

# Main Criteria: Classroom Supplement and Lesson Plans - Kindergarten

**Secondary Criteria:** New Jersey Student Learning Standards

**Subject:** Language Arts

**Grade:** K

## Classroom Supplement and Lesson Plans - Kindergarten

Week 01: Introduction to Pre-writing, p. 29-39

### New Jersey Student Learning Standards

#### Language Arts

Grade K - Adopted: 2023

#### CONTENT AREA / STANDARD

#### Language Domain Anchor Statements

#### STRAND

**Language: System and structure, effective use, and vocabulary**

#### CONTENT STATEMENT

(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.

#### CONTENT STATEMENT

(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.

#### CONTENT STATEMENT

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

#### CONTENT STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.

#### CONTENT AREA / STANDARD

#### Reading Domain Anchor Statements

#### STRAND

**Reading: Text complexity and the growth of comprehension**

#### CONTENT STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT AREA / STANDARD

#### Speaking and Listening Anchor Statements

#### STRAND

**Speaking and Listening: Flexible communication and collaboration**

#### CONTENT STATEMENT

(PE) Participate Effectively: By the end of grade 12, 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.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Print Concepts
CONTENT STATEMENT	L.RF.K.1.	Demonstrate understanding of the organization and basic features of print.

CUMULATIVE  
PROGRESS  
INDICATOR

D.

Recognize and name all upper- and lowercase letters of the alphabet.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonological Awareness
CONTENT STATEMENT	L.RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CUMULATIVE  
PROGRESS  
INDICATOR

A.

Recognize and produce rhyming words.

CUMULATIVE  
PROGRESS  
INDICATOR

B.

Count, pronounce, blend, and segment syllables in spoken words.

CUMULATIVE  
PROGRESS  
INDICATOR

C.

Blend and segment onsets and rimes of single-syllable spoken words.

CUMULATIVE  
PROGRESS  
INDICATOR

E.

Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

CUMULATIVE  
PROGRESS  
INDICATOR

B.

Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

CUMULATIVE  
PROGRESS  
INDICATOR

E.

Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.K.1.	Demonstrate command of the conventions of writing.

CUMULATIVE PROGRESS INDICATOR	A.	Match upper and lowercase letters.
CUMULATIVE PROGRESS INDICATOR	B.	Write upper and lowercase letters, with reference to a model.
CUMULATIVE PROGRESS INDICATOR	E.	Write a common grapheme (letter or letter group) for each phoneme.
CUMULATIVE PROGRESS INDICATOR	F.	Orally segment the phonemes in any single syllable, spoken word.

**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.K.1.	With prompting and support, develop knowledge of language and its conventions when speaking and listening.

CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs.
CUMULATIVE PROGRESS INDICATOR	B.	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
CUMULATIVE PROGRESS INDICATOR	C.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.K.3.	With guidance and support from adults, explore word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	A.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
CUMULATIVE PROGRESS INDICATOR	B.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

**CONTENT  
AREA /  
STANDARD**

**Reading Domain**

STRAND	RL.CR.K.1.	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.K.2.	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
STRAND	RL.IT.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND	RL.TS.K.4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
STRAND	RL.MF.K.6.	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**

**Writing Domain**

STRAND	W.AW.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
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**CONTENT  
AREA /  
STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PE.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.
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**New Jersey Student Learning Standards**

**Language Arts**

Grade K - Adopted: 2023

**CONTENT  
AREA /  
STANDARD**

**Language Domain Anchor Statements**

STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
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CONTENT STATEMENT		(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
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**CONTENT  
AREA /  
STANDARD**

**Speaking and Listening Anchor Statements**

STRAND		<b>Speaking and Listening: Flexible communication and collaboration</b>
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CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
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**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonological Awareness
CONTENT STATEMENT	L.RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CUMULATIVE PROGRESS INDICATOR	A.	Recognize and produce rhyming words.
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CUMULATIVE PROGRESS INDICATOR	B.	Count, pronounce, blend, and segment syllables in spoken words.
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CUMULATIVE PROGRESS INDICATOR	C.	Blend and segment onsets and rimes of single-syllable spoken words.
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CUMULATIVE PROGRESS INDICATOR	E.	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
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**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

CUMULATIVE PROGRESS INDICATOR	B.	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
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CUMULATIVE PROGRESS INDICATOR	E.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
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**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.K.1.	Demonstrate command of the conventions of writing.

CUMULATIVE PROGRESS INDICATOR	B.	Write upper and lowercase letters, with reference to a model.
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CUMULATIVE PROGRESS INDICATOR	E.	Write a common grapheme (letter or letter group) for each phoneme.
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CUMULATIVE PROGRESS INDICATOR	F.	Orally segment the phonemes in any single syllable, spoken word.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.3.</b>	<b>Demonstrate command of the conventions of sentence composition.</b>
CUMULATIVE PROGRESS INDICATOR	G.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.KL.K.1.</b>	<b>With prompting and support, develop knowledge of language and its conventions when speaking and listening.</b>
CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs.
CUMULATIVE PROGRESS INDICATOR	B.	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.VI.K.3.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>
CUMULATIVE PROGRESS INDICATOR	B.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CUMULATIVE PROGRESS INDICATOR	D.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
<b>STRAND</b>	<b>RL.MF.K. 6.</b>	<b>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).</b>
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	

STRAND	W.R.W.K. 7.	With prompting and support, engage in brief but regular writing and drawing tasks.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PE.K. 1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.

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## New Jersey Student Learning Standards

### Language Arts

Grade K - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
CONTENT STATEMENT		(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>	
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Anchor Statements</b>	
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonological Awareness
CONTENT STATEMENT	L.RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CUMULATIVE  
PROGRESS  
INDICATOR

A.

Recognize and produce rhyming words.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.K.1.	Demonstrate command of the conventions of writing.

CUMULATIVE  
PROGRESS  
INDICATOR

B.

Write upper and lowercase letters, with reference to a model.

CUMULATIVE  
PROGRESS  
INDICATOR

D.

Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

CUMULATIVE  
PROGRESS  
INDICATOR

E.

Write a common grapheme (letter or letter group) for each phoneme.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.K.2.	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

CUMULATIVE  
PROGRESS  
INDICATOR

A.

Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the "o" in "rope" may be spelled with a single letter, o).

CUMULATIVE  
PROGRESS  
INDICATOR

B.

Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.

CUMULATIVE  
PROGRESS  
INDICATOR

C.

Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.

CUMULATIVE  
PROGRESS  
INDICATOR

D.

Writing frequently used words accurately.



CUMULATIVE PROGRESS INDICATOR	E.	Attempting phonetic spellings of unknown words.
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CUMULATIVE PROGRESS INDICATOR	F.	Writing initial and final consonant blends (must, slab, plump).
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**CONTENT  
AREA /  
STANDARD** **Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.3.</b>	<b>Demonstrate command of the conventions of sentence composition.</b>

CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
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CUMULATIVE PROGRESS INDICATOR	G.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
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**CONTENT  
AREA /  
STANDARD** **Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.KL.K.1.</b>	<b>With prompting and support, develop knowledge of language and its conventions when speaking and listening.</b>

CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs.
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CUMULATIVE PROGRESS INDICATOR	B.	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
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CUMULATIVE PROGRESS INDICATOR	C.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
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**CONTENT  
AREA /  
STANDARD** **Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.VI.K.3.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>

CUMULATIVE PROGRESS INDICATOR	B.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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CUMULATIVE PROGRESS INDICATOR	D.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.CR.K. 1.	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.K.2.	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
STRAND	RL.IT.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND	RL.TS.K. 4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.RW.K. 7.	With prompting and support, engage in brief but regular writing and drawing tasks.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PE.K. 1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.

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# New Jersey Student Learning Standards

## Language Arts

Grade K - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
CONTENT STATEMENT		(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.

CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT AREA / STANDARD		<b>Reading Domain Anchor Statements</b>
STRAND		<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		<b>Speaking and Listening Anchor Statements</b>
STRAND		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
CONTENT AREA / STANDARD		<b>Language Domain - Foundational Skills: Reading Language</b>
STRAND		<b>Print Concepts</b>
CONTENT STATEMENT	L.RF.K.1.	<b>Demonstrate understanding of the organization and basic features of print.</b>
CUMULATIVE PROGRESS INDICATOR	D.	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT AREA / STANDARD		<b>Language Domain - Foundational Skills: Reading Language</b>
STRAND		<b>Phonological Awareness</b>
CONTENT STATEMENT	L.RF.K.2.	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
CUMULATIVE PROGRESS INDICATOR	A.	Recognize and produce rhyming words.
CUMULATIVE PROGRESS INDICATOR	B.	Count, pronounce, blend, and segment syllables in spoken words.
CUMULATIVE PROGRESS INDICATOR	D.	Orally repeat multi-syllable words and pronounce the separate syllables.
CONTENT AREA / STANDARD		<b>Language Domain - Foundational Skills: Reading Language</b>
STRAND		<b>Phonics and Word Recognition</b>

CONTENT STATEMENT	L.RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
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CUMULATIVE  
PROGRESS  
INDICATOR

B.

Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

#### CONTENT AREA / STANDARD

#### Language Domain - Foundational Skills: Writing Language

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.K.1.	Demonstrate command of the conventions of writing.

CUMULATIVE  
PROGRESS  
INDICATOR

A.

Match upper and lowercase letters.

CUMULATIVE  
PROGRESS  
INDICATOR

B.

Write upper and lowercase letters, with reference to a model.

CUMULATIVE  
PROGRESS  
INDICATOR

D.

Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

CUMULATIVE  
PROGRESS  
INDICATOR

E.

Write a common grapheme (letter or letter group) for each phoneme.

#### CONTENT AREA / STANDARD

#### Language Domain - Foundational Skills: Writing Language

STRAND		Spelling
CONTENT STATEMENT	L.WF.K.2.	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

CUMULATIVE  
PROGRESS  
INDICATOR

A.

Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the "o" in "rope" may be spelled with a single letter, o).

CUMULATIVE  
PROGRESS  
INDICATOR

B.

Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.

CUMULATIVE  
PROGRESS  
INDICATOR

C.

Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.

CUMULATIVE  
PROGRESS  
INDICATOR

D.

Writing frequently used words accurately.

CUMULATIVE  
PROGRESS  
INDICATOR

E.

Attempting phonetic spellings of unknown words.

CUMULATIVE PROGRESS INDICATOR	F.	Writing initial and final consonant blends (must, slab, plump).
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.3.</b>	<b>Demonstrate command of the conventions of sentence composition.</b>
CUMULATIVE PROGRESS INDICATOR	G.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.KL.K.1.</b>	<b>With prompting and support, develop knowledge of language and its conventions when speaking and listening.</b>
CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs.
CUMULATIVE PROGRESS INDICATOR	B.	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.VI.K.3.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>
CUMULATIVE PROGRESS INDICATOR	B.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CUMULATIVE PROGRESS INDICATOR	D.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
<b>STRAND</b>	<b>RL.IT.K.3.</b>	<b>With prompting and support, identify characters, settings, and major events in a story.</b>
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	

STRAND	W.RW.K. 7.	With prompting and support, engage in brief but regular writing and drawing tasks.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PE.K. 1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.

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## New Jersey Student Learning Standards

### Language Arts

Grade K - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
CONTENT STATEMENT		(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>	
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT  
STATEMENT

(PE) Participate Effectively: By the end of grade 12, 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.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonological Awareness
CONTENT STATEMENT	L.RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CUMULATIVE  
PROGRESS  
INDICATOR

A.

Recognize and produce rhyming words.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

CUMULATIVE  
PROGRESS  
INDICATOR

B.

Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.K.1.	Demonstrate command of the conventions of writing.

CUMULATIVE  
PROGRESS  
INDICATOR

B.

Write upper and lowercase letters, with reference to a model.

CUMULATIVE  
PROGRESS  
INDICATOR

D.

Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

CUMULATIVE  
PROGRESS  
INDICATOR

E.

Write a common grapheme (letter or letter group) for each phoneme.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
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CONTENT STATEMENT	L.WF.K.2.	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
CUMULATIVE PROGRESS INDICATOR	A.	Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
CUMULATIVE PROGRESS INDICATOR	B.	Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
CUMULATIVE PROGRESS INDICATOR	C.	Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
CUMULATIVE PROGRESS INDICATOR	D.	Writing frequently used words accurately.
CUMULATIVE PROGRESS INDICATOR	E.	Attempting phonetic spellings of unknown words.
CUMULATIVE PROGRESS INDICATOR	F.	Writing initial and final consonant blends (must, slab, plump).

**CONTENT AREA / STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.K.3.	Demonstrate command of the conventions of sentence composition.

CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
CUMULATIVE PROGRESS INDICATOR	D.	Use end punctuation.
CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
CUMULATIVE PROGRESS INDICATOR	G.	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.



CUMULATIVE PROGRESS INDICATOR	H.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.
CUMULATIVE PROGRESS INDICATOR	K.	Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.KL.K.1.</b>	<b>With prompting and support, develop knowledge of language and its conventions when speaking and listening.</b>
CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs.
CUMULATIVE PROGRESS INDICATOR	B.	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.VI.K.3.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>
CUMULATIVE PROGRESS INDICATOR	B.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CUMULATIVE PROGRESS INDICATOR	D.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
<b>STRAND</b>	<b>RL.IT.K.3.</b>	<b>With prompting and support, identify characters, settings, and major events in a story.</b>
<b>STRAND</b>	<b>RL.TS.K. 4.</b>	<b>Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).</b>

CONTENT AREA / STANDARD		Writing Domain
STRAND	W.RW.K. 7.	With prompting and support, engage in brief but regular writing and drawing tasks.

CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PE.K. 1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.

Week 06: Pre-writing, p. 73-79

## New Jersey Student Learning Standards

### Language Arts

Grade K - Adopted: 2023

CONTENT AREA / STANDARD		Language Domain Anchor Statements
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

CONTENT AREA / STANDARD		Reading Domain Anchor Statements
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.

CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
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STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Reading Language
STRAND		Phonological Awareness
CONTENT STATEMENT	L.RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	A.	Recognize and produce rhyming words.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Reading Language
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
CUMULATIVE PROGRESS INDICATOR	B.	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.K.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write upper and lowercase letters, with reference to a model.
CUMULATIVE PROGRESS INDICATOR	D.	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
CUMULATIVE PROGRESS INDICATOR	E.	Write a common grapheme (letter or letter group) for each phoneme.
CONTENT AREA / STANDARD		Language Domain - Foundational Skills: Writing Language
STRAND		Spelling
CONTENT STATEMENT	L.WF.K.2.	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

CUMULATIVE PROGRESS INDICATOR	A.	Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
CUMULATIVE PROGRESS INDICATOR	B.	Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
CUMULATIVE PROGRESS INDICATOR	C.	Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
CUMULATIVE PROGRESS INDICATOR	D.	Writing frequently used words accurately.
CUMULATIVE PROGRESS INDICATOR	E.	Attempting phonetic spellings of unknown words.
CUMULATIVE PROGRESS INDICATOR	F.	Writing initial and final consonant blends (must, slab, plump).

**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.K.3.	Demonstrate command of the conventions of sentence composition.
CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
CUMULATIVE PROGRESS INDICATOR	D.	Use end punctuation.
CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
CUMULATIVE PROGRESS INDICATOR	G.	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.K.1.	With prompting and support, develop knowledge of language and its conventions when speaking and listening.
CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs.
CUMULATIVE PROGRESS INDICATOR	B.	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.K.3.	With guidance and support from adults, explore word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	B.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CUMULATIVE PROGRESS INDICATOR	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****Reading Domain**

STRAND	RL.IT.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND	RL.TS.K.4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.AW.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
STRAND	W.RW.K.7.	With prompting and support, engage in brief but regular writing and drawing tasks.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.K. 1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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CONTENT  
STATEMENT

B.

