANCE STANDARD / INDICATOR	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
PERFORMANCE STANDARD / INDICATOR	L.K.4(b)	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
STRAND / CONTENT STANDARD	NM.L.K.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
PERFORMANCE STANDARD / INDICATOR	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
PERFORMANCE STANDARD / INDICATOR	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
PERFORMANCE STANDARD / INDICATOR	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STRAND / CONTENT STANDARD	NM.L.K.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 3

New Mexico Content Standards

Language Arts

Grade K - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.K.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.K.2.	With prompting and support, retell familiar stories, including key details.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.K. a.	Kindergarten students will identify the main topic, retell key details of a text, and make predictions.
STRAND / CONTENT STANDARD	NM.RL.K.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.K.4.	Ask and answer questions about unknown words in a text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND / CONTENT	NM.RL.K.	Reading Standards for Literature

STANDARD		
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
STRAND / CONTENT STANDARD	NM.RL.K.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / CONTENT STANDARD	NM.RI.K.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
STRAND / CONTENT STANDARD	NM.RI.K.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / CONTENT STANDARD	NM.RF.K.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Print Concepts
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
PERFORMANCE STANDARD / INDICATOR	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
PERFORMANCE STANDARD / INDICATOR	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
PERFORMANCE STANDARD / INDICATOR	RF.K.1(c)	Understand that words are separated by spaces in print.
PERFORMANCE STANDARD / INDICATOR	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND / CONTENT STANDARD	NM.RF.K.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonological Awareness
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	RF.K.2(a)	Recognize and produce rhyming words.



PERFORMANCE STANDARD / INDICATOR	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
PERFORMANCE STANDARD / INDICATOR	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
PERFORMANCE STANDARD / INDICATOR	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
PERFORMANCE STANDARD / INDICATOR	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND / CONTENT STANDARD	NM.RF.K.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE STANDARD / INDICATOR	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
PERFORMANCE STANDARD / INDICATOR	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
PERFORMANCE STANDARD / INDICATOR	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
PERFORMANCE STANDARD / INDICATOR	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND / CONTENT STANDARD	NM.RF.K.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / CONTENT STANDARD	NM.W.K.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
STRAND / CONTENT STANDARD	NM.SL.K.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND /	NM.SL.K.	Speaking and Listening Standards

CONTENT STANDARD		
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / CONTENT STANDARD	NM.SL.K.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.SL.K.a.	Kindergarten students will demonstrate familiarity with stories and activities related to various ethnic groups and countries.
STRAND / CONTENT STANDARD	NM.L.K.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.K.1(a)	Print many upper- and lowercase letters.
PERFORMANCE STANDARD / INDICATOR	L.K.1(b)	Use frequently occurring nouns and verbs.
PERFORMANCE STANDARD / INDICATOR	L.K.1(c)	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
PERFORMANCE STANDARD / INDICATOR	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
PERFORMANCE STANDARD / INDICATOR	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
PERFORMANCE STANDARD / INDICATOR	L.K.1(f)	Produce and expand complete sentences in shared language activities.
STRAND / CONTENT STANDARD	NM.L.K.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK /	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<b>PROFICIENCY</b>		
<b>PERFORMANCE STANDARD / INDICATOR</b>	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
<b>PERFORMANCE STANDARD / INDICATOR</b>	L.K.2(b)	Recognize and name end punctuation.
<b>PERFORMANCE STANDARD / INDICATOR</b>	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
<b>PERFORMANCE STANDARD / INDICATOR</b>	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<b>STRAND / CONTENT STANDARD</b>	NM.L.K.	Language Standards
<b>BENCHMARK / STANDARD</b>		Conventions of Standard English
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	NM.L.K.a	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.
<b>STRAND / CONTENT STANDARD</b>	NM.L.K.	Language Standards
<b>BENCHMARK / STANDARD</b>		Vocabulary Acquisition and Use
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
<b>PERFORMANCE STANDARD / INDICATOR</b>	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
<b>STRAND / CONTENT STANDARD</b>	NM.L.K.	Language Standards
<b>BENCHMARK / STANDARD</b>		Vocabulary Acquisition and Use
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
<b>PERFORMANCE STANDARD / INDICATOR</b>	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
<b>PERFORMANCE STANDARD / INDICATOR</b>	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
<b>PERFORMANCE STANDARD / INDICATOR</b>	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>STRAND / CONTENT STANDARD</b>	NM.L.K.	Language Standards
<b>BENCHMARK / STANDARD</b>		Vocabulary Acquisition and Use
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 5

