CACS Curriculum Map — Kindergarten ELA

Aligned to the 2023 NJSLS-ELA, the 2020 NJSLS–Career Readiness, Life Literacies & Key Skills (CLKS), NJ Technology Standards, and New Jersey K–12 mandated-instruction statutes

Standards & Statute Key

Standards Family	Code / Citation	What It Covers
NJSLS-ELA (2023)	**L.RF / L.WF / L.KL / L.VL / L.VI**	Language Domain: Foundational Skills–Reading, Foundational Skills–Writing, Knowledge of Language, Vocabulary–Literal, Vocabulary–Interpretive.
NJSLS-ELA (2023)	**RL.CR / RI.CR**	Reading, Literary/Informational — Close Reading of Text.
NJSLS-ELA (2023)	**RL.CI / RI.CI**	Reading — Central Ideas and Themes of Texts.
NJSLS-ELA (2023)	**RL.IT / RI.IT**	Reading — Interactions Among Text Elements.
NJSLS-ELA (2023)	**RL.TS / RI.TS**	Reading — Text Structure.
NJSLS-ELA (2023)	**RL.PP / RI.PP**	Reading — Perspective and Purpose in Texts.
NJSLS-ELA (2023)	**RL.MF / RI.MF**	Reading — Diverse Media and Formats.
NJSLS-ELA (2023)	**RI.AA**	Reading, Informational — Analysis of an Argument.
NJSLS-ELA (2023)	**RL.CT / RI.CT**	Reading — Comparison of Texts.
NJSLS-ELA (2023)	**W.AW / W.IW / W.NW**	Writing — Argumentative/Opinion, Informative & Explanatory, Narrative Writing.
NJSLS-ELA (2023)	**W.WP / W.WR / W.SE / W.RW**	Writing — Writing Process, Writing Research, Sources of Evidence, Range of Writing.
NJSLS-ELA (2023)	**SL.PE / SL.II / SL.ES / SL.PI / SL.UM / SL.AS**	Speaking & Listening — Participate Effectively, Integrate Information, Evaluate Speakers, Present Information, Use Media, Adapt Speech.
NJSLS-CLKS (2020)	**9.1.2.___**	Personal Financial Literacy, by the end of Grade 2 (Civic Responsibility–CR, Financial Institutions–FI, Financial Psychology–FP, Planning & Budgeting–PB, Risk Management–RM).
NJSLS-CLKS (2020)	**9.2.2.CAP.___**	Career Awareness, Exploration, Preparation & Training — Career Awareness & Planning, by the end of Grade 2. (Source PDF tables this strand under the "9.1.2.CAP" prefix — a known artifact in the 2020 NJDOE draft; the 9.2 domain family is used here per current NJDOE convention.)

Standards Family	Code / Citation	What It Covers
NJSLS-CLKS (2020)	**9.4.2.CI / CT / DC / GCA / IML / TL**	Life Literacies & Key Skills, by the end of Grade 2 — Creativity & Innovation, Critical Thinking & Problem-Solving, Digital Citizenship, Global & Cultural Awareness, Information & Media Literacy, Technology Literacy.
NJ Technology (2014, legacy)	**8.1.2.A–E**	Educational Technology, Grades K–2 band (Technology Operations; Creativity/Innovation; Communication/Collaboration; Digital Citizenship; Research/Information Fluency). Per NJDOE, these concepts are now embedded in 9.4 Life Literacies & Key Skills above; codes are cross-referenced here because the district's existing map cites this document.
N.J.S.A. 18A:52:16A-88	**Amistad Law**	Every board of education shall incorporate the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary students.
N.J.S.A. 18A:35-28	**Holocaust Law**	Every board of education shall include instruction on the Holocaust and genocides, emphasizing each citizen's responsibility to fight racism and hatred. At Kindergarten, this is addressed only through developmentally appropriate SEL foundations (kindness, standing up for others, valuing differences); explicit historical content begins in later grades per district scope and sequence.
N.J.S.A. 18A:35-4.36a	**Diversity & Inclusion Law**	Grades K–12: each district shall incorporate instruction highlighting diversity, equity, inclusion, tolerance, and belonging connected to gender/sexual orientation, race/ethnicity, disability, and religion, in an appropriate place in the curriculum.
N.J.S.A. 18A:35-4.35	**LGBT & Disabilities Law**	Requires instruction on the contributions of persons with disabilities and LGBT people — scoped by statute to MIDDLE SCHOOL and HIGH SCHOOL curricula only. Not a Kindergarten requirement; noted here so the K map is not mistaken for satisfying it. The K identity/belonging units (Oct/Nov) build the SEL foundation this later mandate builds upon.
N.J.A.C. 6A:8-1.1(a)3 / 6A:8-3.1(c)	**21st Century Themes & Interdisciplinary Connections**	District boards must integrate 21st-century themes/skills and interdisciplinary connections throughout the K–12 curriculum — the basis for weaving CLKS and technology standards throughout this ELA map.
Standards-embedded (not a separate statute)	**Climate Change Education**	With the 2020 NJSLS adoption, NJ became the first state to embed climate change education across all content areas, including ELA. The 2023 NJSLS-ELA Climate Change Companion Guide provides the Kindergarten examples cited in March–May above.