Continue a conversation through multiple exchanges.

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**New Jersey Student Learning Standards****Language Arts**

Grade K - Adopted: 2023

**CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT  
STATEMENT

(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.

CONTENT  
STATEMENT

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

**CONTENT  
AREA /  
STANDARD****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT  
STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
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CONTENT  
STATEMENT

(RW) Range of Writing: By the end of grade 12, 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.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT  
STATEMENT

(PE) Participate Effectively: By the end of grade 12, 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.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonological Awareness
CONTENT STATEMENT	L.RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CUMULATIVE  
PROGRESS  
INDICATOR

A.

Recognize and produce rhyming words.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.K.1.	Demonstrate command of the conventions of writing.

CUMULATIVE  
PROGRESS  
INDICATOR

B.

Write upper and lowercase letters, with reference to a model.

CUMULATIVE  
PROGRESS  
INDICATOR

D.

Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.

CUMULATIVE  
PROGRESS  
INDICATOR

E.

Write a common grapheme (letter or letter group) for each phoneme.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.K.2.	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

CUMULATIVE  
PROGRESS  
INDICATOR

A.

Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the "o" in "rope" may be spelled with a single letter, o).

CUMULATIVE  
PROGRESS  
INDICATOR

B.

Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.

CUMULATIVE  
PROGRESS  
INDICATOR

C.

Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.

CUMULATIVE  
PROGRESS  
INDICATOR

D.

Writing frequently used words accurately.

CUMULATIVE PROGRESS INDICATOR	E.	Attempting phonetic spellings of unknown words.
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CUMULATIVE PROGRESS INDICATOR	F.	Writing initial and final consonant blends (must, slab, plump).
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.K.3.	Demonstrate command of the conventions of sentence composition.

CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
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CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
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CUMULATIVE PROGRESS INDICATOR	D.	Use end punctuation.
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CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
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CUMULATIVE PROGRESS INDICATOR	G.	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
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CUMULATIVE PROGRESS INDICATOR	H.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
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CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.K.1.	With prompting and support, develop knowledge of language and its conventions when speaking and listening.

CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs.
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# New Jersey Student Learning Standards

## Language Arts

Grade K - Adopted: 2023

### CONTENT AREA / STANDARD

#### Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

### CONTENT AREA / STANDARD

#### Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### CONTENT AREA / STANDARD

#### Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.

### CONTENT AREA / STANDARD

#### Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.

### CONTENT AREA / STANDARD

#### Language Domain - Foundational Skills: Reading Language

STRAND		Phonological Awareness
CONTENT STATEMENT	L.RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

### CUMULATIVE PROGRESS INDICATOR

A. Recognize and produce rhyming words.

CUMULATIVE PROGRESS INDICATOR	C.	Blend and segment onsets and rimes of single-syllable spoken words.
<b>CONTENT AREA / STANDARD</b>		
<b>STRAND</b>		<b>Phonics and Word Recognition</b>
<b>CONTENT STATEMENT</b>	<b>L.RF.K.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</b>
CUMULATIVE PROGRESS INDICATOR	B.	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
<b>CONTENT AREA / STANDARD</b>		
<b>STRAND</b>		<b>Sound-Letter Basics</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.1.</b>	<b>Demonstrate command of the conventions of writing.</b>
CUMULATIVE PROGRESS INDICATOR	B.	Write upper and lowercase letters, with reference to a model.
CUMULATIVE PROGRESS INDICATOR	D.	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
CUMULATIVE PROGRESS INDICATOR	E.	Write a common grapheme (letter or letter group) for each phoneme.
<b>CONTENT AREA / STANDARD</b>		
<b>STRAND</b>		<b>Spelling</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.2.</b>	<b>Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:</b>
CUMULATIVE PROGRESS INDICATOR	A.	Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
CUMULATIVE PROGRESS INDICATOR	B.	Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
CUMULATIVE PROGRESS INDICATOR	C.	Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.

CUMULATIVE PROGRESS INDICATOR	D.	Writing frequently used words accurately.
CUMULATIVE PROGRESS INDICATOR	E.	Attempting phonetic spellings of unknown words.
CUMULATIVE PROGRESS INDICATOR	F.	Writing initial and final consonant blends (must, slab, plump).

**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.3.</b>	<b>Demonstrate command of the conventions of sentence composition.</b>

CUMULATIVE  
PROGRESS  
INDICATOR

G.

Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.

**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.KL.K.1.</b>	<b>With prompting and support, develop knowledge of language and its conventions when speaking and listening.</b>

CUMULATIVE  
PROGRESS  
INDICATOR

A.

Use frequently occurring nouns and verbs.

CUMULATIVE  
PROGRESS  
INDICATOR

B.

Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).

CUMULATIVE  
PROGRESS  
INDICATOR

D.

Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.VI.K.3.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>

CUMULATIVE  
PROGRESS  
INDICATOR

B.

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

CUMULATIVE PROGRESS INDICATOR	D.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RL.IT.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND	RL.TS.K. 4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.RW.K. 7.	With prompting and support, engage in brief but regular writing and drawing tasks.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Domain</b>
STRAND	SL.PE.K. 1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.

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## New Jersey Student Learning Standards

### Language Arts

Grade K - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>		<b>Language Domain Anchor Statements</b>
STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
STRAND		<b>Writing: Text types, responding to reading, and research</b>

CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
CONTENT AREA / STANDARD		<b>Speaking and Listening Anchor Statements</b>
STRAND		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
CONTENT AREA / STANDARD		<b>Language Domain - Foundational Skills: Reading Language</b>
STRAND		<b>Phonological Awareness</b>
CONTENT STATEMENT	L.RF.K.2.	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
CUMULATIVE PROGRESS INDICATOR	A.	Recognize and produce rhyming words.
CUMULATIVE PROGRESS INDICATOR	B.	Count, pronounce, blend, and segment syllables in spoken words.
CUMULATIVE PROGRESS INDICATOR	C.	Blend and segment onsets and rimes of single-syllable spoken words.
CUMULATIVE PROGRESS INDICATOR	E.	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
CONTENT AREA / STANDARD		<b>Language Domain - Foundational Skills: Reading Language</b>
STRAND		<b>Phonics and Word Recognition</b>
CONTENT STATEMENT	L.RF.K.3.	<b>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</b>
CUMULATIVE PROGRESS INDICATOR	B.	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
CONTENT AREA / STANDARD		<b>Language Domain - Foundational Skills: Writing Language</b>
STRAND		<b>Sound-Letter Basics</b>
CONTENT STATEMENT	L.WF.K.1.	<b>Demonstrate command of the conventions of writing.</b>

CUMULATIVE PROGRESS INDICATOR	B.	Write upper and lowercase letters, with reference to a model.
CUMULATIVE PROGRESS INDICATOR	D.	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
CUMULATIVE PROGRESS INDICATOR	E.	Write a common grapheme (letter or letter group) for each phoneme.
CUMULATIVE PROGRESS INDICATOR	F.	Orally segment the phonemes in any single syllable, spoken word.

**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.K.2.	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
CUMULATIVE PROGRESS INDICATOR	A.	Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the "o" in "rope" may be spelled with a single letter, o).
CUMULATIVE PROGRESS INDICATOR	B.	Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
CUMULATIVE PROGRESS INDICATOR	C.	Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
CUMULATIVE PROGRESS INDICATOR	D.	Writing frequently used words accurately.
CUMULATIVE PROGRESS INDICATOR	E.	Attempting phonetic spellings of unknown words.
CUMULATIVE PROGRESS INDICATOR	F.	Writing initial and final consonant blends (must, slab, plump).

**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.K.3.	Demonstrate command of the conventions of sentence composition.

CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
CUMULATIVE PROGRESS INDICATOR	G.	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.

