

# Voyages in English 2018 Kindergarten Correlations to NJ State Standards

**(Updated March 2017)**

**New Jersey: Kindergarten**

## **Progress Indicators for Writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

| <b>Text Types and Purposes</b> | <b>Part 1: Grammar<br/>TE page numbers</b> | <b>Part 2: Writing<br/>TE page numbers</b> |
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| W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ). |  | 92–95                                      |
| W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  | OV-13, OV-15, 52–57                        | 84–91, 98–99                               |
| W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.   |  | 76–79                                      |
| <b>Production and Distribution of Writing</b>   | <b>Part 1: Grammar<br/>TE page numbers</b> | <b>Part 2: Writing<br/>TE page numbers</b> |
| W.K.4. (Begins in grade 3)  | (Begins in grade 3)                        | (Begins in grade 3)                        |
| W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).  |  | 93   |
| W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.   |  | 82–83                                      |
| <b>Research to Build and Present Knowledge</b>  | <b>Part 1: Grammar<br/>TE page numbers</b> | <b>Part 2: Writing<br/>TE page numbers</b> |

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| W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  |  | 76–99                                      |
| W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |  | 76–99                                      |
| W.K.9. (Begins in grade 4)  | (Begins in grade 4)                        | (Begins in grade 4)                        |
| <b>Range of Writing</b>   | <b>Part 1: Grammar<br/>TE page numbers</b> | <b>Part 2: Writing<br/>TE page numbers</b> |
| W.K.10. (Begins in grade 3)   | (Begins in grade 3)                        | (Begins in grade 3)                        |

### **Progress Indicators for Speaking and Listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

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| <b>Comprehension and Collaboration</b>   | <b>Part 1: Grammar<br/>TE page numbers</b> | <b>Part 2: Writing<br/>TE page numbers</b> |
| SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers | OV-13, 39, 63                              | 76–77                                      |

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| and adults in small and larger groups.   |  |  |
| A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).   | OV-15, 6, 10, 24–25, 39, 42, 46, 50, 58, 60, 64, 68, 70          | 76, 78, 80, 82, 86, 90, 92, 94, 98         |
| B. Continue a conversation through multiple exchanges.   | OV-14–OV-15, 10, 63  | 77, 89, 93, 97                             |
| 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. | 10, 12–13  | 80–81, 92–93                               |
| SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  | OV-14, 10–11, 12–13  | 96–97                                      |
| <b>Presentation of Knowledge and Ideas</b>   | <b>Part 1: Grammar<br/>TE page numbers</b>                       | <b>Part 2: Writing<br/>TE page numbers</b> |
| SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.   | OV-13, 2–3, 8–9, 26–53, 56–63, 66–71                             | 76–81, 84–85, 88–91, 96–99                 |
| SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.   | OV-14, 2–3, 16, 20, 24, 26–27, 32–33, 36–53, 56–57, 60–63, 66–73 | 76–77, 80–81, 84–85, 88–91, 96–99          |
| SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.   | OV-14–OV-15, 6, 10, 24–25, 39, 42, 46, 50, 58, 60, 64, 68, 70    | 76–78, 80, 82, 84–86, 88–90, 92–94, 97–98  |

## Progress Indicators for Language

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts

| <b>Conventions of Standard English</b>   | <b>Part 1: Grammar<br/>TE page numbers</b>  | <b>Part 2: Writing<br/>TE page numbers</b> |
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| L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.    | OV-13, 2–5, 10–33, 36–37, 40–49             | 79–80, 83–84, 91–92, 95                    |
| A. Print many upper- and lowercase letters.  | OV-12–OV-14, 2–5, 102                       |  |
| B. Use frequently occurring nouns and verbs.   | 18–33, 110–117                              | 76–99                                      |
| C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).               | 18–23, 110–111                              |  |
| D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).          | OV-12, 10–13, 106–107                       |  |
| E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ). | 14–17, 108–109                              |  |
| F. Produce and expand complete sentences in shared language activities.  | 14–17, 20–25, 42–49, 108–109, 112, 123, 125 | 78, 82, 86, 90, 94                         |

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| L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                          | OV-12, OV-14–OV-15, 2–5, 10–33, 36–37, 40–49, 127–130 | 76–99                                      |
| A. Capitalize the first word in a sentence and the pronoun <i>I</i> .  | 4–5, 8–11, 38–39, 103, 105, 120                       | 76–99                                      |
| B. Recognize and name end punctuation.   | OV-12, 6–13, 104–106                                  | 76–99                                      |
| C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).   |   | 79, 83, 87, 91, 95                         |
| D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  | OV-12   | 79, 83, 87, 91, 95                         |
| <b>Knowledge of Language</b>   | <b>Part 1: Grammar<br/>TE page numbers</b>            | <b>Part 2: Writing<br/>TE page numbers</b> |
| L.K.3. (Begins in grade 2)   | (Begins in grade 2)                                   | (Begins in grade 2)                        |
| <b>Vocabulary Acquisition and Use</b>  | <b>Part 1: Grammar<br/>TE page numbers</b>            | <b>Part 2: Writing<br/>TE page numbers</b> |
| L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.               | 58–59, 68–71, 130, 136                                |  |
| A. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i> ). | 68–69, 135  |  |
| B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.                                    | 28–29, 64–67, 114–115, 133–134                        |  |
| L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.   | OV-15, 34–35, 58–61                                   | 96   |

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| A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.                                 | OV-13, 62–63, 122, 124                   | 88                                       |
| B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).                              | 60–61, 131                               |  |
| C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).   | OV-13, 42–43, 62–63, 122, 132            |  |
| 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. | 34–35, 118                               |  |
| L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.                                       | This standard is covered in all lessons. | This standard is covered in all lessons. |

### **Progress Indicators for Reading Literature**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

| <b>Key Ideas and Details</b>  | <b>Part 1: Grammar<br/>TE page numbers</b> | <b>Part 2: Writing<br/>TE page numbers</b> |
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| RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, |  | 92–95                                      |

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| why, how.  |  |       |
| RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). |  | 92–95 |
| RL.K.3. With prompting and support, identify characters, settings, and major events in a story.                              |  | 92–95 |

### **Reading—Foundational Skills**

| <b>Print Concepts</b>  | <b>Part 1: Grammar<br/>TE page numbers</b> | <b>Part 2: Writing<br/>TE page numbers</b> |
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| RF.K.1. Demonstrate understanding of the organization and basic features of print.                   | OV-12, 2–7                                 | 76–99                                      |
| A. Follow words from left to right, top to bottom, and page by page.                                 |  | 76–99                                      |
| B. Recognize that spoken words are represented in written language by specific sequences of letters. |  | 78–79, 82–83, 86–87, 90–91, 94–95, 98–99   |
| C. Understand that words are separated by spaces in print.   |  | 78, 82, 86, 90, 94, 98                     |
| D. Recognize and name all upper- and lowercase letters of the alphabet.                              | 2–3, 72–73                                 |  |