

<b>Domain:</b> <i>Strand: Speaking and Listening</i>		
<b>Cluster:</b> <b>Comprehension and Collaboration</b>		
<b>Standards:</b> SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussion (e.g. listening to others and taking turns speaking about topics and texts under discussion). b. Continue a conversation through multiple exchanges.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<i>How can discussion increase our knowledge and understanding of an idea?</i>	<i>Oral discussions help to build connections to others and create opportunities for learning.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> <li>• <i>Students use talking sticks to incorporate agreed-upon rules for discussion (e.g., The student holding the stick is the speaker).</i></li> <li>• <i>Students use the think -pair-share strategy to extend conversations.</i></li> </ul>
<b>Content Statements</b>		
<i>Oral language is a tool for communicating, thinking and learning.</i>		
<b>Assessments</b>	<b>Teacher Resources</b>	
<i>Through a think-pair-share activity. Students will take turns retelling the events of familiar stories in sequence, (e.g., The Three Little Pigs, Goldilocks and the Three Bears).</i>	S.L.K.1- <b>MSB 1:</b> 47, 49, 67, 87, 107 <b>MSB 2:</b> 27, 47, 69 <b>MSB 3:</b> 49	
<b>Equipment Needed</b>		

	<p><b>MSB 4:</b> 69, 89  <b>MSB 5:</b> 49, 89, 109  <b>TE 1:</b> 29, 30, 32–33, 50–51, 132, 178, 201, 226, 227, 230, 293, 309, 334, 336, 352, 353, 386–387, 492, 503, 542  <b>TE 2:</b> 44, 88, 103, 128, 174–175, 177, 230, 405, 432  <b>TE 3:</b> 32, 76–77, 130, 132, 176–177, 180, 274–275, 303, 330, 430, 448, 487, 570–571  <b>TE 4:</b> 32, 126, 174–175, 228, 274–275, 328, 376–377, 450, 501, 528, 605  <b>TE 5:</b> 32, 50, 128, 130, 180–181, 234, 236, 280–281, 334, 336, 384–385, 438, 440, 482–483, 511, 615  <b>TE 6:</b> 177, 203, 228, 274–275, 328, 376–377, 449, 599</p>
<p><b>NJ Model Curriculum Alignment</b></p> <p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p>S.L.K.1.a.- <b>MSB 1:</b> 29, 49, 69, 89, 109, 129  <b>MSB 2:</b> 29, 49, 69  <b>MSB 3:</b> 89, 109  <b>MSB 4:</b> 29  <b>MSB 5:</b> 29, 69, 89, 109  <b>MSB 6:</b> 29, 49  <b>TE 1:</b> 29, 30, 45, 78–79, 104, 132, 152, 174–175, 228, 248, 280–281, 334, 354, 440, 460, 488–489, 542, 544, 586–597  <b>TE 2:</b> 30, 50, 74–75, 128, 174–175, 177, 228, 248, 274–275, 328, 348, 376–377, 430, 476–477, 530, 550, 574–575  <b>TE 3:</b> 30, 76–77, 130, 176–177, 230, 274–275, 328, 374–375, 428, 472–473, 487, 546, 570–571</p>