**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.K.1.	With prompting and support, develop knowledge of language and its conventions when speaking and listening.

CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs.
CUMULATIVE PROGRESS INDICATOR	B.	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.

**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.K.3.	With guidance and support from adults, explore word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	A.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
CUMULATIVE PROGRESS INDICATOR	B.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CUMULATIVE PROGRESS INDICATOR	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**

**Reading Domain**

STRAND	RL.TS.K. 4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.RW.K. 7.	With prompting and support, engage in brief but regular writing and drawing tasks.
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**CONTENT  
AREA /  
STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PE.K. 1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.
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Week 10: Pre-writing, p. 105-111

**New Jersey Student Learning Standards**

**Language Arts**

Grade K - Adopted: 2023

**CONTENT  
AREA /  
STANDARD**

**Language Domain Anchor Statements**

STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
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CONTENT STATEMENT		(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
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CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain Anchor Statements**

STRAND		<b>Writing: Text types, responding to reading, and research</b>
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CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
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**CONTENT  
AREA /  
STANDARD**

**Speaking and Listening Anchor Statements**

STRAND		<b>Speaking and Listening: Flexible communication and collaboration</b>
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CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Reading Language**

STRAND		Phonological Awareness
CONTENT STATEMENT	L.RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CUMULATIVE PROGRESS INDICATOR	A.	Recognize and produce rhyming words.
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CUMULATIVE PROGRESS INDICATOR	B.	Count, pronounce, blend, and segment syllables in spoken words.
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CUMULATIVE PROGRESS INDICATOR	C.	Blend and segment onsets and rimes of single-syllable spoken words.
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CUMULATIVE PROGRESS INDICATOR	E.	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Reading Language**

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

CUMULATIVE PROGRESS INDICATOR	B.	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.K.1.	Demonstrate command of the conventions of writing.

CUMULATIVE PROGRESS INDICATOR	B.	Write upper and lowercase letters, with reference to a model.
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CUMULATIVE PROGRESS INDICATOR	D.	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
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CUMULATIVE PROGRESS INDICATOR	E.	Write a common grapheme (letter or letter group) for each phoneme.
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CUMULATIVE PROGRESS INDICATOR	F.	Orally segment the phonemes in any single syllable, spoken word.
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**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Spelling
CONTENT STATEMENT	L.WF.K.2.	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

CUMULATIVE PROGRESS INDICATOR	A.	Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
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CUMULATIVE PROGRESS INDICATOR	B.	Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
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CUMULATIVE PROGRESS INDICATOR	C.	Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
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CUMULATIVE PROGRESS INDICATOR	D.	Writing frequently used words accurately.
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CUMULATIVE PROGRESS INDICATOR	E.	Attempting phonetic spellings of unknown words.
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CUMULATIVE PROGRESS INDICATOR	F.	Writing initial and final consonant blends (must, slab, plump).
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**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.K.3.	Demonstrate command of the conventions of sentence composition.

CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
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CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
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CUMULATIVE PROGRESS INDICATOR	G.	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.KL.K.1.</b>	<b>With prompting and support, develop knowledge of language and its conventions when speaking and listening.</b>
CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs.
CUMULATIVE PROGRESS INDICATOR	B.	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.VI.K.3.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>
CUMULATIVE PROGRESS INDICATOR	B.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CUMULATIVE PROGRESS INDICATOR	D.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
<b>STRAND</b>	<b>RL.TS.K. 4.</b>	<b>Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).</b>
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.RW.K. 7.</b>	<b>With prompting and support, engage in brief but regular writing and drawing tasks.</b>

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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CONTENT  
STATEMENT

B.

Continue a conversation through multiple exchanges.

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**New Jersey Student Learning Standards****Language Arts**

Grade K - Adopted: 2023

**CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT  
STATEMENT

(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.

CONTENT  
STATEMENT

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT  
STATEMENT

(PE) Participate Effectively: By the end of grade 12, 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.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonological Awareness
CONTENT STATEMENT	L.RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CUMULATIVE  
PROGRESS  
INDICATOR

A.

Recognize and produce rhyming words.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.K.1.	Demonstrate command of the conventions of writing.

CUMULATIVE PROGRESS INDICATOR	B.	Write upper and lowercase letters, with reference to a model.
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CUMULATIVE PROGRESS INDICATOR	E.	Write a common grapheme (letter or letter group) for each phoneme.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.3.</b>	<b>Demonstrate command of the conventions of sentence composition.</b>

CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
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CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
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CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
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CUMULATIVE PROGRESS INDICATOR	G.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
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CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.KL.K.1.</b>	<b>With prompting and support, develop knowledge of language and its conventions when speaking and listening.</b>

CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs.
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CUMULATIVE PROGRESS INDICATOR	B.	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
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CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.
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**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.K.3.	With guidance and support from adults, explore word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	B.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CUMULATIVE PROGRESS INDICATOR	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**

**Reading Domain**

STRAND	RL.TS.K. 4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.WP.K. 4.	With prompts and support from adults, recognize that writing carries a message and should make sense to others.
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**CONTENT  
AREA /  
STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PE.K. 1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.

Week 12: Pre-writing, p. 121-127

**New Jersey Student Learning Standards**

**Language Arts**

Grade K - Adopted: 2023

**CONTENT  
AREA /  
STANDARD**

**Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.

CONTENT STATEMENT		(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain - Foundational Skills: Reading Language</b>
<b>STRAND</b>		<b>Print Concepts</b>
<b>CONTENT STATEMENT</b>	<b>L.RF.K.1.</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>
CUMULATIVE PROGRESS INDICATOR	D.	Recognize and name all upper- and lowercase letters of the alphabet.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain - Foundational Skills: Reading Language</b>
<b>STRAND</b>		<b>Phonological Awareness</b>
<b>CONTENT STATEMENT</b>	<b>L.RF.K.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
CUMULATIVE PROGRESS INDICATOR	A.	Recognize and produce rhyming words.
CUMULATIVE PROGRESS INDICATOR	B.	Count, pronounce, blend, and segment syllables in spoken words.
CUMULATIVE PROGRESS INDICATOR	C.	Blend and segment onsets and rimes of single-syllable spoken words.



CUMULATIVE PROGRESS INDICATOR	E.	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sound-Letter Basics</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.1.</b>	<b>Demonstrate command of the conventions of writing.</b>
CUMULATIVE PROGRESS INDICATOR	A.	Match upper and lowercase letters.
CUMULATIVE PROGRESS INDICATOR	B.	Write upper and lowercase letters, with reference to a model.
CUMULATIVE PROGRESS INDICATOR	D.	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
CUMULATIVE PROGRESS INDICATOR	E.	Write a common grapheme (letter or letter group) for each phoneme.
CUMULATIVE PROGRESS INDICATOR	F.	Orally segment the phonemes in any single syllable, spoken word.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Spelling</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.2.</b>	<b>Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:</b>
CUMULATIVE PROGRESS INDICATOR	A.	Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
CUMULATIVE PROGRESS INDICATOR	B.	Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
CUMULATIVE PROGRESS INDICATOR	C.	Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
CUMULATIVE PROGRESS INDICATOR	D.	Writing frequently used words accurately.

CUMULATIVE PROGRESS INDICATOR	E.	Attempting phonetic spellings of unknown words.
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CUMULATIVE PROGRESS INDICATOR	F.	Writing initial and final consonant blends (must, slab, plump).
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.K.3.	Demonstrate command of the conventions of sentence composition.

CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
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CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
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CUMULATIVE PROGRESS INDICATOR	G.	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
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CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.K.1.	With prompting and support, develop knowledge of language and its conventions when speaking and listening.

CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs.
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CUMULATIVE PROGRESS INDICATOR	B.	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
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CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
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CONTENT STATEMENT	L.VI.K.3.	With guidance and support from adults, explore word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	A.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
CUMULATIVE PROGRESS INDICATOR	B.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CUMULATIVE PROGRESS INDICATOR	D.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.TS.K. 4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.AW.K. 1.	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
STRAND	W.RW.K. 7.	With prompting and support, engage in brief but regular writing and drawing tasks.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PE.K. 1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.

