

**Jemez Valley Public Schools  
KINDERGARTEN LANGUAGE ARTS • CONTENT MAP**

Quadrant I	Quadrant II	Quadrant III	Quadrant IV
<b>Strand I: Reading and Listening for Comprehension</b>			
<b>Standard: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</b>			
<p>Increase vocabulary through reading, listening, and interacting (year long) Practice: Vocabulary Strategies Practice: Read-alouds and shared reading with teacher identifying varied sentence structure and precise language. Resource: Picture books, big books</p> <p>Listen to short stories.</p> <p>Follow simple oral instructions (year long).</p> <p>Associate target words with prior knowledge (year long). Practice: Vocabulary Strategies Practice: Introduce vocabulary by making connections. Resource: Basal, Big Books, picture books</p> <p>Segment the phonemes of one-syllable words.</p> <p>Develop phonemic awareness and knowledge of alphabetic principles by blending the phonemes of one-syllables words.</p> <p>Use phonics knowledge and sound-letter relationships to decode regular one-syllable words (year long).</p> <p>Recognize high-frequency and common irregularly spelled words in text (year long). Recognize repetition and predict repeated phrases.</p> <p>Predict and explain what will happen next in a story.</p> <p>Introduce self-monitoring comprehension by using retelling and summarizing (year long).</p> <p>Develop phonemic awareness and knowledge of alphabetic principles by</p>	<p>Respond and elaborate in answering Who, What, When, Where, and How questions.</p> <p>Introduce self-monitoring comprehension by using questioning (year long).</p> <p>Retell short stories.</p> <p>Discuss and explain response to How, Why, and What If questions in sharing narrative texts.</p> <p>Describe differences and similarities between different stories (characters, plot, and setting).</p> <p>Read aloud with fluency and comprehension (year long) Follow simple written instructions.</p> <p>Explore an author's choice of words. Practice: Vocabulary Strategies Practice: Shared reading. Resource: Jack Prelutsky, Shel Silverstein, nursery rhymes, songs, picture books, Big Books (non-fiction and fiction)</p> <p>Use sentence meaning, story meaning, pronunciation and syntax to confirm accurate decoding or to self-correct errors (year long).</p> <p>Introduce decoding unknown words using basic elements of phonetic analysis (common letter-sound relationships) and structural analysis (syllables, suffixes, prefixes, root words). (2nd grade).</p>	<p>Follow simple written instructions.</p> <p>Explore an author's choice of words. Practice: Vocabulary Strategies Practice: Shared reading. Resource: Jack Prelutsky, Shel Silverstein, nursery rhymes, songs, picture books, Big Books (non-fiction and fiction)</p> <p>Use sentence meaning, story meaning, pronunciation and syntax to confirm accurate decoding or to self-correct errors (year long).</p> <p>Practice independently recalling facts and details in text (2nd grade).</p> <p>Interpret information from diagrams, charts, and graphs (2nd grade).</p>	<p>Discuss similarities and differences in events and characters across stories (2nd grade).</p> <p>Pose possible How, Why, and What If questions to understand and/or interpret texts (2nd grade).</p>

changing the beginning, middle, and ending sounds to produce new words (year long).			
Demonstrate familiarity with a variety of resources (text, manipulatives, technology, pictures, photographs, etc.).			

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**Strand II: Writing and Speaking for Expression  
Standard: Students will communicate effectively through speaking and writing.**

Engage in discussions resulting in written products (year long).	Select and use new vocabulary and language structures (retelling, using exclamatory phrases to express emotional response to events or ideas). Practice: Vocabulary Strategies	Compose fairly readable first drafts using appropriate parts of the writing process (some attention to planning, drafting, re-reading for meaning, and some self-correction) (year long).	Introduce capitalization punctuation, and paragraphs (beginning, middle, and end) in own writing (2nd).
Apply phonics to write independently, using emergent and/or conventional spelling.	Practice: Teachers reads and identifies different genres with students expected to use new vocabulary and language structures in their writing and oral language. Resource: Jack Prelutsky, Shel Silverstein, nursery rhymes, songs, picture books, Big Books (non-fiction and fiction)	Confirm predictions about what will happen next in a text by identifying key words (reread to edit).	Begin to assist others to edit writing (2nd).
Write all upper and lower case letters of the alphabet using correct letter formation (year long).	Use basic punctuation for question marks to end interrogative sentence.	Use context to resolve ambiguities about word and sentence meaning (reread to edit).	
Use basic capitalization and punctuation for first word in sentence and period to end declarative sentence.	Write descriptions of familiar persons, places or objects.	Begin to utilize conventional spelling.	
Read aloud with fluency and comprehension (year long).	Relate prior knowledge to textual information. (prewriting, brainstorming, graphing writing ideas)	Compose a variety of products (short stories, letters, simple poems, descriptions, journal entries) (year long)	
Begin writing. Use basic capitalization and punctuation for proper names.	Use complete sentence to write simple text (year long). □□Write by using an author’s model of language and extending the model (writing different endings for the story, composing an innovation of a poem) (year long).	Spell correctly using: (a) Previously studied words; (b) Spelling patterns and (c) Analysis of sounds (2nd).	
Use phonetic knowledge and basic patterns to spell correctly three- and four-letter words.		Self-monitor composition by rereading and peer conferences.	

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**Strand III: Literature and Media  
Standard: Students will use literature and media to develop an understanding of people, societies, and the self.**

<p>Relate characters and events to their own life experience. Demonstrate familiarity with the types of books and selections (picture books, caption books, short informational texts, nursery rhymes, reenactment of familiar stories).</p> <p>Identify characters.</p> <p>Practice: Comprehension Strategies Practice: Read-alouds and shared reading. Resource: Picture books, Big Books, nursery rhymes, various genres</p>	<p>Listen and respond to stories based on familiar themes and plots.</p> <p>Demonstrate familiarity with stories and activities related to various ethnic groups and countries. Identify characters and setting.</p>	<p>Identify characters, setting, and important events.</p> <p>Demonstrate understanding of plots of different types of stories (songs, rhymes, and fairy tales).</p>	
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