**TE 4:** 30, 72-73, 126, 174-175, 228, 274-275, 328, 376-377, 430, 472-473, 526, 576-577

**TE 5:** 30, 74-75, 88, 128, 180-181, 234, 280-281, 334, 384-385, 438, 482-483, 536, 586-587

**TE 6:** 30, 76-77, 130, 174-175, 228, 274-275, 328, 376-377, 430, 472-473, 526, 570-571

S.L.K.1.b- **MSB 2:** 69

**MSB 6:** 89

**TE 1:** 353, 389, 491, 542, 561

**TE 2:** 129, 228, 274-275, 479

**TE 3:** 130, 289, 429, 585

**TE 4:** 87, 101, 145, 203, 247, 289, 405, 430, 472-473, 475, 527, 545

**TE 5:** 74-75, 77, 128, 129, 180-181, 183, 209, 235, 283, 511, 537, 601

**TE 6:** 105, 149, 203, 229, 247, 303, 329, 405, 475, 501, 527



<b>Domain:</b> <i>Strand :Speaking and Listening</i>		
<b>Cluster:</b> <b>Comprehension and Collaboration</b>		
<b>Standards:</b> SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<i>How does a speaker communicate so others will listen and understand the message?</i>	<i>Questioning and contributing help speakers convey their message and explore ideas.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li><i>Students use signal responses to answer questions about read aloud texts.</i></li> <li><i>Students make predictions before, during and after read alouds and confirm or correct the predictions.</i></li> </ul>
<b>Content Statements</b>		
<i>Requesting clarification of information will assist in understanding.</i>		
<b>Assessments</b>		<p style="text-align: center;"><b>Teacher Resources</b></p> <p style="text-align: center;"><b>Reading Street 2013 Alignment</b></p> <p><b>MSB 1:</b> 30, 50, 70, 90  <b>MSB 2:</b> 28–29, 48–49, 88–89  <b>MSB 3:</b> 48–49, 108–109  <b>MSB 4:</b> 70, 108, 130  <b>MSB 5:</b> 70, 128  <b>MSB 6:</b> 68–69, 90  <b>TE 1:</b> 48, 101, 134, 146–147, 196–197, 242–243, 284, 303, 308, 348–349, 353, 408–409, 454–455, 556,</p>
<i>Construct a “Questioning Poster” that demonstrates different types of questioning. After listening to a story, students share with a partner one question they have.</i>		
<b>Equipment Needed</b>		
<b>NJ Model Curriculum Alignment</b>		
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering		

questions about key details and requesting clarification if something is not understood.

560, 562, 588, 590

**TE 2:** 30, 74–75, 78, 102, 128, 130,  
146, 148, 174–175, 176, 188, 246,  
247, 276, 278, 346, 376–377, 378,  
380, 404, 430, 448, 478, 480, 530,  
532, 548, 574–575, 576, 578, 588, 602

**TE 3:** 48, 50, 78, 80, 104, 130, 148,  
150, 176–177, 178, 248, 250, 276,  
278, 346, 348, 376, 378, 428, 446,

**472–473, 474, 476, 528, 544, 572, 574**

<b>Domain:</b> <i>Strand: Speaking and Listening</i>		
<b>Cluster:</b> <b>Comprehension and Collaboration</b>		
<b>Standards:</b> SL.K. 3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<i>Why is it important to ask/answer questions?</i>	<i>Questioning helps to convey a message and clarify thinking.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> <li>• <i>Students use signal cards to request assistance.</i></li> <li>• <i>Students use the Ask Three, then Me strategy when clarification is needed.</i></li> </ul>
<b>Content Statements</b>		
<i>Question generation and response supports oral language and listening.</i>	<i>Listeners must recognize when they are confused to ask and answer questions to receive help or obtain additional information.</i>	
<b>Assessments</b>		<b>Teacher Resources</b>
<i>Get To Know You Bingo. (See teacher resources).</i>		<a href="http://www.readwritethink.org/classroom-resources">www.readwritethink.org/classroom-resources</a>
<b>Equipment Needed</b>		<b>Reading Street 2013 Alignment</b>
<b>NJ Model Curriculum Alignment</b>		<b>TE 1:</b> 28, 30, 78–79
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		<b>TE 2:</b> 30, 74–75, 128, 174–175, 228, 328, 530, 574–575
		<b>TE 3:</b> 249, 297, 374–375, 487, 570–571
		<b>TE 4:</b> 174–175, 472–473, 545, 576–577
		<b>TE 5:</b> 30, 74–75, 234, 280–281

