

Domain: <i>Strand:Language</i>		
Cluster: Conventions of Standard English		
<p>Standard: L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities. 		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to use proper English when writing or speaking?</i>	<i>Using proper English grammar through writing or speaking will better convey thoughts, ideas, and feelings.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Print upper and lowercase letters of the alphabet</i> <i>Choose singular words in journal and make plural</i> <i>Play a positional game where the student must place items 'in', 'on', 'out', 'above', 'under' etc..</i>
Content Statements		
Student will use proper English grammar when speaking or writing.		
Assessments		Teacher Resources
<i>Write upper and lower case letters of the alphabet. Demonstrate knowledge of positional language by placing items in position and orally explaining their position.</i>		
Equipment Needed		
		L.K.1.- TE 1: 615

	<p>TE 2: 126, 129, 143, 186, 200, 226, 243, 272, 277, 286, 300, 326, 343, 347, 374, 379, 388, 402, 474, 528, 545, 586, 600</p> <p>TE 3: 28, 45, 74, 88, 102, 174, 326, 343, 386, 400, 426, 429, 443, 470, 484, 498, 501, 524, 541, 568, 582, 596</p> <p>TE 4: 28, 31, 45, 70, 84, 98, 124, 141, 172, 186, 200, 226, 243, 272, 286, 300, 326, 343, 374, 388, 402, 470, 524, 541, 588, 602</p> <p>TE 5: 72, 232, 249, 292, 306, 332, 349, 382, 396, 410, 436, 453, 480, 494, 508, 534, 551, 584, 598, 612</p> <p>TE 6: 28, 45, 49, 74, 88, 91, 102, 128, 145, 172, 186, 200, 226, 243, 272, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596</p>
<p>NJ Model Curriculum Alignment</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities. 	<p>L.K.1.a.- TE 1: 22, 29, 38, 46, 77, 91, 124, 131, 140, 147, 148, 173, 187, 200, 201, 220, 227, 236, 244, 279, 307, 326, 333, 342, 350, 385, 399, 413, 415, 432, 439, 448, 456, 487, 501, 534, 550</p> <p>TE 2: 22, 29, 38, 46, 73, 87, 101, 120, 127, 136, 144, 173, 187, 201, 220, 227, 236, 244, 273, 287, 301, 320, 327, 336, 344, 375, 389, 403, 422, 429, 438, 446, 475, 489, 503, 522, 538</p> <p>TE 3: 22, 29, 38, 46, 75, 89, 103, 122, 138, 146, 175, 189, 203, 222, 229, 238, 246, 273, 287, 301, 320, 327, 336, 344, 373, 387, 401, 427, 436, 444, 471, 485, 499, 518, 534</p>

TE 4: 22, 29, 38, 46, 71, 85, 118, 125,
134, 142, 173, 187, 201, 227, 236,
244, 273, 287, 301, 320, 327, 336,
344, 375, 389, 403, 422, 429, 438,
446, 471, 485, 499, 518, 534

TE 5: 22, 29, 38, 46, 73, 87, 101, 120,
127, 136, 144, 179, 193, 207, 226,
233, 242, 250, 279, 293, 307, 326,
333, 342, 350, 383, 387, 397, 411,
430, 437, 446, 454, 481, 495, 509,
528, 544

TE 6: 22, 29, 38, 46, 75, 89, 103, 122,
129, 138, 173, 187, 201, 220, 227,
236, 244, 273, 287, 301, 320, 327,
336, 344, 375, 389, 403, 422, 429,
438, 446, 471, 485, 499, 518, 534

K.L.1.b.- **TE 1:** 438, 441, 455, 459, 486, 490,
491, 500, 540, 557, 584, 598, 612, 615

TE 2: 72, 77, 126, 143, 186, 200, 272

TE 3: 28, 30, 31, 45, 49, 88, 91, 102,
128, 145, 147, 149, 174, 188, 190,
202, 228, 245, 272, 277, 286, 300,
326, 329, 343, 372, 386, 400, 470, 475

TE 5: 332, 349, 396, 410, 413, 436,
453, 480, 494, 508, 534, 551, 555,
584, 589, 598, 601, 612

TE 6: 74

K.L.1.c.- **TE 2:** 28, 31, 45, 72, 86, 100, 172, 177

TE 5: 332, 349, 396, 410, 436, 480,
494, 508, 584

K.L.1.d.- **TE 2:** 404

TE 3: 571
TE 4: 545
TE 5: 28, 45, 74–75, 86, 100, 178
TE 6: 326, 343, 388, 402, 470

K.L.1.e.- **TE 1:** 309
TE 3: 205, 247, 248, 288
TE 5: 232, 249, 292, 306, 382
TE 6: 128, 145, 186, 200, 272

K.L.1.f.- **TE 3:** 524, 541, 572, 573, 582, 596,
599
TE 4: 28, 45, 70, 84, 98, 124, 127,
141, 172, 186, 200, 226, 229, 243,
272, 286, 289, 300, 326, 329, 343,
374, 388, 391, 402, 470
TE 5: 183, 436, 453, 494, 508, 584
TE 6: 226, 243, 286, 300, 326, 343,
374, 388, 402, 428, 445, 470, 484,
498, 524, 527, 541, 568, 582, 596

Domain: <i>Strand:Language</i>		
Cluster: Conventions of Standard English		
<p>Standard: L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why should writers use proper English when writing and spelling?</i>	<i>Using proper punctuation, capitalization, and spelling better conveys thoughts and ideas.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <p><i>Journal write thoughts and ideas</i></p> <p><i>Practice editing sentences from morning message</i></p>
Content Statements		
<i>These statements describe what the student needs to understand.</i>		
Assessments	Teacher Resources Reading Street 2013 Alignment L.K.2- TE 1: 130, 147, 200 TE 2: 126, 143, 186, 200, 272 TE 3: 524, 541, 582, 585, 596 TE 4: 70, 226, 243, 286, 300, 326,	
<i>Students will edit an improper sentence using proper capitalization, punctuation, and spelling.</i>		
Equipment Needed		
NJ Model Curriculum Alignment		

<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 574, 588, 602</p> <p>TE 5: 28, 45, 72, 86, 100, 126, 143, 178, 192, 206, 278</p> <p>TE 6: 28, 45, 88, 102, 172, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596</p> <p>L.K.2.a.- TE 3: 524, 541, 582, 583, 596</p> <p>TE 4: 70, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 574, 588, 602</p> <p>TE 5: 28, 45, 72, 86, 100, 126, 143, 178, 192, 206, 278</p> <p>TE 6: 28, 45, 88, 102, 172, 226, 243, 286, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596</p> <p>L.K.2.b.- TE 3: 524, 541, 582, 596</p> <p>TE 4: 70, 226, 243, 286, 300, 326, 343, 374, 379, 388, 402, 428, 445, 470, 484, 498, 574</p> <p>TE 5: 28, 45, 86, 100, 126, 143, 178, 192, 206, 278</p> <p>TE 6: 226, 243, 300, 326, 343, 374, 388, 402, 428, 445, 470, 484, 498, 524, 541, 568, 582, 596</p> <p>L.K.2.c.- TE 2: 182, 282, 384, 484, 582</p> <p>TE 3: 84, 184, 282, 382, 480, 578</p> <p>TE 4: 80, 182, 282, 384, 480, 584</p> <p>TE 5: 82, 188, 288, 392, 490</p> <p>TE 6: 84, 182, 282, 384, 480, 578</p>
--	---

L.K.2.d.- **TE 2:** 182, 282, 384, 484, 582

TE 3: 84, 179, 184, 191, 282, 347,
382, 480, 578

TE 4: 80, 87, 182, 282, 384, 480, 584

TE 5: 82, 188, 288, 392, 490, 594

TE 6: 84, 182, 189, 282, 289, 379,
384, 480, 578, 585, 599

Domain: <i>Strand:Language</i>		
Cluster: Vocabulary Acquisition and Use		
Standard: L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <ol style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. 		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does providing clarity to unknown words and phrases make clearer connections to writing and language?</i>	<i>Some words have multiple meanings.</i> <i>Inflections and affixes can help identify the meaning of an unknown word.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> <i>Use homophone picture cards to match picture to correct word.</i>
Content Statements		
Students will identify the meaning of unknown words using context clues.		
Assessments		Teacher Resources
<i>Students will draw 2 illustrations depicting different meanings for a homophone.</i>		Reading Street 2013 Alignment
Equipment Needed		L.K.4.- MSB 1: 17, 18–25, 28, 57, 58–65, 68 TE 1: 62, 66, 179, 231, 243, 249, 285, 355, 378, 438 TE 2: 79, 149, 179, 231, 381, 451, 481 TE 3: 33, 81, 279, 547
NJ Model Curriculum Alignment		
Determine or clarify the meaning of unknown and multiple-		

meaning words and phrases based on kindergarten reading and content.

