

New Jersey English Language Arts

# Kindergarten

## Language Domain

### Foundational Skills: Reading Language

#### 1 Print Concepts

1. Demonstrate understanding of the organization and basic features of print. **L.RF.K.1**

**A** Follow words from left to right, top to bottom, and page by page. **L.RF.K.1.A**

**B** Recognize that spoken words are represented in written language by specific sequences of letters. **L.RF.K.1.B**

**C** Understand that words are separated by spaces in print. **L.RF.K.1.C**

**D** Recognize and name all upper- and lowercase letters of the alphabet. **L.RF.K.1.D**

#### 2 Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **L.RF.K.2**

**A** Recognize and produce rhyming words. **L.RF.K.2.A**

**B** Count, pronounce, blend, and segment syllables in spoken words. **L.RF.K.2.B**

**C** Blend and segment onsets and rimes of single-syllable spoken words. **L.RF.K.2.C**

**D** Orally repeat multi-syllable words and pronounce the separate syllables. **L.RF.K.2.D**

**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). **L.RF.K.2.E**

**F** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **L.RF.K.2.F**

#### 3 Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. **L.RF.K.3**

**A** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. **L.RF.K.3.A**

**B** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. **L.RF.K.3.B**

**C** Read high-frequency words and grade level irregular words with automaticity. **L.RF.K.3.C**

**D** Recognize the parts of high-frequency words that are regular and the parts that are irregular. **L.RF.K.3.D**

**E** Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). **L.RF.K.3.E**

#### 4 Fluency

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

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## Foundational Skills: Writing Language

### 1 Sound-Letter Basics

1. Demonstrate command of the conventions of writing. **L.WF.K.1**
  - A Match upper and lowercase letters. **L.WF.K.1.A**
  - B Write upper and lowercase letters, with reference to a model. **L.WF.K.1.B**
  - C Write left to right and include a space between words. **L.WF.K.1.C**
  - D Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel. **L.WF.K.1.D**
  - E Write a common grapheme (letter or letter group) for each phoneme. **L.WF.K.1.E**
  - F Orally segment the phonemes in any single syllable, spoken word. **L.WF.K.1.F**

### 2 Spelling

2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by: **L.WF.K.2**
  - 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). **L.WF.K.2.A**
  - B Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word. **L.WF.K.2.B**
  - C Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds. **L.WF.K.2.C**
  - D Writing frequently used words accurately. **L.WF.K.2.D**
  - E Attempting phonetic spellings of unknown words. **L.WF.K.2.E**
  - F Writing initial and final consonant blends (must, slab, plump). **L.WF.K.2.F**

### 3 Sentence Composition (Grammar, Syntax, and Punctuation)

3. Demonstrate command of the conventions of sentence composition. **L.WF.K.3**
  - A Repeat a sentence, identifying how many words are in the sentence. **L.WF.K.3.A**
  - B Write simple sentences. **L.WF.K.3.B**
  - C Capitalize the first word in a sentence, capitalize proper names, and include spaces between words. **L.WF.K.3.C**
  - D Use end punctuation. **L.WF.K.3.D**
  - E Use manipulatives or digital tools to construct complete sentences. **L.WF.K.3.E**
  - F Write sentences with increasing complexity. **L.WF.K.3.F**
  - G Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame. **L.WF.K.3.G**

- H Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations. [L.WF.K.3.H](#)
  - I With support, distinguish between a complete sentence and a sentence fragment. [L.WF.K.3.I](#)
  - J With support, write statements in response to questions, and questions transformed from statements, using conventional word order. [L.WF.K.3.J](#)
  - K Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why. [L.WF.K.3.K](#)
  - L Use conjunctions appropriately in sentences (e.g., and, but, so, and because). [L.WF.K.3.L](#)
1. With prompting and support, develop knowledge of language and its conventions when speaking and listening. [L.KL.K.1](#)
    - A Use frequently occurring nouns and verbs. [L.KL.K.1.A](#)
    - B Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes). [L.KL.K.1.B](#)
    - C Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). [L.KL.K.1.C](#)
    - D Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). [L.KL.K.1.D](#)
    - E Produce and expand complete sentences in shared language activities. [L.KL.K.1.E](#)
  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. [L.VL.K.2](#)
    - A Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). [L.VL.K.2.A](#)
    - B Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word. [L.VL.K.2.B](#)
  3. With guidance and support from adults, explore word relationships and nuances in word meanings. [L.VI.K.3](#)
    - A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [L.VI.K.3.A](#)
    - B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). [L.VI.K.3.B](#)
    - C Identify real-life connections between words and their use (e.g., note places at school that are colorful). [L.VI.K.3.C](#)
    - D Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. [L.VI.K.3.D](#)

With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). [RL.CR.K.1](#)

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**1** With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). [RL.CR.K.1](#)

With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). [RI.CR.K.1](#)

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**1** With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). [RI.CR.K.1](#)

With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how). [RL.CI.K.2](#)

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**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). [RL.CI.K.2](#)

With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how). [RI.CI.K.2](#)

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**2** With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how). [RI.CI.K.2](#)

With prompting and support, identify characters, settings, and major events in a story. [RL.IT.K.3](#)

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**3** With prompting and support, identify characters, settings, and major events in a story. [RL.IT.K.3](#)

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. [RI.IT.K.3](#)

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**3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. [RI.IT.K.3](#)

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). [RL.TS.K.4](#)

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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). [RL.TS.K.4](#)

Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book). [RI.TS.K.4](#)

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4 Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book). [RI.TS.K.4](#)

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [RL.PP.K.5](#)

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5 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [RL.PP.K.5](#)

With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. [RI.PP.K.5](#)

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5 With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. [RI.PP.K.5](#)

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). [RL.MF.K.6](#)

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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). [RL.MF.K.6](#)

With prompting and support, describe the relationship between illustrations and the text

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). [RI.MF.K.6](#)

in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). **RI.MF.K.6**

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With prompting and support, identify the reasons an author gives to support points in a text. **RI.AA.K.7**

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**7** With prompting and support, identify the reasons an author gives to support points in a text. **RI.AA.K.7**

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With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). **RL.CT.K.8**

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**8** With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). **RL.CT.K.8**

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With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). **RI.CT.K.8**

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**8** With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). **RI.CT.K.8**

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## Writing Domain

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

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## Writing Domain

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

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Use a combination of drawing, dictating, and writing to compose informative/explanatory

**A** Introduce a topic. **W.IW.K.2.A**

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**B** Develop the topic with at least two facts or other information and examples related to the topic, including pictures. **W.IW.K.2.B**

texts to convey ideas. [W.IW.K.2](#)

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Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events. [W.NW.K.3](#)

- A** Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end). [W.NW.K.3.A](#)
  - B** Provide limited details of experiences, events, or characters. [W.NW.K.3.B](#)
  - C** Provide a reaction to the experiences or events. [W.NW.K.3.C](#)
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With prompts and support from adults, recognize that writing carries a message and should make sense to others. [W.WP.K.4](#)

- 4** With prompts and support from adults, recognize that writing carries a message and should make sense to others. [W.WP.K.4](#)
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With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book). [W.WR.K.5](#)

- 5** With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book). [W.WR.K.5](#)
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With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [W.SE.K.6](#)

- 6** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [W.SE.K.6](#)
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With prompting and support, engage in brief but regular writing and drawing tasks [W.RW.K.7](#)

- 7** With prompting and support, engage in brief but regular writing and drawing tasks [W.RW.K.7](#)
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Speaking and Listening Domain

Speaking and Listening Domain

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Participate in collaborative conversations with diverse partners about kindergarten topics and

- 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). [SL.PE.K.1.A](#)
- B** Continue a conversation through multiple exchanges. [SL.PE.K.1.B](#)

texts with peers and adults in small and larger groups. [SL.PE.K.1](#)

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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. [SL.II.K.2](#)

**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. [SL.II.K.2](#)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [SL.ES.K.3](#)

**3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [SL.ES.K.3](#)

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. [SL.PI.K.4](#)

**4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. [SL.PI.K.4](#)

Add drawings or other visual displays to descriptions as desired to provide additional detail. [SL.UM.K.5](#)

**5** Add drawings or other visual displays to descriptions as desired to provide additional detail. [SL.UM.K.5](#)

Speak audibly and express thoughts, feelings, and ideas clearly. [SL.AS.K.6](#)

**6** Speak audibly and express thoughts, feelings, and ideas clearly. [SL.AS.K.6](#)