	<b>TE 6:</b> 91, 99, 130, 174-175, 274-275, 376-377
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<b>Domain:</b> <i>Strand: Speaking and Listening</i>		
<b>Cluster:</b> <b>Presentation of Knowledge and Ideas</b>		
Standard: SL.K.4 Describe familiar people, places, things and events and, with prompting and support, provide additional detail.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<i>How can I share things that are familiar to me?</i>	<i>Describing familiar people, places, things and events supports oral language development.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• <i>Students use the Make a Movie in Your Mind strategy to visualize details of topics and share with partners.</i></li> <li>• <i>Students describe details from stories when prompted by visual icons.</i></li> </ul>
<b>Content Statements</b>		
Focusing on key ideas and details when describing people, places, things and events helps to make it meaningful to students.		
<b>Assessments</b>		<b>Teacher Resources</b>
<i>Show and tell Activity.</i>		
<b>Equipment Needed</b>		
<b>NJ Model Curriculum Alignment</b>		
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		<p><b>MSB 2:</b> 108  <b>MSB 3:</b> 48–49, 88, 128  <b>MSB 4:</b> 68, 70  <b>MSB 5:</b> 48, 108–109  <b>TE 1:</b> 132, 174–175, 224–225, 226, 240–241, 243, 292, 306, 332, 349, 384, 386–387, 398, 408–409, 412, 438, 501, 586–587  <b>TE 2:</b> 189, 229, 247, 274–275, 376–377, 430, 476–477</p>

**TE 3:** 76–77, 302, 328, 374–375

**TE 4:** 30, 72–73, 74, 75, 174–175,  
228, 274–275, 289, 296–297, 604

**TE 5:** 48, 209, 253, 295, 334, 384–  
385, 438, 439, 482–483, 497

**TE 6:** 31, 91, 131, 203, 346, 379, 430, 472–473, 526, 570–571

<b>Domain:</b> <i>Strand:Speaking and Listening</i>		
<b>Cluster:</b> <b>Presentation of Knowledge and Ideas</b>		
Standard: SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<i>How do drawings and displays provide additional detail?</i>	<i>Adding drawings provides clarity to thoughts and ideas/feelings.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <p><i>Bring in a favorite item from home to show and share. Have the student create an illustration to add detail on where the item came from.</i></p>
<b>Content Statements</b>		
Students will understand through drawings and visual displays they can provide a more detailed description of an idea.		
<b>Assessments</b>		<b>Teacher Resources</b>  <b>Reading Street 2013 Alignment</b>  <b>TE 1:</b> 31, 106, 133, 176, 283, 306, 353, 384, 401, 459 <b>TE 2:</b> 31, 49, 89, 147, 177, 189, 303, 347, 391, 449, 505 <b>TE 3:</b> 79, 105, 179, 205, 277, 289, 303, 329, 585 <b>TE 4:</b> 49, 203, 329, 347, 431, 449, 545, 579 <b>TE 5:</b> 102, 103, 235, 295, 309, 457,
<i>Listen to a story on audiotape and create an illustration to represent the story.</i>		
<b>Equipment Needed</b>		
<b>NJ Model Curriculum Alignment</b>		
Add drawings or other visual displays to descriptions as desired to provide additional detail.		

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TE 6: 79, 131, 347, 475, 545, 585

<b>Domain:</b> <i>Strand: Speaking and Listening</i>		
<b>Cluster:</b> <b>Presentation of Knowledge and Ideas</b>		
Standard: SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<i>Why is it important to speak clearly when expressing one's thoughts, ideas, or feelings?</i>	<i>Speaking clearly conveys thoughts and feelings to the listener.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <p><i>Show and tell</i></p> <p><i>Think-pair-share activity</i></p>
<b>Content Statements</b>		
Students will speak clearly when conveying thoughts and feelings.		
<b>Assessments</b>		<p style="text-align: center;"><b>Teacher Resources</b></p> <p style="text-align: center;"><b>Reading Street 2013 Alignment</b></p> <p><b>MSB 1:</b> 108–109  <b>MSB 3:</b> 28–29, 48–49, 88–89  <b>MSB 6:</b> 108–109  <b>TE 1:</b> 152, 174–175, 334, 386–387, 440, 488–489  <b>TE 2:</b> 228, 274–275, 476–477  <b>TE 3:</b> 30, 76–77, 130, 176–177, 328, 374–375, 428, 472–473, 570–571  <b>TE 4:</b> 30, 72–73, 228, 274–275, 430, 526</p>
<i>Have the student describe their happiest moment.</i>		
<b>Equipment Needed</b>		
<b>NJ Model Curriculum Alignment</b>		
Speak audibly and express thoughts, feelings, and ideas clearly.		

**TE 5:** 30, 74-75, 128, 180-181, 438,  
482-483, 536, 586-587

**TE 6:** 30, 31, 76-77, 328, 376-377,

**430, 472-473**