- 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. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

TE 4: 51, 147, 179, 279, 477, 547

TE 5: 33, 237, 337, 389

TE 6: 133, 179, 231, 249, 279

L.K.4.a.- **TE 1:** 179, 355

TE 2: 79, 149, 179, 231, 381, 451, 481

TE 3: 33, 81, 279, 547

TE 4: 51, 279, 477, 547

TE 5: 33, 237, 337, 389

TE 6: 133, 179, 231, 249, 279

L.K.4.b.- **TE 1:** 243, 438

TE 2: 28, 45, 86, 100, 488

TE 3: 128, 145, 188, 202, 228, 231,

245, 272, 286, 300, 372, 377

TE 4: 147, 179

TE 5: 332, 349, 396, 410, 480

TE 6: 74

Domain: <i>Strand:Language</i>		
Cluster: Vocabulary Acquisition and Use		
Standard: L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. <ol style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites Identify real-life connections between words and their uses (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. 		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to make word relationships?</i>	<i>Words have different meanings.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> <i>Play a word game having the students guess the word through clues given.</i> <i>Match opposites</i> <i>While playing music have students demonstrate different action verbs.</i>
Content Statements	<i>Multiple words can be used to convey the same idea.</i>	
Students will make relationships to word meanings.	<i>Make a connection to a word by relating it to its opposite.</i>	
Assessments		Teacher Resources
<i>Match opposite cards.</i> <i>Use different words to convey the same action/idea.</i>		
Equipment Needed		
		Reading Street 2013 Alignment

	<p>L.K.5.- MSB 1: 28, 48, 68, 88, 108, 128, 132-143</p>
<p>NJ Model Curriculum Alignment</p> <p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>MSB 2: 28, 48, 68, 88, 108, 128, 132-143</p> <p>MSB 3: 28, 48, 68, 88, 108, 128, 132-143</p> <p>MSB 4: 28, 48, 68, 88, 108, 128, 132-143</p> <p>MSB 5: 28, 48, 68, 88, 108, 128, 132-143</p> <p>MSB 6: 28, 48, 68, 88, 108, 128, 132-143</p> <p>TE 1: 81, 135, 149, 188, 245, 351, 400</p> <p>TE 2: 47, 88, 145, 188, 229, 245, 288, 302, 326, 329, 345, 374, 388, 390, 447, 474, 528, 545, 547, 586, 588, 600, TE 3: 28, 45, 47, 74, 88, 90, 102, 147, 151, 174, 188, 190, 202, 233, 247, 288, 326, 343, 345, 386, 388, 400, 445, 470, 486, 543, 584</p> <p>TE 4: 47, 86, 143, 188, 245, 288, 345, 390</p> <p>TE 5: 47, 88, 145, 194, 251, 294, 351, 398, 441, 455, 496, 534, 551, 553, 598, 600, 612</p> <p>TE 6: 47, 74, 90, 147, 188, 331, 345, 390, 447, 486, 543, 584</p> <p>L.K.5.a.- MSB 1: 48, 68, 74-75, 114-115, 127, 128</p> <p>MSB 2: 28, 48</p> <p>MSB 3: 28</p> <p>MSB 4: 94-95</p> <p>TE 1: 47, 81, 149, 188, 245, 294, 330-331, 349, 351, 362, 389, 396, 410-</p>

411, 415, 538–539, 543, 557, 561,
570, 596, 601, 610–611, 614
TE 2: 47, 84, 85, 89, 129, 289, 329,
345, 390, 447, 486, 549
TE 3: 47, 90, 147, 190, 247, 287, 302,
429
TE 4: 177, 245, 277, 288, 303, 391,
405, 426–427, 431, 475, 482, 500,
543, 579, 590
TE 5: 47, 88, 102, 103, 129, 235, 251,
294, 308, 335, 351, 398, 413, 497,
553, 600
TE 6: 47, 79, 90, 147, 149, 177, 188,
245, 277, 288, 345, 390, 500, 543,
573, 584

