

LAS CRUCES PUBLIC SCHOOLS
Curriculum Alignment Matrix

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**Curriculum Alignment Matrix Version II
For Kindergarten through 8th Grades**

Introduction and Instructions for Use

Curriculum Alignment Matrices are guidelines used by educational professionals to determine what should be taught and when it should be taught. These documents provide details that should be extremely useful to instructional leaders and teachers. Educational personnel are encouraged to use the following instructions when using the Curriculum Alignment Matrix.

- New Mexico Standards with Benchmarks are extended to the performance objective level in the first column.
- Next appears the International Center for Leadership in Education's Curriculum Survey of Essential Skills, correlated to New Mexico's performance objectives. Each skill has a national ranking number, indicating how essential it is for "the world of work." 1-34 is high (absolutely essential), 35-74 is medium (essential) and 74 and above is low (nice-to-know).
- Column 3, labeled "Instructional Framework", connects the six (6) big ideas (The National Reading Panel's 5 big ideas and New Mexico's Oral Language and Writing) of reading instruction for kindergarten through 8th grades in LCPS to each of the performance objectives. These big ideas are correlated with each performance objective so that teachers engaging in reading instruction using the big ideas can be assured that they are addressing the performance objectives within the New Mexico Standards with Benchmarks.
- Column 4, labeled "Priority," weighs the NMSBA/CRT blueprints of what is assessed and what is essential outside public school equally to create an "average importance" for the performance objective. H indicates this objective must be taught and mastered before March, an M indicates that the objective must be taught throughout the year, and an L indicates that the objective can be taught after March. Given the complexity and organization of the New Mexico Standards with Benchmarks, all performance objectives in a given grade must be taught for mastery.
- At the elementary level, LCPS' Proficiencies for Promotion are correlated in the last column to the New Mexico performance objectives. At the elementary level, the Essential Proficiencies for Promotion ensure that we are teaching for proficiency for promotion and success in ensuing grades in elementary schools.

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Language Arts Standards/Definitions/Benchmarks/ Performance Objectives Kindergarten	Curriculum Survey of Essential Skills National Rankings		Instructional Focus Kindergarten	Priority	Proficiencies for Promotion
Standard I: Reading and Listening for Comprehension					
Definition: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.					
K-4 Benchmark 1A: Listen to, read, react to, and retell information					
1. Retell, reenact, or dramatize stories or parts of stories, including personal events.	E84	Tell or re-tell stories, folk tales, or narratives for a listening audience	Listening Comprehension of Literary Text Oral Language Development Vocabulary	L	Retells dictates or enacts story (from books, observations or personal experiences) with details and sense of beginning, middle and end.
2. Demonstrate sense of story (e.g., beginning, middle, end, characters, details).	E84 E9	Tell or re-tell stories, folk tales, or narratives for a listening audience Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter-sound relationships, and word histories.	Listening Comprehension of Literary Text Oral Language Development	M	Retells, dictates or enacts story (from books, observations or personal experiences) with details and sense of beginning, middle and end.

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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).	E47	Listen for enjoyment to narratives of personal experiences, stories, drama, performances, lectures, and readings	Listening Comprehension of Literary Text Comprehension of Informational Text Vocabulary	M	Appropriately selects requested books including nursery rhyme books, informational texts, picture books, etc. when asked to do so. For example: Bring me the book that tells about snakes
4. Role-play and act out stories (e.g., fairy tales, songs, rhymes).	E84	Tell or re-tell stories, folk tales, or narratives for a listening audience	Listening Comprehension of Literary Text Oral Language Development Vocabulary	M	Retells, dictates or enacts story (from books, observations or personal experiences) with details and sense of beginning, middle and end.
	E9	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter-sound relationships, and word histories.			
5. Follow simple oral instructions.	E4	Follow oral and written directions	Listening Comprehension of Informational Text Oral Language Development Vocabulary	H	Follows simple oral directions. For example: Get a drink. Line up.
Standard I: Reading and Listening for Comprehension					
DEfinition: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.					
K-4 Benchmark 1B: Locate and use a variety of resources to acquire information across the curriculum					

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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).	E47	Listen for enjoyment to narratives of personal experiences, stories, drama, performances, lectures, and readings	Listening Comprehension of Literary Text Oral Language Development	M	Appropriately selects requested books including nursery rhyme books, informational texts, picture books, etc. when asked to do so. For example: Bring me the book that tells about snakes.
	E28	Know how to find and read information from a variety of electronic sources			
2. Generate questions of interest about a topic.	E48	Ask questions of others that encourage them to participate, elaborate, and contribute to understand topics under discussion	Listening Comprehension of Literary Text Vocabulary	M	Asks questions pertaining to a specific focus.
Standard I: Reading and Listening for Comprehension					
Definition: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.					
K-4 Benchmark 1C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information					

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1. Understand oral and graphic instructions.	E4	Follow oral and written directions	Listening Comprehension of Informational Text Vocabulary	H	Follows simple oral directions. For example: Get a drink. Line up. Follows simple graphic instructions. For example: Circles the right answer when the circle symbol is in the directions.
2. Create mental pictures to predict possible events in text before and during reading.	E5 E52	Identify, collect and/or select pertinent information while reading Preview textbooks for informational text to anticipate content	Listening Comprehension of Literary Text Comprehension of Informational Text Oral Language Development	M	Describes mind pictures and uses them to predict what will come next in the story.
3. Compare different versions of the same story.	E44	Compare/contrast reading selection with others	Listening Comprehension of Literary Text Oral Language Development Vocabulary	M	Discusses similarities and differences between two versions of the same story.
4. Relate experiences and observations.	E60	Relate situations, events, and characters in a reading selection to personal experience	Listening Comprehension of Literary Text Oral Language Development Vocabulary	M	Retells, dictates or enacts story (from books, observations or personal experiences) with details and sense of beginning, middle and end.
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?).	E52	Preview textbooks for informational text to anticipate content	Listening Comprehension of Literary Text Comprehension of Informational Text Oral Language Development Vocabulary	M	Asks questions before beginning to read or listen and to resolve confusion.

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6. Sequence a story to describe the beginning, middle, and end.	E8 E84	Develop processes for understanding and remembering information Tell or re-tell stories, folk tales, or narratives for a listening audience	Listening Comprehension of Literary Text Oral Language Development Vocabulary	M	Retells, dictates or enacts story (from books, observations or personal experiences) with details and sense of beginning, middle and end.
7. Differentiate between non-fiction and fiction stories.	E5	Identify, collect and/or select pertinent information while reading	Listening Comprehension of Literary Text Comprehension of Informational Text Vocabulary	M	Indicates whether a story is fact or fiction
Standard I: Reading and Listening for Comprehension					
Definition: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.					
K-4 Benchmark 1D: Acquire reading strategies					

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<p>1. Demonstrate phonemic awareness and knowledge of alphabetic principles by:</p> <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 	E9	<p>Know how to decipher unfamiliar words using such strategies as context clues, word structure analysis, letter sound relationships, and word histories</p>	<p style="text-align: center;">Listening Phonemic Awareness Phonics</p>	H	<p>Counts the number of sounds in a word (Not to exceed four sounds)</p> <p>Identifies initial consonant sounds with 90% accuracy.</p>
<p>2. Demonstrate decoding and word recognition strategies and skills by:</p> <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 	E9	<p>Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter-sound relationships, and word histories.</p>	<p style="text-align: center;">Phonics Listening</p>	H	<p>Identifies initial consonant sounds with 90% accuracy.</p> <p>Identifies words that begin with the same sound</p> <p>Names upper and lower case letters of the alphabet</p> <p>Recognizes common words by sight (own name, he, I, it, of, she, that, the, to, was)</p>

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3. Read or attempt to read own dictated story.		Not covered	Vocabulary Phonics Fluency Listening	L	“Reads” own written or dictated story to others
4. Attempt to read simple patterned text, and predict texts using letter-sound knowledge and pictures to construct meaning.	E52	Preview textbooks for informational text to anticipate content	Phonics Fluency Listening Vocabulary Comprehension of Literary Text	M	Attempts to read simple patterned text using prediction, letter-sound knowledge and pictures)
5. Use appropriate nouns to name objects.	E9	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter-sound relationships, and word histories.	Vocabulary Listening	M	Correctly identifies names for objects or actions
Standard II: Writing and Speaking for Expression					
Definition: Students will communicate effectively through speaking and writing.					
K-4 Benchmark 2A: Demonstrate competence in speaking to convey information					
1. Retell, reenact, or dramatize stories or parts of stories, including personal events.	E84	Tell or re-tell stories, folk tales, or narratives for a listening audience	Listening Comprehension of literary Text Oral Language Development Vocabulary	L	
2. Use correct words to name objects or tell actions.		Not covered	Oral Language Development Vocabulary	L	Correctly identifies names for objects or action