Kindergarten ELA Curriculum Map, September–June

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
September *Module 1* **Citizenship & Belonging**	***Language – Foundational Skills: Reading*** • L.RF.K.1 Demonstrate understanding of organization and basic features of print (A–D: left-to-right/top-to-bottom tracking; words = letter strings separated by spaces; name upper/lowercase letters).	• I can find the front, back, and title of a book and know how to turn its pages. • I can tell you who wrote and who illustrated a book, and what each person did.	***Whole Group — Build Knowledge & Foundational Skills (HMH Into Reading, Module 1, Weeks 1–4)*** • Build Knowledge; Foundational Skills; Foundational Friends	***Core Program*** • HMH Into Reading, Module 1 (Weeks 1–4) — start Module 1 by week 4 of September • Into Reading Online Portal

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
EQ: What will I discover in kindergarten?	• L.RF.K.2.A–B Recognize/produce rhyming words; count, pronounce, blend, and segment syllables. ***Language – Knowledge of Language*** • L.KL.K.1.A–B Use frequently occurring nouns/verbs; form regular plural nouns orally. ***Reading*** • RL.CR.K.1 / RI.CR.K.1 With prompting and support, ask and answer questions about key details. • RL.PP.K.5 / RI.PP.K.5 Name the author and illustrator and define the role of each. ***Writing*** • W.WP.K.4 With prompts and support, recognize that writing carries a message and should make sense to others. ***Speaking & Listening*** • SL.PE.K.1.A–B Follow agreed-upon norms for discussion; continue a conversation through multiple exchanges. • SL.AS.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.1.2.CR.1 Recognize ways to volunteer in the classroom, school, and community. (Civic Responsibility) • 9.4.2.TL.1 Identify the basic features of a digital tool and explain its purpose (aligns to legacy 8.1.2.A.1–A.2). ***K–12 Mandated Instruction*** • N.J.S.A. 18A:35-4.36a (Diversity & Inclusion) — foundational work: co-constructing classroom norms for listening, turn-taking, and valuing every classmate's voice.	• I can listen to a classmate and take a turn without interrupting. • I can match a spoken word to a rhyming word and clap the syllables in my name. • I can explain one way I can help my classroom community.	• Daily Warm-Ups; Reading and Vocabulary; Writing and Grammar • Opening Routines for Module 1 Into Reading (letters A–Z; A, M, T) • Picture-Reading • LML — drawings of a kindergarten classroom with labels (Precision) • Morning Sign-In; Finger/Sky-Writing ***Assessments*** • Into Reading Module 1 Weekly Assessments • Into Reading Module 1 Assessment • DIBELS • LinkIt! ELA Form A • LML Scope and Sequence for September ***Differentiation — ELL / SE / RTI / Enrichment Modifications*** • Assign preferential seating. • Allow students to have extra time on classroom assignments. • Letter identification practice one-on-one with an adult using flashcards. • Group students by individual needs (flexible grouping). • Provide developmentally appropriate reading materials for students who are above grade level. ***Standards-Aligned Enrichment*** • Shared reading of belonging-themed read-alouds; echo/choral reading for print-tracking practice. • Morning meeting routine establishing discussion norms (SL.PE.K.1) and a classroom job/volunteer chart tied to 9.1.2.CR.1. • Interactive read-aloud with explicit author/illustrator talk; students draw and label a favorite classroom spot.	***Big Books*** • School Day! • One Happy Classroom • School Bus • Annie, Bea and ChiChi Dolores ***Read-Alouds*** • Kiesha Ann Can! • A Squiggly Story • Kindergarten Kids • Schools Around the World ***Digital & Print Program Materials*** • HMH Get Curious video • HMH Wrap-Up video • MyBook and Know It, Show It Practice Pages, Student Book ***Word Study, Assessment & Intervention*** • IXL • HMH Word Wall • LML Word Wall • HMH Read-Aloud Vocabulary cards • LinkIt! ELA Form A • DIBELS • HMH Decodable Library (decodable books & leveled readers) • Checklist for Letter Identification and Letter Sounds (picture flashcards) ***Classroom Materials*** • Classroom job chart / volunteer sign-up • Alphabet & print-concept anchor charts