Week 13: Introduction to Unit 1 Note Making and Outlines, p. 129-137

## New Jersey Student Learning Standards

### Language Arts

Grade K - Adopted: 2023

#### CONTENT AREA / STANDARD

#### Writing Domain Anchor Statements

#### STRAND

**Writing: Text types, responding to reading, and research**

#### CONTENT STATEMENT

(RW) Range of Writing: By the end of grade 12, 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.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT  
STATEMENT

(PE) Participate Effectively: By the end of grade 12, 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.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonological Awareness
CONTENT STATEMENT	L.RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CUMULATIVE  
PROGRESS  
INDICATOR

A.

Recognize and produce rhyming words.

CUMULATIVE  
PROGRESS  
INDICATOR

B.

Count, pronounce, blend, and segment syllables in spoken words.

CUMULATIVE  
PROGRESS  
INDICATOR

C.

Blend and segment onsets and rimes of single-syllable spoken words.

CUMULATIVE  
PROGRESS  
INDICATOR

E.

Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Fluency
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CONTENT  
STATEMENT

L.RF.K.4.

Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.K.1.	Demonstrate command of the conventions of writing.

CUMULATIVE  
PROGRESS  
INDICATOR

C.

Write left to right and include a space between words.

CUMULATIVE  
PROGRESS  
INDICATOR

F.

Orally segment the phonemes in any single syllable, spoken word.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.K.3.	Demonstrate command of the conventions of sentence composition.
CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
CUMULATIVE PROGRESS INDICATOR	D.	Use end punctuation.
CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
CUMULATIVE PROGRESS INDICATOR	G.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	H.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.K.1.	With prompting and support, develop knowledge of language and its conventions when speaking and listening.
CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs.
CUMULATIVE PROGRESS INDICATOR	B.	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.K.3.	With guidance and support from adults, explore word relationships and nuances in word meanings.

CUMULATIVE  
PROGRESS  
INDICATOR

B.

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

CUMULATIVE  
PROGRESS  
INDICATOR

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****Reading Domain**

STRAND	RL.TS.K.4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
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STRAND

RI.MF.K.6  
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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  
AREA /  
STANDARD****Writing Domain**

STRAND	W.AW.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
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STRAND

W.WP.K.4.

With prompts and support from adults, recognize that writing carries a message and should make sense to others.

STRAND

W.RW.K.7.

With prompting and support, engage in brief but regular writing and drawing tasks.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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CONTENT  
STATEMENT

B.

Continue a conversation through multiple exchanges.

Week 14: Introduction to Unit 2 Modeling Writing from Notes, p. 139-147

**New Jersey Student Learning Standards****Language Arts**

Grade K - Adopted: 2023

**CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonological Awareness
CONTENT STATEMENT	L.RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	A.	Recognize and produce rhyming words.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.K.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	B.	Write upper and lowercase letters, with reference to a model.
CUMULATIVE PROGRESS INDICATOR	C.	Write left to right and include a space between words.
CUMULATIVE PROGRESS INDICATOR	E.	Write a common grapheme (letter or letter group) for each phoneme.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
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CONTENT STATEMENT	L.WF.K.3.	Demonstrate command of the conventions of sentence composition.
CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
CUMULATIVE PROGRESS INDICATOR	G.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	H.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.

**CONTENT AREA / STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.K.1.	With prompting and support, develop knowledge of language and its conventions when speaking and listening.
CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs.
CUMULATIVE PROGRESS INDICATOR	B.	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.

**CONTENT AREA / STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.K.3.	With guidance and support from adults, explore word relationships and nuances in word meanings.



CUMULATIVE PROGRESS INDICATOR	B.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CUMULATIVE PROGRESS INDICATOR	D.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.TS.K. 4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
STRAND	RL.MF.K. 6.	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).
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.RW.K. 7.	With prompting and support, engage in brief but regular writing and drawing tasks.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PE.K. 1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.

Week 15: Unit 2 Modeling Writing from Notes, p. 149-155

## New Jersey Student Learning Standards

### Language Arts

Grade K - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT		(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonological Awareness
CONTENT STATEMENT	L.RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	A.	Recognize and produce rhyming words.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Fluency
CONTENT STATEMENT	L.RF.K.4.	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.K.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	C.	Write left to right and include a space between words.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
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CONTENT STATEMENT	L.WF.K.3.	Demonstrate command of the conventions of sentence composition.
CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
CUMULATIVE PROGRESS INDICATOR	G.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	H.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.

**CONTENT AREA / STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.K.1.	With prompting and support, develop knowledge of language and its conventions when speaking and listening.
CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs.
CUMULATIVE PROGRESS INDICATOR	B.	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.

**CONTENT AREA / STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.K.2.	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

CUMULATIVE PROGRESS INDICATOR	A.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.VI.K.3.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>
CUMULATIVE PROGRESS INDICATOR	B.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CUMULATIVE PROGRESS INDICATOR	D.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.TS.K. 4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
STRAND	RL.MF.K. 6.	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).
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.RW.K. 7.	With prompting and support, engage in brief but regular writing and drawing tasks.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
<b>STRAND</b>	<b>SL.PE.K. 1.</b>	<b>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</b>
CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.

Week 16: Unit 2 Modeling Writing from Notes, p. 157-163

## New Jersey Student Learning Standards

### Language Arts

Grade K - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>
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STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
CONTENT STATEMENT		(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
STRAND		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
STRAND		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain - Foundational Skills: Reading Language</b>
STRAND		<b>Phonological Awareness</b>
CONTENT STATEMENT	L.RF.K.2.	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
CUMULATIVE PROGRESS INDICATOR	A.	Recognize and produce rhyming words.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain - Foundational Skills: Reading Language</b>
STRAND		<b>Phonics and Word Recognition</b>
CONTENT STATEMENT	L.RF.K.3.	<b>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</b>
CUMULATIVE PROGRESS INDICATOR	B.	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Fluency
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CONTENT  
STATEMENT

L.RF.K.4.

Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.K.1.	Demonstrate command of the conventions of writing.

CUMULATIVE  
PROGRESS  
INDICATOR

C.

Write left to right and include a space between words.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.K.3.	Demonstrate command of the conventions of sentence composition.

CUMULATIVE  
PROGRESS  
INDICATOR

B.

Write simple sentences.

CUMULATIVE  
PROGRESS  
INDICATOR

C.

Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.

CUMULATIVE  
PROGRESS  
INDICATOR

E.

Use manipulatives or digital tools to construct complete sentences.

CUMULATIVE  
PROGRESS  
INDICATOR

H.

Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

CUMULATIVE  
PROGRESS  
INDICATOR

I.

With support, distinguish between a complete sentence and a sentence fragment.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.K.1.	With prompting and support, develop knowledge of language and its conventions when speaking and listening.