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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 	E84	Tell or re-tell stories, folk tales, or narratives for a listening audience	Listening Comprehension of Literary Text Comprehension of Informational Text Oral Language Development Vocabulary Character Counts	L	Expresses and recognizes complete thoughts and sentences, using a variety of sentence patterns and takes turns in conversation.
4. Use a variety of sentence patterns.	E1	Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing, and spelling	Comprehension of Literary Text Comprehension of Informational Text Oral Language Development Vocabulary	M	
5. Ask questions to resolve confusion about a topic.	E48	Ask questions of others that encourage them to participate, elaborate, and contribute to understand topics under discussion	Comprehension of Literary Text Comprehension of Informational Text Oral Language Development Vocabulary	M	Asks questions before beginning to read or listen and to resolve confusion.
6. Clarify and sort words by general categories.		Not covered	Oral Language Development Vocabulary	L	Sorts words by categories

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Standard II: Writing and Speaking for Expression					
Definition: Students will communicate effectively through speaking and writing.					
K-4 Benchmarks 2B: Apply grammatical and language conventions to communicate					
1. Locate the title, table of contents, name of author, and illustrator of a text.	E1	Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing, and spelling	Comprehension of Literary Text Comprehension of Informational Text	M	Locates title, table of contents, name of author and illustrator
2. Use pictures and context to make predictions about story content.	E52	Preview textbooks for informational text to anticipate content	Comprehension of Literary Text Comprehension of Informational Text Oral Language Development Vocabulary	M	Makes prediction about story content using pictures, information and context
3. Connect information and events in a text to make predictions.	E52	Preview textbooks for informational text to anticipate content	Comprehension of Literary Text Comprehension of Informational Text Oral Language Development Vocabulary	M	Makes prediction about story content using pictures, information and context
4. Ask and answer questions about essential elements in a text.	E48	Ask questions of others that encourage them to participate, elaborate, and contribute to understand topics under discussion	Comprehension of Literary Text Comprehension of Informational Text Oral Language Development Vocabulary Listening	M	Asks questions before beginning to read or listen and to resolve confusion.

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5. Recognize and make complete, coherent sentences when speaking.	E32	Make informed judgments about the content, organization, and delivery of spoken communication	Oral Language Development Vocabulary Character Counts	M	Expresses and recognizes complete thoughts and sentences, using a variety of sentence patterns and takes turns in conversation.
6. Share information and ideas using complete sentences.	E32	Make informed judgments about the content, organization, and delivery of spoken communication	Oral Language Development Vocabulary Character Counts	M	Expresses and recognizes complete thoughts and sentences, using a variety of sentence patterns and takes turns in conversation.
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 	E7	Understand the rules of grammar, usage, punctuation, paragraphing, and spelling	Phonics Spelling	H	Prints upper case and lower case letters Uses emergent spelling emphasizing consonant sounds and some conventional spelling
8. Identify and use capital letters to write the word "I" and the first letter in own name.		Not covered	Phonics Writing Conventions	L	Uses capitals to write first letter of name and the word I

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3. Write to express own meaning.	E31	Use writing as a way of expressing personal creativity	Writing Vocabulary	M	Writes to express meaning
4. Write own name and names of others.		Not covered	Writing Phonics	L	Prints own name and the names of others
Standard III: Literature and Media					
Definition: Students will use literature and media to develop an understanding of people, societies, and the self.					
K-4 Benchmarks 3A: 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.	E25	Listen, comprehend, and summarize essential information from a variety of sources such as speeches, plays, commercials on radio and television, and political debates	Comprehension of Literary Text Listening Vocabulary	M	Listens and responds to stories on familiar themes, plots
2. Relate characters and events to their own life experiences.	E60	Relate situations, events, and characters in a reading selection to personal experience	Comprehension of Literary Text Listening Vocabulary	M	Relates characters and events to own experiences

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3. Demonstrate familiarity with stories and activities related to various ethnic groups and countries.	E23	Understand the personal, social, cultural, historical significance of text	Comprehension of Literary Text Comprehension of Informational Text Listening Vocabulary	M	Demonstrates familiarity with stories and activities related to various ethnic groups and countries
Standard III: Literature and media					
Definition: Students will use literature and media to develop an understanding of people, society, and the self					
K-4 Benchmarks 3B: 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).	E3	Gather information from a variety of sources including electronic sources, and summarize, analyze, and evaluate its use for a report	Comprehension of Literary Text Comprehension of Informational	M	Appropriately selects requested books including nursery rhyme books, informational texts, picture books, etc. when asked to do so. For example: Bring me the book that tells about snakes.
2. Demonstrate understanding of plots of different types of stories (e.g., songs, rhymes, fairy tales).	E72	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre, etc. to evoke a response in a reader	Comprehension of Literary Text Listening	L	Listens and responds to stories on familiar themes, plots

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3. Identify characters, setting, and important events.	E72	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre, etc. to evoke a response in a reader	Comprehension of Literary Text Listening Vocabulary	L	Identifies characters, setting and important events

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