L.K.5.b.- **MSB 3:** 108

TE 1: 249, 559
TE 2: 326, 388, 391, 428, 431, 445,
488, 502, 505, 572, 576
TE 3: 28, 445, 446, 486
TE 5: 534, 598

L.K.5.c.- **MSB 1:** 68, 128

MSB 3: 108, 128
MSB 4: 28, 48, 68
MSB 5: 128
MSB 6: 108
TE 1: 47, 92, 179, 228, 245, 246, 249,
282, 285, 292, 294, 351, 352, 401,
414, 443, 457, 461, 493, 502, 559,
589, 591, 600
TE 2: 33, 47, 48, 51, 88, 145, 179,
188, 226, 243, 286, 300, 326, 343,

374, 378, 379, 388, 402, 433, 474,
428, 545, 600

TE 3: 49, 74, 91, 105, 181, 233, 251,
345, 388, 445, 477, 486, 529, 543,
547, 575, 584

TE 4: 47, 77, 86, 129, 143, 179, 188,
245, 279, 288, 331, 349, 381, 447,
477, 486, 581

TE 5: 33, 79, 145, 194, 295, 337, 389,
441, 459, 487, 553, 600

TE 6: 33, 51, 81, 249, 279, 433, 447,
451, 477, 486, 529, 547, 575

L.K.5.d.- **TE 3:** 45, 88, 102, 151, 174, 188, 202,
233, 326, 343, 386, 400, 470

TE 5: 441, 534, 551, 598, 612

TE 6: 74, 331

Domain: <i>Strand:Language</i>		
Cluster: Vocabulary Acquisition and Use		
Standard: L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does using words acquired through conversations, reading and being read to expand vocabulary?</i>	<i>Vocabulary increases through reading.</i> <i>Usage of new vocabulary expands knowledge.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> • <i>Draw an illustration and use “great” words to describe</i> • <i>After listening to a read aloud identify new vocabulary to use in a student illustration</i>
Content Statements		
<i>Students will acquire and use new vocabulary.</i>		
Assessments		Teacher Resources
<i>Students will identify new vocabulary in a text and use them in oral language.</i>		Reading Street 2013 Alignment
Equipment Needed		MSB 1: 28, 48, 68, 88, 108, 128 MSB 2: 28, 48, 68, 88, 108, 128 MSB 3: 28, 48, 68, 88, 108, 128 MSB 4: 28, 48, 68, 88, 108, 128 MSB 5: 28, 48, 68, 88, 108, 128 TE 1: 33, 47, 51, 83, 135, 149, 153, 179, 231, 249, 285, 337, 351, 355, 391, 400, 443, 457, 493, 545, 559, 563, 591 TE 2: 33, 47, 51, 79, 131, 145, 149,
NJ Model Curriculum Alignment		
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		

179, 188, 231, 245, 249, 279, 288,
331, 345, 349, 381, 390, 433, 447,
481, 533, 547, 551, 578, 586, 588
TE 3: 33, 47, 51, 81, 90, 133, 147,
151, 181, 190, 233, 247, 251, 279,
331, 345, 349, 379, 388, 431, 445,
449, 477, 486, 529, 543, 547, 575, 584
TE 4: 33, 47, 51, 77, 86, 129, 143,
147, 179, 188, 231, 245, 249, 279,
288, 331, 345, 349, 381, 390, 433, 447,
451, 477, 486, 529, 543, 547, 581,
590, 604, 605
TE 5: 33, 47, 51, 79, 88, 131, 145,
149, 185, 194, 237, 251, 255, 285,
294, 337, 351, 355, 389, 398, 439,
441, 455, 459, 487, 496, 539, 553,
557, 591, 600
TE 6: 33, 47, 51, 81, 90, 133, 147,
151, 179, 188, 231, 246, 249, 279,
288, 331, 345, 349, 381, 390, 433,
447, 451, 477, 486, 529, 543, 547,
575, 584