

RL.K Reading Literature Text	
<ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions about key details in a text (RL.K.1) <input type="checkbox"/> Retell familiar stories, including key details (RL.K.2) <input type="checkbox"/> Identify characters, settings, and major events in a story (RL.K.3) <input type="checkbox"/> Ask and answer questions about unknown words in a text (RL.K.4) <input type="checkbox"/> Recognize common types of texts (RL.K.5) <input type="checkbox"/> Name the author and illustrator of a story (RL.K.6) <input type="checkbox"/> Define the role of author and illustrator in telling the story (RL.K.6) <input type="checkbox"/> Describe the relationship between illustrations and the story (RL.K.7) <input type="checkbox"/> Compare and contrast the adventures and experiences of characters in familiar stories (RL.K.9) <input type="checkbox"/> Engage in group reading activities with purpose and understanding (RL.K.10) 	
<p><u>Essential Questions</u></p> <p>How does understanding the features of print make language more meaningful?</p>	<p><u>Enduring Understandings</u></p> <p>The understanding of features, structures, and characteristics of print helps young readers bring meaning to their environment and to their experiences with language.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials)</p> <p>Create a print-rich environment with clear, legible manuscript at eye level or reachable with a short pointer so children can “read around the room” and have no difficulty following each line of print; Model features with teacher think-alouds and big books; Use shared and interactive writing, calling attention to direction and spacing as words are written on the chart paper; Reread and use a pointer to track words as they are said aloud; Create an alphabet center using a variety of materials, so children can explore letters and eventually make words.</p>	<p><u>Suggested Assessments</u></p> <p>Use an early literacy checklist that assesses if the student can locate letters, words, turn pages correctly, etc; Observe students during writing workshop activities to see if early print concepts are being applied.</p>

RI.K Reading Informational Text	
<ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions about key details in a text (RI.K.1, RI.K.4) <input type="checkbox"/> Identify the main topic and retell key details of a text (RI.K.2) <input type="checkbox"/> Describe the connection between two individuals, events, ideas, or pieces of information in a text (RI.K.3) <input type="checkbox"/> Identify the front cover, back cover, and title page of a book (RI.K.5) <input type="checkbox"/> Name the author and illustrator (RI.K.6) <input type="checkbox"/> Describe the relationship between illustrations and the text in which they appear (RI.K.7) <input type="checkbox"/> Identify the reasons an author gives to support points in a text (RI.K.8) <input type="checkbox"/> Identify basic similarities in and differences between two texts on the same topic (RI.K.9) <input type="checkbox"/> Actively engage in group reading activities with purpose and understanding (RI.K.10) 	
<p><u>Essential Questions</u></p> <p>How do readers make sense of text? What do readers do when they don't understand what they are reading?</p>	<p><u>Enduring Understandings</u></p> <p>Good readers use strategies to help them make sense of what they are reading. They read accurately, smoothly, and with expression to help them understand text.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials)</p> <p>Model fluency daily with read alouds; Use echo reading and choral reading activities, tracking text visually; Use think-alouds and show students how to make connections, predict, and identify story elements; Eventually elicit connections, predictions, and retellings from students.</p>	<p><u>Suggested Assessments</u></p> <p>Assess the type of predictions students are making and how they support their predictions; Use a simple story map and have students draw the main characters and what happened in the beginning, middle, and end of the story after they have verbally done so.</p>

RF.K Reading Foundation Skills	
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of the organization and basic features of print (RF.K.1) <input type="checkbox"/> Demonstrate understanding of spoken words, syllables, and sounds (phonemes) (RF.K.2) <input type="checkbox"/> Know and apply grade-level phonics and word analysis skills in decoding and encoding words (RF.K.3) <input type="checkbox"/> Read emergent text with one-to-one correspondence to develop fluency and comprehension skills (RF.K.4) 	
<p><u>Essential Questions</u></p> <p>How are sounds represented by letters? How do I figure out a word I do not know?</p>	<p><u>Enduring Understandings</u></p> <p>Letter and letter combinations represent the sounds of our language; Readers use letter-sound correspondence, pictures, and context to decode new words.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials)</p> <p>Read/recite nursery rhymes and poetry. Drop your voice so students can fill in the rhyming word, Clap/count syllables of a student’s name. Reverse the process and clap a name, asking students to identify whose name you could be thinking of Play <i>Guess Whose Name I’m Going to Say</i>. Say only the first phoneme clearly and elicit responses. Extend to other categories of words, such as animals.</p>	<p><u>Suggested Assessments</u></p> <p>Use a phonological assessment checklist to evaluate if a student can hear rhymes, clap syllables, and identify beginning consonant sounds (through listening only). Use an alphabet chart to assess which letter-sound correspondences have been mastered and which have not.</p>

Anchor Standards for Reading

KEY IDEAS AND DETAILS	
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text
CRAFT AND STRUCTURE	
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text
INTEGRATION OF KNOWLEDGE AND IDEAS	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
NJSLSA.R9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently

<p>W.K Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compose opinion pieces that tell the reader the topic or name of the book through dictation, drawings, and/or writing (W.K.1) <input type="checkbox"/> Compose informative/explanatory text to indicate what is being written about and supply information about the topic (W.K.2) <input type="checkbox"/> Narrate a single event or linked events to tell about the events in the order in which they occurred, and provide a reaction to what happened (W.K.3) <input type="checkbox"/> Strengthen writing through response and self-reflection using questions and suggestions from peers. (W.K.5) <input type="checkbox"/> Explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.K.6) <input type="checkbox"/> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) (W.K.7) <input type="checkbox"/> Recall information from experiences or gather information from provided sources to answer a question. (W.K.8) 	
<p><u>Essential Questions</u></p> <p>How do readers make sense of text? What do readers do when they don't understand what they are reading? How do good writers express themselves? How do writers develop a well-written product? Why does a writer choose a particular form of writing?</p>	<p><u>Enduring Understandings</u></p> <p>Good readers use strategies to help them make sense of what they are reading. They read accurately, smoothly, and with expression to help them understand text; Good writers express themselves by sharing and developing their ideas; Good writers use the necessary strategies, traits, and forms that best fit their purpose and audience.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials)</p> <p>Model fluency daily with read alouds; Use echo reading and choral reading activities, tracking text visually; Use think-alouds and show students how to make connections, predict, and identify story elements. Eventually elicit connections, predictions, and retellings from students. Introduce the concept of writing workshop and put procedures into place the first week of school. Use quality picture books that trigger ideas, model possibilities, and illustrate the focus of each mini lesson; Incorporate short conferences into the workshop routine. Praise one thing the child has done as a writer, then teach one concept, skill, or strategy that will help the child improve the piece.</p>	<p><u>Suggested Assessments</u></p> <p>Assess the type of predictions students are making and how they support their predictions. Use a simple story map and have students draw the main characters and what happened in the beginning, middle, and end of the story after they have verbally done so. Design a simple system for collecting information throughout each term, such as a clipboard checklist or flip chart. Record what you have taught in individual conferences, what you must teach soon, and what the child can do independently.</p>

Anchor Standards for Writing

TEXT TYPES AND PURPOSES	
NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
PRODUCTION AND DISTRIBUTION OF WRITING	
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
RANGE OF WRITING	
NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.K Speaking & Listening	
<ul style="list-style-type: none"> <input type="checkbox"/> Participate in collaborative conversations about kindergarten topics and texts (SL.K.1) <input type="checkbox"/> Confirm understanding of a text by asking and answering questions about key details and requesting clarification (SL.K.2) <input type="checkbox"/> Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3) <input type="checkbox"/> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (SL.K.4) <input type="checkbox"/> Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5) <input type="checkbox"/> Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6) 	
<p><u>Essential Questions</u></p> <p>How do we speak so others will listen and understand us? How can we listen and understand a message?</p>	<p><u>Enduring Understandings</u></p> <p>Speakers use the right elements and format to fit their purpose and audience; Good listeners focus to make sense of the message they hear so they can respond appropriately.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials)</p> <p>Provide a wide variety of opportunities for speaking and oral language development: role-playing, circle/meeting times, author’s chair, dramatizations, puppetry, flannel/magnetic board stories, poetry/singing activities; Model proper speaking behaviors; Extend or recast student speech to encourage elaboration or emphasize correct usage. Listen to recordings of quality literature and discuss story elements. You can also read a short story without showing illustrations; Have students listen to follow directions and create a simple craft/product; Play listening games that ask students to match sounds (shaking objects in closed containers), identify missing sounds in a sequence, or identify rhyming words.</p>	<p><u>Suggested Assessments</u></p> <p>Listen carefully while conversing with students, noting any speech delays; Listen carefully to student interactions, noting any speech difficulties or lack of social conventions. Read aloud a short story and ask questions about the main characters or events; Evaluate how well the student has followed directions to create the end product; Note student’s performance during listening games.</p>

Anchor Standards for Speaking and Listening

COMPREHENSION AND COLLABORATION	
NJSLSA.W1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.W2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.W3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
PRESENTATION OF KNOWLEDGE AND IDEAS	
NJSLSA.W4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
NJSLSA.W6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

L.K Language	
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1) <input type="checkbox"/> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2) <input type="checkbox"/> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (L.K.4) <input type="checkbox"/> With guidance and support from adults, explore word relationships and nuances in word meanings. (L.K.5) <input type="checkbox"/> Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.K.6) 	
<u>Essential Questions</u>	<u>Enduring Understandings</u>
Why do we follow rules of language? Why do readers need to pay attention to the words the author uses?	The rules of our language help readers understand what the author is saying; Words powerfully affect meaning.
<u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials)	<u>Suggested Assessments</u>
Use interactive and shared writing activities to demonstrate how to stretch sounds to spell words, space appropriately, and use correct directionality; Use the alphabet center to have students spell their names using a variety of materials. Enjoy a variety of read alouds with discussions about new words, connecting them to familiar words/concepts. Use word sorts that allow students to categorize by concept or theme; Celebrate words and encourage students to use new vocabulary in daily activities; Build word charts by theme or concept after repeated, meaningful encounters.	Use students’ writing folders to assess use of conventions. Assess how the student sorts words, along with reasoning for putting words together; Give students a new vocabulary word and ask them to create a sentence using that word orally; Observe how elaborately and correctly the student can do so.

Anchor Standards for Language

CONVENTIONS OF STANDARD ENGLISH	
NJSLSA.W1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA.W2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
KNOWLEDGE OF LANGUAGE	
NJSLSA.W3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
VOCABULARY ACQUISITION AND USE	
NJSLSA.W4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA.W5	Demonstrate understanding of word relationships and nuances in word meanings.
NJSLSA.W6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.