## Grade K - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.K.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.K.2.	With prompting and support, retell familiar stories, including key details.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.K. a.	Kindergarten students will identify the main topic, retell key details of a text, and make predictions.
STRAND / CONTENT STANDARD	NM.RL.K.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.K.4.	Ask and answer questions about unknown words in a text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND / CONTENT STANDARD	NM.RL.K.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
STRAND / CONTENT STANDARD	NM.RL.K.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / CONTENT STANDARD	NM.RI.K.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
PERFORMANCE STANDARD /	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

BENCHMARK / PROFICIENCY		
STRAND / CONTENT STANDARD	NM.RI.K.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / CONTENT STANDARD	NM.RI.K.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / CONTENT STANDARD	NM.RI.K.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / CONTENT STANDARD	NM.RF.K.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Print Concepts
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
PERFORMANCE STANDARD / INDICATOR	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
PERFORMANCE STANDARD / INDICATOR	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
PERFORMANCE STANDARD / INDICATOR	RF.K.1(c)	Understand that words are separated by spaces in print.
PERFORMANCE STANDARD / INDICATOR	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND / CONTENT STANDARD	NM.RF.K.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonological Awareness
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	RF.K.2(a)	Recognize and produce rhyming words.
PERFORMANCE STANDARD / INDICATOR	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
PERFORMANCE STANDARD /	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.

INDICATOR		
PERFORMANCE STANDARD / INDICATOR	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /ll/, /rl/, or /xl/.)
PERFORMANCE STANDARD / INDICATOR	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND / CONTENT STANDARD	NM.RF.K.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE STANDARD / INDICATOR	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
PERFORMANCE STANDARD / INDICATOR	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
PERFORMANCE STANDARD / INDICATOR	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
PERFORMANCE STANDARD / INDICATOR	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND / CONTENT STANDARD	NM.RF.K.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / CONTENT STANDARD	NM.W.K.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
STRAND / CONTENT STANDARD	NM.W.K.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STRAND / CONTENT STANDARD	NM.SL.K.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration

STANDARD		
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
PERFORMANCE STANDARD / INDICATOR	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND / CONTENT STANDARD	NM.SL.K.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / CONTENT STANDARD	NM.SL.K.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.SL.K. a.	Kindergarten students will demonstrate familiarity with stories and activities related to various ethnic groups and countries.
STRAND / CONTENT STANDARD	NM.L.K.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.K.1(a)	Print many upper- and lowercase letters.
PERFORMANCE STANDARD / INDICATOR	L.K.1(b)	Use frequently occurring nouns and verbs.
PERFORMANCE STANDARD / INDICATOR	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
PERFORMANCE STANDARD / INDICATOR	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
PERFORMANCE STANDARD /	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

INDICATOR		
PERFORMANCE STANDARD / INDICATOR	L.K.1(f)	Produce and expand complete sentences in shared language activities.
STRAND / CONTENT STANDARD	NM.L.K.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
PERFORMANCE STANDARD / INDICATOR	L.K.2(b)	Recognize and name end punctuation.
PERFORMANCE STANDARD / INDICATOR	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
PERFORMANCE STANDARD / INDICATOR	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STRAND / CONTENT STANDARD	NM.L.K.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.L.K.a	Students in grades K, 1, and 2 will use letter formation, lines, and spaces to create a readable document.
STRAND / CONTENT STANDARD	NM.L.K.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
PERFORMANCE STANDARD / INDICATOR	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STRAND / CONTENT STANDARD	NM.L.K.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
PERFORMANCE STANDARD / INDICATOR	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
PERFORMANCE STANDARD / INDICATOR	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
PERFORMANCE STANDARD / INDICATOR	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.



<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.K.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.K.6.</b>	<b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</b>

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