CUMULATIVE PROGRESS INDICATOR	D.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
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CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.K.3.	With guidance and support from adults, explore word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	A.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
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CUMULATIVE PROGRESS INDICATOR	B.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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CONTENT AREA / STANDARD	Reading Domain	
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STRAND	RL.TS.K. 4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
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STRAND	RL.MF.K. 6.	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).
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CONTENT AREA / STANDARD	Writing Domain	
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STRAND	W.RW.K. 7.	With prompting and support, engage in brief but regular writing and drawing tasks.
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CONTENT AREA / STANDARD	Speaking and Listening Domain	
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STRAND	SL.PE.K. 1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.
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Week 17: Unit 2 Modeling Writing from Notes, p. 165-171		
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New Jersey Student Learning Standards		
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Language Arts		
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Grade K - Adopted: 2023		
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**CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
CONTENT STATEMENT		(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT		(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

**CONTENT  
AREA /  
STANDARD****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonological Awareness
CONTENT STATEMENT	L.RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	C.	Blend and segment onsets and rimes of single-syllable spoken words.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Fluency
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CONTENT STATEMENT	L.RF.K.4.	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.K.1.	Demonstrate command of the conventions of writing.
CUMULATIVE PROGRESS INDICATOR	C.	Write left to right and include a space between words.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
STRAND		Spelling
CONTENT STATEMENT	L.WF.K.2.	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
CUMULATIVE PROGRESS INDICATOR	A.	Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the "o" in "rope" may be spelled with a single letter, o).
CUMULATIVE PROGRESS INDICATOR	B.	Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
CUMULATIVE PROGRESS INDICATOR	C.	Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
CUMULATIVE PROGRESS INDICATOR	D.	Writing frequently used words accurately.
CUMULATIVE PROGRESS INDICATOR	E.	Attempting phonetic spellings of unknown words.
CUMULATIVE PROGRESS INDICATOR	F.	Writing initial and final consonant blends (must, slab, plump).
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.K.3.	Demonstrate command of the conventions of sentence composition.

CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
CUMULATIVE PROGRESS INDICATOR	G.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	H.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.

**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.K.1.	With prompting and support, develop knowledge of language and its conventions when speaking and listening.

CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs.
CUMULATIVE PROGRESS INDICATOR	B.	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
CUMULATIVE PROGRESS INDICATOR	C.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
CUMULATIVE PROGRESS INDICATOR	D.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.

**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
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CONTENT STATEMENT	L.VL.K.2.	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CUMULATIVE PROGRESS INDICATOR	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	Language Domain - Foundational Skills: Writing Language	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.K.3.	With guidance and support from adults, explore word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	A.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
CUMULATIVE PROGRESS INDICATOR	B.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CUMULATIVE PROGRESS INDICATOR	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	Reading Domain	
STRAND	RL.CR.K.1.	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.K.2.	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
STRAND	RL.IT.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND	RL.TS.K.4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.RW.K.7.	With prompting and support, engage in brief but regular writing and drawing tasks.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.
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Week 18: Introduction to Unit 3 Modeling Telling Narrative Stories, p. 173-183

## New Jersey Student Learning Standards

### Language Arts

#### Grade K - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT		(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
CONTENT AREA / STANDARD	Reading Domain Anchor Statements	
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements	
STRAND		Speaking and Listening: Flexible communication and collaboration

CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
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CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Reading Language

STRAND		Phonological Awareness
CONTENT STATEMENT	L.RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CUMULATIVE PROGRESS INDICATOR	A.	Recognize and produce rhyming words.
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CUMULATIVE PROGRESS INDICATOR	B.	Count, pronounce, blend, and segment syllables in spoken words.
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CUMULATIVE PROGRESS INDICATOR	D.	Orally repeat multi-syllable words and pronounce the separate syllables.
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CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.K.1.	Demonstrate command of the conventions of writing.

CUMULATIVE PROGRESS INDICATOR	C.	Write left to right and include a space between words.
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CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing Language

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.K.3.	Demonstrate command of the conventions of sentence composition.

CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
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CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
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CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
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CUMULATIVE PROGRESS INDICATOR	G.	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	H.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.

**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.K.L.K.1.	With prompting and support, develop knowledge of language and its conventions when speaking and listening.
CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs.
CUMULATIVE PROGRESS INDICATOR	B.	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
CUMULATIVE PROGRESS INDICATOR	C.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
CUMULATIVE PROGRESS INDICATOR	D.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.

**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.K.2.	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CUMULATIVE PROGRESS INDICATOR	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**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
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CONTENT STATEMENT	L.VI.K.3.	With guidance and support from adults, explore word relationships and nuances in word meanings.
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CUMULATIVE PROGRESS INDICATOR	B.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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CUMULATIVE PROGRESS INDICATOR	D.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
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CONTENT AREA / STANDARD	Reading Domain	
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STRAND	RL.CR.K.1.	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
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STRAND	RL.CI.K.2.	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
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STRAND	RL.IT.K.3.	With prompting and support, identify characters, settings, and major events in a story.
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STRAND	RL.TS.K.4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
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CONTENT AREA / STANDARD	Writing Domain	
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STRAND	W.RW.K.7.	With prompting and support, engage in brief but regular writing and drawing tasks.
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CONTENT AREA / STANDARD	Speaking and Listening Domain	
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STRAND	SL.PE.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.
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Week 19: Unit 3 Modeling Telling Narrative Stories, p. 185-191		
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New Jersey Student Learning Standards		
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Language Arts		
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Grade K - Adopted: 2023		
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CONTENT AREA / STANDARD	Language Domain Anchor Statements	
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STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT		(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain Anchor Statements</b>
<b>STRAND</b>		<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain - Foundational Skills: Reading Language</b>
<b>STRAND</b>		<b>Phonological Awareness</b>
<b>CONTENT STATEMENT</b>	<b>L.RF.K.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
CUMULATIVE PROGRESS INDICATOR	A.	Recognize and produce rhyming words.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain - Foundational Skills: Reading Language</b>
<b>STRAND</b>		<b>Phonics and Word Recognition</b>
<b>CONTENT STATEMENT</b>	<b>L.RF.K.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</b>



CUMULATIVE PROGRESS INDICATOR	B.	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sound-Letter Basics</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.1.</b>	<b>Demonstrate command of the conventions of writing.</b>
CUMULATIVE PROGRESS INDICATOR	C.	Write left to right and include a space between words.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.3.</b>	<b>Demonstrate command of the conventions of sentence composition.</b>
CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
CUMULATIVE PROGRESS INDICATOR	D.	Use end punctuation.
CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
CUMULATIVE PROGRESS INDICATOR	G.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	H.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>

<b>CONTENT STATEMENT</b>	<b>L.KL.K.1.</b>	<b>With prompting and support, develop knowledge of language and its conventions when speaking and listening.</b>
CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs.
CUMULATIVE PROGRESS INDICATOR	C.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.VL.K.2.</b>	<b>With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</b>
CUMULATIVE PROGRESS INDICATOR	A.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.VI.K.3.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>
CUMULATIVE PROGRESS INDICATOR	B.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CUMULATIVE PROGRESS INDICATOR	D.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
<b>STRAND</b>	<b>RL.CR.K.1.</b>	<b>With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</b>
<b>STRAND</b>	<b>RL.CI.K.2.</b>	<b>With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).</b>
<b>STRAND</b>	<b>RL.IT.K.3.</b>	<b>With prompting and support, identify characters, settings, and major events in a story.</b>
<b>STRAND</b>	<b>RL.TS.K.4.</b>	<b>Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).</b>

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.AW.K. 1.	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
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STRAND	W.RW.K. 7.	With prompting and support, engage in brief but regular writing and drawing tasks.
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**CONTENT  
AREA /  
STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PE.K. 1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.
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Week 20: Unit 3 Modeling Telling Narrative Stories, p. 193-199

**New Jersey Student Learning Standards**

**Language Arts**

Grade K - Adopted: 2023

**CONTENT  
AREA /  
STANDARD**

**Language Domain Anchor Statements**

STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
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CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
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**CONTENT  
AREA /  
STANDARD**

**Reading Domain Anchor Statements**

STRAND		<b>Reading: Text complexity and the growth of comprehension</b>
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CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain Anchor Statements**

STRAND		<b>Writing: Text types, responding to reading, and research</b>
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CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
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CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
CONTENT AREA / STANDARD		<b>Speaking and Listening Anchor Statements</b>
STRAND		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
CONTENT AREA / STANDARD		<b>Language Domain - Foundational Skills: Reading Language</b>
STRAND		<b>Phonological Awareness</b>
CONTENT STATEMENT	L.RF.K.2.	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
CUMULATIVE PROGRESS INDICATOR	A.	Recognize and produce rhyming words.
CONTENT AREA / STANDARD		<b>Language Domain - Foundational Skills: Reading Language</b>
STRAND		<b>Fluency</b>
CONTENT STATEMENT	L.RF.K.4.	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
CONTENT AREA / STANDARD		<b>Language Domain - Foundational Skills: Writing Language</b>
STRAND		<b>Sound-Letter Basics</b>
CONTENT STATEMENT	L.WF.K.1.	<b>Demonstrate command of the conventions of writing.</b>
CUMULATIVE PROGRESS INDICATOR	C.	Write left to right and include a space between words.
CONTENT AREA / STANDARD		<b>Language Domain - Foundational Skills: Writing Language</b>
STRAND		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
CONTENT STATEMENT	L.WF.K.3.	<b>Demonstrate command of the conventions of sentence composition.</b>
CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.

CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
CUMULATIVE PROGRESS INDICATOR	D.	Use end punctuation.
CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
CUMULATIVE PROGRESS INDICATOR	G.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	H.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.

**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.K.L.K.1.	With prompting and support, develop knowledge of language and its conventions when speaking and listening.
CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs.
CUMULATIVE PROGRESS INDICATOR	C.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.

**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.K.3.	With guidance and support from adults, explore word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	B.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

CUMULATIVE PROGRESS INDICATOR	D.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.CR.K. 1.	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.K.2.	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
STRAND	RL.IT.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND	RL.TS.K. 4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.RW.K. 7.	With prompting and support, engage in brief but regular writing and drawing tasks.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PE.K. 1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.

Week 21: Introduction to Unit 5 Modeling Writing from Pictures, p. 201-211

## New Jersey Student Learning Standards

### Language Arts

Grade K - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>	
STRAND		Reading: Text complexity and the growth of comprehension

CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Anchor Statements</b>	
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sound-Letter Basics</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.1.</b>	<b>Demonstrate command of the conventions of writing.</b>
CUMULATIVE PROGRESS INDICATOR	C.	Write left to right and include a space between words.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.3.</b>	<b>Demonstrate command of the conventions of sentence composition.</b>

CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
CUMULATIVE PROGRESS INDICATOR	D.	Use end punctuation.
CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
CUMULATIVE PROGRESS INDICATOR	G.	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	H.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.

**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.KL.K.1.</b>	<b>With prompting and support, develop knowledge of language and its conventions when speaking and listening.</b>

CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs.
CUMULATIVE PROGRESS INDICATOR	C.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.

**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.VI.K.3.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>



CUMULATIVE PROGRESS INDICATOR	B.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CUMULATIVE PROGRESS INDICATOR	D.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.CR.K. 1.	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.K.2.	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
STRAND	RL.IT.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND	RL.TS.K. 4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
STRAND	RL.MF.K. 6.	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).
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.NW.K.3 .	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
CONTENT STATEMENT	A.	Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.RW.K. 7.	With prompting and support, engage in brief but regular writing and drawing tasks.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PE.K. 1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.

Week 22: Unit 5 Modeling Writing from Pictures, p. 213-219

## Language Arts

Grade K - Adopted: 2023

### CONTENT AREA / STANDARD

#### Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

### CONTENT AREA / STANDARD

#### Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### CONTENT AREA / STANDARD

#### Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.

### CONTENT AREA / STANDARD

#### Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.

### CONTENT AREA / STANDARD

#### Language Domain - Foundational Skills: Reading Language

STRAND		Phonological Awareness
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<b>CONTENT STATEMENT</b>	<b>L.RF.K.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
CUMULATIVE PROGRESS INDICATOR	A.	Recognize and produce rhyming words.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sound-Letter Basics</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.1.</b>	<b>Demonstrate command of the conventions of writing.</b>
CUMULATIVE PROGRESS INDICATOR	C.	Write left to right and include a space between words.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.3.</b>	<b>Demonstrate command of the conventions of sentence composition.</b>
CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
CUMULATIVE PROGRESS INDICATOR	G.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	H.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.KL.K.1.</b>	<b>With prompting and support, develop knowledge of language and its conventions when speaking and listening.</b>

CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs.
CUMULATIVE PROGRESS INDICATOR	B.	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
CUMULATIVE PROGRESS INDICATOR	C.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.VI.K.3.</b>	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b>
CUMULATIVE PROGRESS INDICATOR	B.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CUMULATIVE PROGRESS INDICATOR	D.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
<b>STRAND</b>	<b>RL.CR.K. 1.</b>	<b>With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</b>
<b>STRAND</b>	<b>RL.CI.K.2.</b>	<b>With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).</b>
<b>STRAND</b>	<b>RL.IT.K.3.</b>	<b>With prompting and support, identify characters, settings, and major events in a story.</b>
<b>STRAND</b>	<b>RL.TS.K. 4.</b>	<b>Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).</b>
<b>STRAND</b>	<b>RL.MF.K. 6.</b>	<b>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).</b>
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
<b>STRAND</b>	<b>W.NW.K.3 .</b>	<b>Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.</b>

CONTENT STATEMENT	A.	Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
CONTENT AREA / STANDARD		<b>Writing Domain</b>
STRAND	W.RW.K. 7.	With prompting and support, engage in brief but regular writing and drawing tasks.
CONTENT AREA / STANDARD		<b>Speaking and Listening Domain</b>
STRAND	SL.PE.K. 1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.

Week 23: Unit 5 Modeling Writing from Pictures, p. 221-227

## New Jersey Student Learning Standards

### Language Arts

Grade K - Adopted: 2023

CONTENT AREA / STANDARD		<b>Language Domain Anchor Statements</b>
STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT AREA / STANDARD		<b>Reading Domain Anchor Statements</b>
STRAND		<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		<b>Writing Domain Anchor Statements</b>
STRAND		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain - Foundational Skills: Reading Language</b>
<b>STRAND</b>		<b>Phonological Awareness</b>
<b>CONTENT STATEMENT</b>	<b>L.RF.K.2.</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>
CUMULATIVE PROGRESS INDICATOR	A.	Recognize and produce rhyming words.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain - Foundational Skills: Writing Language</b>
<b>STRAND</b>		<b>Sound-Letter Basics</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.1.</b>	<b>Demonstrate command of the conventions of writing.</b>
CUMULATIVE PROGRESS INDICATOR	C.	Write left to right and include a space between words.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain - Foundational Skills: Writing Language</b>
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.3.</b>	<b>Demonstrate command of the conventions of sentence composition.</b>
CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.

CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
CUMULATIVE PROGRESS INDICATOR	G.	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	H.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.

**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.K.1.	With prompting and support, develop knowledge of language and its conventions when speaking and listening.

CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs.
CUMULATIVE PROGRESS INDICATOR	C.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.

**CONTENT  
AREA /  
STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.K.3.	With guidance and support from adults, explore word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	B.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CUMULATIVE PROGRESS INDICATOR	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**

**Reading Domain**

STRAND	RL.CR.K.1.	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.K.2.	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
STRAND	RL.IT.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND	RL.TS.K.4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
STRAND	RL.MF.K.6.	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**

**Writing Domain**

STRAND	W.NW.K.3.	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
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CONTENT STATEMENT	A.	Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
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**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

STRAND	W.RW.K.7.	With prompting and support, engage in brief but regular writing and drawing tasks.
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**CONTENT  
AREA /  
STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PE.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.
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Week 24: Unit 5 Modeling Writing from Pictures, p. 229-235

**New Jersey Student Learning Standards**

**Language Arts**

Grade K - Adopted: 2023

**CONTENT  
AREA /  
STANDARD**

**Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
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CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT		(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain Anchor Statements</b>
<b>STRAND</b>		<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain - Foundational Skills: Reading Language</b>
<b>STRAND</b>		<b>Phonological Awareness</b>
CONTENT STATEMENT	L.RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	B.	Count, pronounce, blend, and segment syllables in spoken words.