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Phonological awareness games: rhyme-matching, syllable-clapping with names and classroom words. • Digital "About Our Class" slide or photo label activity introducing basic device navigation (9.4.2.TL.1).	• Tablet/device for guided digital routines
October *Module 2* **Individual Development & Identity** *EQ: What makes each of us special?*	***Language – Foundational Skills*** • L.RF.K.2.C–D Blend and segment onset/rime; orally repeat and pronounce multisyllabic words. • L.WF.K.1.A–C Match and write upper/lowercase letters, with reference to a model; write left to right with spacing. ***Reading*** • RL.CI.K.2 / RI.CI.K.2 Identify the central message/main topic and retell key details. • RL.MF.K.6 Describe the relationship between illustrations and the story. ***Writing*** • W.AW.K.1 Use drawing, dictating, and writing to compose opinion pieces (e.g., "My favorite ___ is…"). ***Speaking & Listening*** • SL.PI.K.4 Describe familiar people, places, things, and events; provide additional detail with support. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to others' (aligns to 1.5.2.C2a). • 9.2.2.CAP.1 Identify different types of jobs and the skills associated with each (source table lists this under the 9.2 K–2 strand; see Standards Key note). • 9.4.2.TL.6 Illustrate and communicate original ideas and stories using multiple digital tools (aligns to legacy 8.1.2.B.1). ***K–12 Mandated Instruction***	• I can describe something that makes me unique and share an opinion about it. • I can retell the central message of a story about identity or family. • I can explain how a picture in a book connects to the words on the page. • I can talk respectfully about how my culture and a classmate's culture are the same or different. • I can write my name and letters left to right with spaces between words.	***Whole Group — Build Knowledge & Foundational Skills (HMH Into Reading, Module 2, Weeks 1–4)*** • Build Knowledge; Foundational Skills; Foundational Friends with morning warm-ups • Reading and Vocabulary: Picture-Reading, reviewing story vocab; Parts of a book; Irregular words • Writing and Grammar; Letter Practice: H, D, I, B, S, N, P, C • Opening Routines for Module 2 Into Reading (letters H, D, I, B, S, N, P, C) • Picture-Reading; Morning Sign-In; Finger/Sky-Writing ***Assessments*** • Into Reading Module 2 Weekly Assessments • Weekly Letter Recognition Assessments • Into Reading Module 2 Assessment • LML Scope and Sequence for October ***Differentiation — ELL / SE / RTI / Enrichment Modifications*** • Assign preferential seating. • Allow student to have extra time on classroom assignments and assessments. • Letter identification practice one-on-one with an adult using flashcards. • Group students by individual needs (flexible grouping).	***Core Program*** • HMH Into Reading, Module 2 (Weeks 1–4) • Into Reading Online Portal • HMH Tabletop Lesson ***Big Books*** • Being Different Rocks • ABC I Like Me • Pete the Cat: Too Cool for School • My Friends ***Read-Alouds*** • I Am Rene, the Boy • I Like Myself! • Snail & Worm Again • Tiny Rabbit's Big Wish ***Digital & Print Program Materials*** • HMH Get Curious video – "You and Me" • HMH Wrap-Up video – "One of a Kind" • MyBook and Know It, Show It Practice Pages, Student Book ***Word Study, Assessment & Intervention*** • IXL • HMH Word Wall • LML Word Wall • HMH Read-Aloud Vocabulary cards

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• N.J.S.A. 18A:35-4.36a (Diversity & Inclusion, grades K–12) — CORE MONTH: instruction highlighting diversity, equity, inclusion, tolerance, and belonging connected to each child's own identity, family, and culture.		• Differentiated Homework, Morning Work, and Centers. • For advanced students: begin to use words in addition to pictures to respond to text. • For advanced students: provide developmentally appropriate materials for reading in small group and independent practice. ***Standards-Aligned Enrichment*** • "All About Me" bag/poster and digital slide (9.4.2.TL.6) with peer share-out. • Family/culture interview (home–school connection) feeding into a class "We Are All Different, We Are All Special" big book. • Guided retelling using story-map anchor charts (RL.CI.K.2/RI.CI.K.2). • Opinion-writing mini-lesson: draw + dictate a favorite person/thing and why. • Explicit diversity & inclusion read-aloud set selected per district DEI curriculum guidance (N.J.S.A. 18A:35-4.36a).	• DIBELS progress monitoring • HMH Decodable Library (decodable books & leveled readers) • Checklist for Letter Identification and Letter Sounds (picture flashcards) • LML scope-and-sequence texts ***Classroom Materials*** • District-approved diversity & inclusion read-aloud list • "All About Me" family survey / poster template • Digital storytelling app or slide template
November *Module 3* **Neighborhood & Community** *EQ: What makes a community?*	***Language – Foundational Skills*** • L.RF.K.2.E Isolate and pronounce initial, final, and medial phonemes in spoken words. • L.WF.K.2.A–B Represent phonemes in simple words; write/select a missing initial or final consonant (CVC words). ***Reading*** • RL.IT.K.3 Identify characters, settings, and major events in a story. • RI.IT.K.3 Describe the connection between two individuals, events, ideas, or pieces of information. • RI.TS.K.4 Recognize common types of informational texts and identify features of print.	• I can name people who help our community and describe the job each one does. • I can identify the setting and characters in a story about our neighborhood. • I can draw, dictate, and write two facts about a community helper. • I can ask a question when I don't understand something I heard. • I can explain that money comes in different forms and is used to get things people need.	***Whole Group — Build Knowledge & Foundational Skills (HMH Into Reading, Module 3, Weeks 1–4)*** • Build Knowledge; Foundational Skills; Foundational Friends; Daily Warm-Ups • Reading and Vocabulary: story vocab; irregular words • Writing and Grammar; Letter practice: R, F, O, P, C, G, H, J, L • Opening Routines for Module 3 Into Reading (letters R, F, O, P, C, G, H, J, L) • Picture-Reading; Morning Sign-In; Finger/Sky-Writing ***Assessments***	***Core Program*** • HMH Into Reading, Module 3 (Weeks 1–4) • Into Reading Online Portal • HMH Tabletop Lesson ***Big Books*** • Map My Neighborhood • Welcome • The Alphabet from the Sky • Bo and Peter ***Read-Alouds*** • Places in My Community • Quinito's Neighborhood • A Bucket of Blessings

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	Writing • W.IW.K.2 & 2.A–B Use drawing, dictating, and writing to compose informative/explanatory texts, introducing and developing a topic with facts. ***Speaking & Listening*** • SL.II.K.2 Confirm understanding of a text/information presented orally, asking for clarification as needed. • SL.ES.K.3 Ask and answer questions to seek help, get information, or clarify. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.1.2.CAP.1–2 List different types of jobs and the skills each requires; explain why employers pay people to work. (Career Awareness & Planning) • 9.1.2.FI.1 Differentiate the various forms of money and how they are used. • 9.4.2.TL.7 Describe the benefits of collaborating with others to complete digital tasks (aligns to legacy 8.1.2.C.1). ***K–12 Mandated Instruction*** • Amistad Law, N.J.S.A. 18A:52:16A-88 — introduced through read-alouds spotlighting the contributions of African-American community leaders, helpers, and inventors (expanded in February). • N.J.S.A. 18A:35-4.36a (Diversity & Inclusion) — economic and cultural diversity within the community.		• Into Reading Module 3 Weekly Assessments • Into Reading Module 3 Assessment ***Differentiation — ELL / SE / RTI / Enrichment Modifications*** • Assign preferential seating. • Allow student to have extra time on classroom assignments. • Letter identification and letter sound identification practice one-on-one with an adult using flashcards. • Give more time for tests/assessments (if needed); provide a "picture frame" so a student sees only several lines of print at a time. • Group students by individual needs (flexible grouping); differentiated Homework, Morning Work, and Centers. • For advanced students: continue to use more words (instead of just pictures) to respond to text. • For advanced students: provide developmentally appropriate materials for reading in small group and independent practice. ***Standards-Aligned Enrichment*** • Community helpers unit: guest speakers/virtual visits, informative drawing + dictation about a helper's job (W.IW.K.2). • Read-aloud set featuring diverse community leaders and helpers, including contributions of African Americans (Amistad Law). • Play-based "class store" or dramatic-play marketplace to explore forms of money (9.1.2.FI.1) and jobs (9.1.2.CAP.1–2). • Collaborative class mural or digital slideshow of "Our Neighborhood" (9.4.2.TL.7).	• A Piece of Home ***Digital & Print Program Materials*** • HMH Get Curious video – "The Playground" • HMH Wrap-Up video – "Let's Go to Work" • MyBook and Know It, Show It Practice Pages, Student Book • Happy Letters ***Word Study, Assessment & Intervention*** • IXL • HMH Word Wall • LML Word Wall • HMH Read-Aloud Vocabulary cards • LinkIt! • DIBELS • HMH Decodable Library (decodable books & leveled readers) • Checklist for Letter Identification and Letter Sounds (picture flashcards) • LML scope-and-sequence texts ***Classroom Materials*** • Community helpers read-aloud/text set (incl. Amistad-aligned titles) • Play money / classroom "store" materials • Neighborhood map or mural supplies

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Phoneme isolation games using neighborhood vocabulary (mail, bus, shop, park).	
December *Module 4* **Health** *EQ: How can I take care of my health?*	***Language – Foundational Skills*** • L.RF.K.2.F Add or substitute individual phonemes in simple words to make new words. • L.WF.K.3.A–D Repeat/count words in a sentence; write simple sentences; capitalize and use end punctuation. ***Reading*** • RL.TS.K.4 Recognize common types of literary texts and identify features of print. • RI.AA.K.7 With prompting and support, identify the reasons an author gives to support points in a text. ***Writing*** • W.NW.K.3.A–C Use drawing, dictating, and writing to narrate a real or imagined experience (beginning/middle/end; reaction). ***Speaking & Listening*** • SL.UM.K.5 Add drawings or other visual displays to descriptions to provide additional detail. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.2.CT.3 Use a variety of types of thinking (e.g., inductive, deductive) to solve problems — applied to healthy-choice decision-making. ***K–12 Mandated Instruction*** • No standalone K–12 statute; reinforces NJSLS-Comprehensive Health & Physical Education (2020) taught collaboratively with the health/PE teacher.	• I can tell a beginning, middle, and end for a story about staying healthy. • I can write a simple sentence with a capital letter and an end mark. • I can identify a reason an author gives for a healthy habit (e.g., washing hands). • I can add a picture to my writing to show more detail about my idea.	***Whole Group — Build Knowledge & Foundational Skills (HMH Into Reading, Module 4, Weeks 1–4)*** • Build Knowledge; Foundational Skills; Foundational Friends; Daily Warm-Ups • Reading and Vocabulary: story vocab; irregular words • Writing and Grammar; Letter Practice: U, K, S, Y, X, E • Continuing Opening Routines for Module 4 Into Reading (letters U, K, S, Y, X, E) • Picture-Reading; Morning Sign-In; Finger/Sky-Writing ***Assessments*** • Into Reading Module 4 Weekly Assessments • Into Reading Module 4 Assessment ***Differentiation — ELL / SE / RTI / Enrichment Modifications*** • Assign preferential seating. • Allow students extra time on classroom assignments; give more time for tests/assessments (if needed). • Letter identification and letter sound identification practice one-on-one with an adult using flashcards. • Provide a "picture frame" so a student sees only several lines of print at a time. • Group students by individual needs (flexible grouping); differentiated Homework, Morning Work, and Centers. • For advanced students: continue to use more words (instead of just pictures) to respond to text; use complete	***Core Program*** • HMH Into Reading, Module 4 (Weeks 1–4) • Into Reading Online Portal • HMH Tabletop Lesson ***Big Books*** • Germs Are Not for Sharing • Stretch • Edible Colors • Bed ***Read-Alouds*** • Being Fit • Get Up and Go • Jack and the Hungry Giant • Take Care of Yourself – Getting Rest ***Digital & Print Program Materials*** • HMH Get Curious video – "Rise and Shine" • HMH Wrap-Up video – "Clean Your Mitts" • MyBook and Know It, Show It Practice Pages, Student Book • Happy Letters ***Word Study, Assessment & Intervention*** • IXL • HMH Word Wall • LML Word Wall • HMH Read-Aloud Vocabulary cards • LinkIt!

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			sentences (capitals, correct punctuation). • For advanced students: provide developmentally appropriate materials for reading in small group and independent practice; utilize variation of decodable library. ***Standards-Aligned Enrichment*** • Interactive read-alouds on hygiene, nutrition, and rest paired with narrative writing ("A day I felt my best"). • Sentence-building routine using pointer words and word cards; practice capitalization/end punctuation. • Reasons-and-evidence chart: "Why does the author say we should ___?" for informational health texts. • Cross-curricular link with health/PE unit on the five senses and healthy habits.	• DIBELS • HMH Decodable Library (decodable books & leveled readers) • Checklist for Letter Identification and Letter Sounds (picture flashcards) • LML scope-and-sequence texts ***Classroom Materials*** • Health & wellness read-aloud set • Sentence-strip / word-card manipulatives • Class "healthy habits" anchor chart
January *Module 5* **Perseverance** *EQ: What does it mean to try hard?*	***Language – Foundational Skills*** • L.RF.K.3.A–C Demonstrate one-to-one letter-sound correspondence; associate long/short vowel sounds; read high-frequency words with automaticity. • L.WF.K.2.C–D Spell VC/CVC words with short vowels; write frequently used words accurately. ***Reading*** • RL.CT.K.8 / RI.CT.K.8 Identify basic similarities and differences between two texts on the same topic. ***Writing*** • W.WR.K.5 With prompting and support, generate questions through shared research in response to a topic, text, or stimulus. ***Speaking & Listening*** • SL.ES.K.3 Ask and answer questions in order to seek help, get information, or clarify something not understood.	• I can compare two stories about characters who kept trying. • I can decode short-vowel CVC words and read high-frequency words automatically. • I can ask a question to help me learn more about a topic. • I can explain that mistakes are a normal part of learning something new.	***Whole Group — Build Knowledge & Foundational Skills (HMH Into Reading, Module 5, Weeks 1–4)*** • Build Knowledge; Foundational Skills; Foundational Friends; Daily Warm-Ups • Reading and Vocabulary; Writing and Grammar; Letter Practice: Q, W, V, Z; review A–Z • Opening Routines for Module 5 Into Reading (letters Q, W, V, Z; review A–Z) • Picture-Reading; Sight Word Recognition; Morning Sign-In; Finger/Sky-Writing ***Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading / Independent Reading: Decodable Library. • Technology (IXL, Clever).	***Core Program*** • HMH Into Reading, Module 5 (Weeks 1–4) • Into Reading Online Portal • HMH Tabletop Lesson ***Big Books*** • The Electric Slide and Kai • The Little Red Hen on Stage • Let's Make Music • A Morning with Grandpa ***Read-Alouds*** • Jabari Jumps • The Little Red Hen • Ish • Dancing Through Space ***Digital & Print Program Materials***

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	NJSLS-CLKS (2020) & NJ Technology • 9.4.2.CI.1–2 Demonstrate openness to new ideas and originality/inventiveness in work (Creativity & Innovation — growth-mindset connection). • 9.4.2.CT.2 Identify possible approaches and resources to execute a plan. ***K–12 Mandated Instruction*** • No standalone statute this month; reinforces SEL competencies (self-management, growth mindset) embedded across the NJSLS.		• Vocabulary/Heart Word Practice; Comprehension Practice. ***Assessments*** • Into Reading Module 5 Weekly Assessments • Into Reading Module 5 Assessment • LinkIt! Form B Benchmark • DIBELS ***Differentiation & Accommodations — ELL / 504 / RTI / Enrichment Modifications*** • Assign preferential seating. • Allow students extra time on classroom assignments and tests/assessments (if needed). • Letter and letter-sound identification practice one-on-one with an adult using flashcards. • Provide a "picture frame" so a student sees only several lines of print at a time. • Group students by individual needs (flexible grouping); differentiated Homework, Morning Work, and Centers. • For advanced students: continue to use more words (instead of just pictures) to respond to text; use complete sentences (capitals, correct punctuation). • For advanced students: provide developmentally appropriate materials for reading in small groups and independent practice (decodable library). ***Standards-Aligned Enrichment*** • Paired-text compare/contrast: two "never give up" character stories, using a Venn diagram.	• HMH Get Curious video – "Training Wheels" • HMH Wrap-Up video – "Zack's Shack" • MyBook and Know It, Show It Practice Pages, Student Book • Happy Letters ***Word Study, Assessment & Intervention*** • IXL • HMH Word Wall • LML Word Wall • HMH Read-Aloud Vocabulary cards • LinkIt! • DIBELS • HMH Decodable Library (decodable books & leveled readers) • Checklist for Letter Identification and Letter Sounds (picture flashcards) • LML scope-and-sequence texts ***Classroom Materials*** • Perseverance-themed literary/informational text pairs • Letter tiles / CVC word-building kits • