

Main Criteria: Classroom Supplement Units Kindergarten
Secondary Criteria: New Jersey Core Curriculum Content Standards
Subject: Language Arts
Grade: K

Classroom Supplement Units Kindergarten

Pre-writing

New Jersey Core Curriculum Content Standards

Language Arts

Grade K - Adopted: 2014

CONTENT AREA / STANDARD	NJ.CC.K.RL.	Reading Standards for Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
CONTENT STATEMENT	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT AREA / STANDARD	NJ.CC.K.RL.	Reading Standards for Literature
STRAND		Craft and Structure
CONTENT STATEMENT	K.RL.4.	Ask and answer questions about unknown words in a text.
CONTENT STATEMENT	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT AREA / STANDARD	NJ.CC.K.RL.	Reading Standards for Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	K.RL.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT AREA / STANDARD	NJ.CC.K.RI.	Reading Standards for Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
CONTENT STATEMENT	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text.
CONTENT AREA / STANDARD	NJ.CC.K.RI.	Reading Standards for Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
CONTENT STATEMENT	K.RI.6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
CONTENT AREA / STANDARD	NJ.CC.K.RI.	Reading Standards for Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	K.RI.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).
CONTENT STATEMENT	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
CONTENT AREA / STANDARD	NJ.CC.K.RI.	Reading Standards for Informational Text
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	K.RI.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT AREA	NJ.CC.K.	Reading Standards: Foundational Skills

/ STANDARD	RF.	
STRAND		Print Concepts
CONTENT STATEMENT	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
CUMULATIVE PROGRESS INDICATOR	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
CUMULATIVE PROGRESS INDICATOR	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
CUMULATIVE PROGRESS INDICATOR	K.RF.1.c.	Understand that words are separated by spaces in print.
CUMULATIVE PROGRESS INDICATOR	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT AREA / STANDARD	NJ.CC.K.RF.	Reading Standards: Foundational Skills
STRAND		Phonological Awareness
CONTENT STATEMENT	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	K.RF.2.a.	Recognize and produce rhyming words.
CUMULATIVE PROGRESS INDICATOR	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
CUMULATIVE PROGRESS INDICATOR	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
CUMULATIVE PROGRESS INDICATOR	K.RF.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/.)
CUMULATIVE PROGRESS INDICATOR	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT AREA / STANDARD	NJ.CC.K.RF.	Reading Standards: Foundational Skills
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	K.RF.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.
CUMULATIVE PROGRESS INDICATOR	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
CUMULATIVE PROGRESS INDICATOR	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
CUMULATIVE PROGRESS INDICATOR	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT AREA / STANDARD	NJ.CC.K.RF.	Reading Standards: Foundational Skills
STRAND		Fluency
CONTENT STATEMENT	K.RF.4.	Read emergent-reader texts with purpose and understanding.
CONTENT AREA / STANDARD	NJ.CC.K.W.	Writing Standards
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	K.W.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
CONTENT AREA / STANDARD	NJ.CC.K.SL.	Speaking and Listening Standards

STRAND		Comprehension and Collaboration
CONTENT STATEMENT	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CUMULATIVE PROGRESS INDICATOR	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
CUMULATIVE PROGRESS INDICATOR	K.SL.1.b.	Continue a conversation through multiple exchanges.
CONTENT AREA / STANDARD	NJ.CC.K.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	K.SL.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.
CONTENT STATEMENT	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT AREA / STANDARD	NJ.CC.K.SL.	Speaking and Listening Standards
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CONTENT STATEMENT	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CONTENT STATEMENT	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT AREA / STANDARD	NJ.CC.K.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	K.L.1.a.	Print many upper- and lowercase letters.
CUMULATIVE PROGRESS INDICATOR	K.L.1.b.	Use frequently occurring nouns and verbs.
CUMULATIVE PROGRESS INDICATOR	K.L.1.c.	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
CUMULATIVE PROGRESS INDICATOR	K.L.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT AREA / STANDARD	NJ.CC.K.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	K.L.2.a.	Capitalize the first word in a sentence and the pronoun <i>I</i> .
CUMULATIVE PROGRESS INDICATOR	K.L.2.b.	Recognize and name end punctuation.
CUMULATIVE PROGRESS INDICATOR	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CONTENT AREA / STANDARD	NJ.CC.K.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CUMULATIVE PROGRESS	K.L.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).

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

Unit 1

New Jersey Core Curriculum Content Standards
Language Arts
Grade K - Adopted: 2014

CONTENT AREA / STANDARD	NJ.CC.K.RL.	Reading Standards for Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
CONTENT AREA / STANDARD	NJ.CC.K.RL.	Reading Standards for Literature
STRAND		Craft and Structure
CONTENT STATEMENT	K.RL.4.	Ask and answer questions about unknown words in a text.
CONTENT STATEMENT	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT AREA / STANDARD	NJ.CC.K.RI.	Reading Standards for Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
CONTENT STATEMENT	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text.
CONTENT STATEMENT	K.RI.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CONTENT AREA / STANDARD	NJ.CC.K.RI.	Reading Standards for Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
CONTENT STATEMENT	K.RI.6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
CONTENT AREA / STANDARD	NJ.CC.K.RI.	Reading Standards for Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	K.RI.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).
CONTENT	K.RI.8.	With prompting and support, identify the reasons an author gives to support points

STATEMENT		in a text.
CONTENT AREA / STANDARD	NJ.CC.K.RI.	Reading Standards for Informational Text
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	K.RI.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT AREA / STANDARD	NJ.CC.K.RF.	Reading Standards: Foundational Skills
STRAND		Print Concepts
CONTENT STATEMENT	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
CUMULATIVE PROGRESS INDICATOR	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
CUMULATIVE PROGRESS INDICATOR	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
CUMULATIVE PROGRESS INDICATOR	K.RF.1.c.	Understand that words are separated by spaces in print.
CUMULATIVE PROGRESS INDICATOR	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT AREA / STANDARD	NJ.CC.K.RF.	Reading Standards: Foundational Skills
STRAND		Phonological Awareness
CONTENT STATEMENT	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	K.RF.2.a.	Recognize and produce rhyming words.
CUMULATIVE PROGRESS INDICATOR	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
CUMULATIVE PROGRESS INDICATOR	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
CUMULATIVE PROGRESS INDICATOR	K.RF.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/.)
CUMULATIVE PROGRESS INDICATOR	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT AREA / STANDARD	NJ.CC.K.RF.	Reading Standards: Foundational Skills
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	K.RF.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.
CUMULATIVE PROGRESS INDICATOR	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
CUMULATIVE PROGRESS INDICATOR	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
CUMULATIVE PROGRESS INDICATOR	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT AREA / STANDARD	NJ.CC.K.RF.	Reading Standards: Foundational Skills
STRAND		Fluency
CONTENT STATEMENT	K.RF.4.	Read emergent-reader texts with purpose and understanding.

CONTENT AREA / STANDARD	NJ.CC.K.W.	Writing Standards
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	K.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT AREA / STANDARD	NJ.CC.K.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CUMULATIVE PROGRESS INDICATOR	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
CUMULATIVE PROGRESS INDICATOR	K.SL.1.b.	Continue a conversation through multiple exchanges.
CONTENT AREA / STANDARD	NJ.CC.K.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	K.SL.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.
CONTENT STATEMENT	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT AREA / STANDARD	NJ.CC.K.SL.	Speaking and Listening Standards
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CONTENT STATEMENT	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CONTENT STATEMENT	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT AREA / STANDARD	NJ.CC.K.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	K.L.1.a.	Print many upper- and lowercase letters.
CUMULATIVE PROGRESS INDICATOR	K.L.1.b.	Use frequently occurring nouns and verbs.
CUMULATIVE PROGRESS INDICATOR	K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
CUMULATIVE PROGRESS INDICATOR	K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
CUMULATIVE PROGRESS INDICATOR	K.L.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT AREA / STANDARD	NJ.CC.K.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
CUMULATIVE PROGRESS	K.L.2.b.	Recognize and name end punctuation.

INDICATOR		
CUMULATIVE PROGRESS INDICATOR	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	K.L.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT AREA / STANDARD	NJ.CC.K.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CUMULATIVE PROGRESS INDICATOR	K.L.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).
CONTENT AREA / STANDARD	NJ.CC.K.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	K.L.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
CUMULATIVE PROGRESS INDICATOR	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CUMULATIVE PROGRESS INDICATOR	K.L.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
CUMULATIVE PROGRESS INDICATOR	K.L.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CONTENT AREA / STANDARD	NJ.CC.K.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 2

New Jersey Core Curriculum Content Standards

Language Arts

Grade K - Adopted: 2014

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

CONTENT AREA / STANDARD	NJ.CC.K.RI.	Reading Standards for Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
CONTENT STATEMENT	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text.
CONTENT STATEMENT	K.RI.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CONTENT AREA / STANDARD	NJ.CC.K.RI.	Reading Standards for Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
CONTENT STATEMENT	K.RI.6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
CONTENT AREA / STANDARD	NJ.CC.K.RI.	Reading Standards for Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	K.RI.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).
CONTENT STATEMENT	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
CONTENT AREA / STANDARD	NJ.CC.K.RI.	Reading Standards for Informational Text
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	K.RI.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT AREA / STANDARD	NJ.CC.K.RF.	Reading Standards: Foundational Skills
STRAND		Print Concepts
CONTENT STATEMENT	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
CUMULATIVE PROGRESS INDICATOR	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
CUMULATIVE PROGRESS INDICATOR	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
CUMULATIVE PROGRESS INDICATOR	K.RF.1.c.	Understand that words are separated by spaces in print.
CUMULATIVE PROGRESS INDICATOR	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT AREA / STANDARD	NJ.CC.K.RF.	Reading Standards: Foundational Skills
STRAND		Phonological Awareness
CONTENT STATEMENT	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	K.RF.2.a.	Recognize and produce rhyming words.
CUMULATIVE PROGRESS INDICATOR	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
CUMULATIVE PROGRESS INDICATOR	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
CUMULATIVE PROGRESS INDICATOR	K.RF.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/.)
CUMULATIVE	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to

PROGRESS INDICATOR		make new words.
CONTENT AREA / STANDARD	NJ.CC.K.RF.	Reading Standards: Foundational Skills
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	K.RF.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.
CUMULATIVE PROGRESS INDICATOR	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
CUMULATIVE PROGRESS INDICATOR	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
CUMULATIVE PROGRESS INDICATOR	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT AREA / STANDARD	NJ.CC.K.RF.	Reading Standards: Foundational Skills
STRAND		Fluency
CONTENT STATEMENT	K.RF.4.	Read emergent-reader texts with purpose and understanding.
CONTENT AREA / STANDARD	NJ.CC.K.W.	Writing Standards
STRAND		Text Types and Purposes
CONTENT STATEMENT	K.W.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.
CONTENT AREA / STANDARD	NJ.CC.K.W.	Writing Standards
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	K.W.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CONTENT AREA / STANDARD	NJ.CC.K.W.	Writing Standards
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	K.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT AREA / STANDARD	NJ.CC.K.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CUMULATIVE PROGRESS INDICATOR	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
CUMULATIVE PROGRESS INDICATOR	K.SL.1.b.	Continue a conversation through multiple exchanges.
CONTENT AREA / STANDARD	NJ.CC.K.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	K.SL.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.
CONTENT STATEMENT	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT AREA / STANDARD	NJ.CC.K.SL.	Speaking and Listening Standards
STRAND		Presentation of Knowledge and Ideas
CONTENT	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and

STATEMENT		support, provide additional detail.
CONTENT STATEMENT	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CONTENT STATEMENT	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT AREA / STANDARD	NJ.CC.K.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	K.L.1.a.	Print many upper- and lowercase letters.
CUMULATIVE PROGRESS INDICATOR	K.L.1.b.	Use frequently occurring nouns and verbs.
CUMULATIVE PROGRESS INDICATOR	K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
CUMULATIVE PROGRESS INDICATOR	K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
CUMULATIVE PROGRESS INDICATOR	K.L.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT AREA / STANDARD	NJ.CC.K.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
CUMULATIVE PROGRESS INDICATOR	K.L.2.b.	Recognize and name end punctuation.
CUMULATIVE PROGRESS INDICATOR	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	K.L.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT AREA / STANDARD	NJ.CC.K.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CUMULATIVE PROGRESS INDICATOR	K.L.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).
CUMULATIVE PROGRESS INDICATOR	K.L.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.
CONTENT AREA / STANDARD	NJ.CC.K.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	K.L.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
CUMULATIVE PROGRESS INDICATOR	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CUMULATIVE	K.L.5.c.	Identify real-life connections between words and their use (e.g., note places at

PROGRESS INDICATOR		school that are colorful).
CUMULATIVE PROGRESS INDICATOR	K.L.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CONTENT AREA / STANDARD	NJ.CC.K.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 3

New Jersey Core Curriculum Content Standards

Language Arts

Grade K - Adopted: 2014

CONTENT AREA / STANDARD	NJ.CC.K.RL.	Reading Standards for Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
CONTENT STATEMENT	K.RL.2.	With prompting and support, retell familiar stories, including key details.
CONTENT STATEMENT	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT AREA / STANDARD	NJ.CC.K.RL.	Reading Standards for Literature
STRAND		Craft and Structure
CONTENT STATEMENT	K.RL.4.	Ask and answer questions about unknown words in a text.
CONTENT STATEMENT	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT AREA / STANDARD	NJ.CC.K.RL.	Reading Standards for Literature
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	K.RL.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).
CONTENT AREA / STANDARD	NJ.CC.K.RL.	Reading Standards for Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	K.RL.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT AREA / STANDARD	NJ.CC.K.RI.	Reading Standards for Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
CONTENT AREA / STANDARD	NJ.CC.K.RI.	Reading Standards for Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
CONTENT AREA / STANDARD	NJ.CC.K.RF.	Reading Standards: Foundational Skills
STRAND		Print Concepts
CONTENT STATEMENT	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
CUMULATIVE PROGRESS INDICATOR	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
CUMULATIVE	K.RF.1.b.	Recognize that spoken words are represented in written language by specific

PROGRESS INDICATOR		sequences of letters.
CUMULATIVE PROGRESS INDICATOR	K.RF.1.c.	Understand that words are separated by spaces in print.
CUMULATIVE PROGRESS INDICATOR	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT AREA / STANDARD	NJ.CC.K.RF.	Reading Standards: Foundational Skills
STRAND		Phonological Awareness
CONTENT STATEMENT	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	K.RF.2.a.	Recognize and produce rhyming words.
CUMULATIVE PROGRESS INDICATOR	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
CUMULATIVE PROGRESS INDICATOR	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
CUMULATIVE PROGRESS INDICATOR	K.RF.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/.)
CUMULATIVE PROGRESS INDICATOR	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT AREA / STANDARD	NJ.CC.K.RF.	Reading Standards: Foundational Skills
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	K.RF.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.
CUMULATIVE PROGRESS INDICATOR	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
CUMULATIVE PROGRESS INDICATOR	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
CUMULATIVE PROGRESS INDICATOR	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT AREA / STANDARD	NJ.CC.K.RF.	Reading Standards: Foundational Skills
STRAND		Fluency
CONTENT STATEMENT	K.RF.4.	Read emergent-reader texts with purpose and understanding.
CONTENT AREA / STANDARD	NJ.CC.K.W.	Writing Standards
STRAND		Text Types and Purposes
CONTENT STATEMENT	K.W.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.
CONTENT AREA / STANDARD	NJ.CC.K.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CUMULATIVE PROGRESS INDICATOR	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
CUMULATIVE	K.SL.1.b.	Continue a conversation through multiple exchanges.

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CONTENT AREA / STANDARD	NJ.CC.K.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	K.SL.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.
CONTENT STATEMENT	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT AREA / STANDARD	NJ.CC.K.SL.	Speaking and Listening Standards
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CONTENT STATEMENT	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CONTENT STATEMENT	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT AREA / STANDARD	NJ.CC.K.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	K.L.1.a.	Print many upper- and lowercase letters.
CUMULATIVE PROGRESS INDICATOR	K.L.1.b.	Use frequently occurring nouns and verbs.
CUMULATIVE PROGRESS INDICATOR	K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
CUMULATIVE PROGRESS INDICATOR	K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
CUMULATIVE PROGRESS INDICATOR	K.L.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT AREA / STANDARD	NJ.CC.K.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
CUMULATIVE PROGRESS INDICATOR	K.L.2.b.	Recognize and name end punctuation.
CUMULATIVE PROGRESS INDICATOR	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	K.L.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT AREA / STANDARD	NJ.CC.K.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CUMULATIVE PROGRESS INDICATOR	K.L.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).

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

Unit 5

New Jersey Core Curriculum Content Standards

Language Arts

Grade K - Adopted: 2014

CONTENT AREA / STANDARD	NJ.CC.K.RL.	Reading Standards for Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.
CONTENT STATEMENT	K.RL.2.	With prompting and support, retell familiar stories, including key details.
CONTENT STATEMENT	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT AREA / STANDARD	NJ.CC.K.RL.	Reading Standards for Literature
STRAND		Craft and Structure
CONTENT STATEMENT	K.RL.4.	Ask and answer questions about unknown words in a text.
CONTENT STATEMENT	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT AREA / STANDARD	NJ.CC.K.RL.	Reading Standards for Literature
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	K.RL.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).
CONTENT AREA / STANDARD	NJ.CC.K.RL.	Reading Standards for Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	K.RL.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT AREA / STANDARD	NJ.CC.K.RI.	Reading Standards for Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
CONTENT STATEMENT	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text.
CONTENT STATEMENT	K.RI.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CONTENT AREA	NJ.CC.K.	Reading Standards for Informational Text

/ STANDARD	RI.	
STRAND		Craft and Structure
CONTENT STATEMENT	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
CONTENT AREA / STANDARD	NJ.CC.K.RI.	Reading Standards for Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
CONTENT AREA / STANDARD	NJ.CC.K.RI.	Reading Standards for Informational Text
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	K.RI.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT AREA / STANDARD	NJ.CC.K.RF.	Reading Standards: Foundational Skills
STRAND		Print Concepts
CONTENT STATEMENT	K.RF.1.	Demonstrate understanding of the organization and basic features of print.
CUMULATIVE PROGRESS INDICATOR	K.RF.1.a.	Follow words from left to right, top to bottom, and page by page.
CUMULATIVE PROGRESS INDICATOR	K.RF.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
CUMULATIVE PROGRESS INDICATOR	K.RF.1.c.	Understand that words are separated by spaces in print.
CUMULATIVE PROGRESS INDICATOR	K.RF.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT AREA / STANDARD	NJ.CC.K.RF.	Reading Standards: Foundational Skills
STRAND		Phonological Awareness
CONTENT STATEMENT	K.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	K.RF.2.a.	Recognize and produce rhyming words.
CUMULATIVE PROGRESS INDICATOR	K.RF.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
CUMULATIVE PROGRESS INDICATOR	K.RF.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
CUMULATIVE PROGRESS INDICATOR	K.RF.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/.)
CUMULATIVE PROGRESS INDICATOR	K.RF.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT AREA / STANDARD	NJ.CC.K.RF.	Reading Standards: Foundational Skills
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	K.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	K.RF.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.
CUMULATIVE PROGRESS INDICATOR	K.RF.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
CUMULATIVE PROGRESS	K.RF.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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CUMULATIVE PROGRESS INDICATOR	K.RF.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT AREA / STANDARD	NJ.CC.K.RF.	Reading Standards: Foundational Skills
STRAND		Fluency
CONTENT STATEMENT	K.RF.4.	Read emergent-reader texts with purpose and understanding.
CONTENT AREA / STANDARD	NJ.CC.K.W.	Writing Standards
STRAND		Text Types and Purposes
CONTENT STATEMENT	K.W.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 . . .).
CONTENT STATEMENT	K.W.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.
CONTENT STATEMENT	K.W.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.
CONTENT AREA / STANDARD	NJ.CC.K.W.	Writing Standards
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	K.W.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CONTENT AREA / STANDARD	NJ.CC.K.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CUMULATIVE PROGRESS INDICATOR	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
CUMULATIVE PROGRESS INDICATOR	K.SL.1.b.	Continue a conversation through multiple exchanges.
CONTENT AREA / STANDARD	NJ.CC.K.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	K.SL.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.
CONTENT STATEMENT	K.SL.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT AREA / STANDARD	NJ.CC.K.SL.	Speaking and Listening Standards
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	K.SL.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CONTENT STATEMENT	K.SL.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CONTENT STATEMENT	K.SL.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT AREA / STANDARD	NJ.CC.K.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	K.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	K.L.1.a.	Print many upper- and lowercase letters.
CUMULATIVE	K.L.1.b.	Use frequently occurring nouns and verbs.

PROGRESS INDICATOR		
CUMULATIVE PROGRESS INDICATOR	K.L.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
CUMULATIVE PROGRESS INDICATOR	K.L.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
CUMULATIVE PROGRESS INDICATOR	K.L.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT AREA / STANDARD	NJ.CC.K.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	K.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	K.L.2.a.	Capitalize the first word in a sentence and the pronoun I.
CUMULATIVE PROGRESS INDICATOR	K.L.2.b.	Recognize and name end punctuation.
CUMULATIVE PROGRESS INDICATOR	K.L.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	K.L.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT AREA / STANDARD	NJ.CC.K.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	K.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CUMULATIVE PROGRESS INDICATOR	K.L.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).
CONTENT AREA / STANDARD	NJ.CC.K.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	K.L.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	K.L.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
CUMULATIVE PROGRESS INDICATOR	K.L.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CUMULATIVE PROGRESS INDICATOR	K.L.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
CUMULATIVE PROGRESS INDICATOR	K.L.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CONTENT AREA / STANDARD	NJ.CC.K.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.