CUMULATIVE PROGRESS INDICATOR	D.	Orally repeat multi-syllable words and pronounce the separate syllables.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sound-Letter Basics</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.1.</b>	<b>Demonstrate command of the conventions of writing.</b>
CUMULATIVE PROGRESS INDICATOR	C.	Write left to right and include a space between words.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.3.</b>	<b>Demonstrate command of the conventions of sentence composition.</b>
CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
CUMULATIVE PROGRESS INDICATOR	G.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	H.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.KL.K.1.</b>	<b>With prompting and support, develop knowledge of language and its conventions when speaking and listening.</b>

CUMULATIVE PROGRESS INDICATOR	A.	Use frequently occurring nouns and verbs.
CUMULATIVE PROGRESS INDICATOR	B.	Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
CUMULATIVE PROGRESS INDICATOR	C.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.K.2.	With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CUMULATIVE PROGRESS INDICATOR	A.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.K.3.	With guidance and support from adults, explore word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	B.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CUMULATIVE PROGRESS INDICATOR	D.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.CR.K. 1.	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.K.2.	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
STRAND	RL.IT.K.3.	With prompting and support, identify characters, settings, and major events in a story.

STRAND	RL.TS.K.4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
STRAND	RL.MF.K.6.	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).
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.NW.K.3.	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
CONTENT STATEMENT	A.	Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.RW.K.7.	With prompting and support, engage in brief but regular writing and drawing tasks.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Domain</b>
STRAND	SL.PE.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.

Week 25: Revisiting Unit 2, p. 243-249

## New Jersey Student Learning Standards

### Language Arts

Grade K - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>		<b>Language Domain Anchor Statements</b>
STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
STRAND		<b>Writing: Text types, responding to reading, and research</b>

CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Anchor Statements</b>	
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Reading Language</b>	
<b>STRAND</b>		<b>Fluency</b>
CONTENT STATEMENT	L.RF.K.4.	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.3.</b>	<b>Demonstrate command of the conventions of sentence composition.</b>
CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
CUMULATIVE PROGRESS INDICATOR	D.	Use end punctuation.
CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.KL.K.1.</b>	<b>With prompting and support, develop knowledge of language and its conventions when speaking and listening.</b>

CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RL.TS.K. 4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
STRAND	RL.MF.K. 6.	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).
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.RW.K. 7.	With prompting and support, engage in brief but regular writing and drawing tasks.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Domain</b>
STRAND	SL.PE.K. 1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.

Week 26: Revisiting Unit 2, p. 251-257

## New Jersey Student Learning Standards

### Language Arts

Grade K - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>		<b>Language Domain Anchor Statements</b>
STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
STRAND		<b>Writing: Text types, responding to reading, and research</b>

CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Anchor Statements</b>	
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Reading Language</b>	
<b>STRAND</b>		<b>Fluency</b>
CONTENT STATEMENT	L.RF.K.4.	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.3.</b>	<b>Demonstrate command of the conventions of sentence composition.</b>
CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
CUMULATIVE PROGRESS INDICATOR	D.	Use end punctuation.
CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.KL.K.1.</b>	<b>With prompting and support, develop knowledge of language and its conventions when speaking and listening.</b>

CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RL.TS.K. 4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
STRAND	RL.MF.K. 6.	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).
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.RW.K. 7.	With prompting and support, engage in brief but regular writing and drawing tasks.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Domain</b>
STRAND	SL.PE.K. 1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.

Week 27: Revisiting Unit 2, p. 259-265

## New Jersey Student Learning Standards

### Language Arts

Grade K - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>		<b>Language Domain Anchor Statements</b>
STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
STRAND		<b>Writing: Text types, responding to reading, and research</b>



CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Anchor Statements</b>	
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Reading Language</b>	
<b>STRAND</b>		<b>Fluency</b>
CONTENT STATEMENT	L.RF.K.4.	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.3.</b>	<b>Demonstrate command of the conventions of sentence composition.</b>
CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
CUMULATIVE PROGRESS INDICATOR	D.	Use end punctuation.
CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.KL.K.1.</b>	<b>With prompting and support, develop knowledge of language and its conventions when speaking and listening.</b>

CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RL.TS.K. 4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
STRAND	RL.MF.K. 6.	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).
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.RW.K. 7.	With prompting and support, engage in brief but regular writing and drawing tasks.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Domain</b>
STRAND	SL.PE.K. 1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.

Week 28: Revisiting Unit 2, p. 267-273

## New Jersey Student Learning Standards

### Language Arts

Grade K - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>		<b>Language Domain Anchor Statements</b>
STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
STRAND		<b>Writing: Text types, responding to reading, and research</b>

CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Anchor Statements</b>	
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Reading Language</b>	
<b>STRAND</b>		<b>Fluency</b>
CONTENT STATEMENT	L.RF.K.4.	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.3.</b>	<b>Demonstrate command of the conventions of sentence composition.</b>
CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
CUMULATIVE PROGRESS INDICATOR	D.	Use end punctuation.
CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.KL.K.1.</b>	<b>With prompting and support, develop knowledge of language and its conventions when speaking and listening.</b>

CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RL.TS.K. 4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
STRAND	RI.MF.K.6 .	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.AW.K. 1.	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Domain</b>
STRAND	SL.PE.K. 1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.

Week 29: Revisiting Unit 2, p. 275-282

## New Jersey Student Learning Standards

### Language Arts

Grade K - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>		<b>Language Domain Anchor Statements</b>
STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
STRAND		<b>Writing: Text types, responding to reading, and research</b>

CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Anchor Statements</b>	
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Reading Language</b>	
<b>STRAND</b>		<b>Fluency</b>
CONTENT STATEMENT	L.RF.K.4.	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.3.</b>	<b>Demonstrate command of the conventions of sentence composition.</b>
CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
CUMULATIVE PROGRESS INDICATOR	D.	Use end punctuation.
CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.KL.K.1.</b>	<b>With prompting and support, develop knowledge of language and its conventions when speaking and listening.</b>

CUMULATIVE PROGRESS INDICATOR	E.	Produce and expand complete sentences in shared language activities.
<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain</b>
STRAND	RL.TS.K. 4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
STRAND	RI.MF.K.6 .	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain</b>
STRAND	W.AW.K. 1.	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Domain</b>
STRAND	SL.PE.K. 1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Continue a conversation through multiple exchanges.

Week 30: Revisiting Unit 5, p. 283-288

## New Jersey Student Learning Standards

### Language Arts

Grade K - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>		<b>Language Domain Anchor Statements</b>
STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
STRAND		<b>Writing: Text types, responding to reading, and research</b>

CONTENT STATEMENT		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, 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.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain - Foundational Skills: Reading Language</b>
<b>STRAND</b>		<b>Fluency</b>
CONTENT STATEMENT	L.RF.K.4.	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain - Foundational Skills: Writing Language</b>
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	<b>L.WF.K.3.</b>	<b>Demonstrate command of the conventions of sentence composition.</b>
CUMULATIVE PROGRESS INDICATOR	B.	Write simple sentences.
CUMULATIVE PROGRESS INDICATOR	D.	Use end punctuation.
CUMULATIVE PROGRESS INDICATOR	E.	Use manipulatives or digital tools to construct complete sentences.
CUMULATIVE PROGRESS INDICATOR	I.	With support, distinguish between a complete sentence and a sentence fragment.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.K.L.K.1.	With prompting and support, develop knowledge of language and its conventions when speaking and listening.

CUMULATIVE  
PROGRESS  
INDICATOR

E.

Produce and expand complete sentences in shared language activities.

**CONTENT  
AREA /  
STANDARD****Reading Domain**

STRAND	RL.TS.K.4.	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
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STRAND

RI.MF.K.6  
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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  
AREA /  
STANDARD****Writing Domain**

STRAND	W.AW.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
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STRAND

W.AW.K.1.

Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).

**CONTENT  
AREA /  
STANDARD****Writing Domain**

STRAND	W.NW.K.3.	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
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CONTENT  
STATEMENT

A.

Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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CONTENT  
STATEMENT

B.

Continue a conversation through multiple exchanges.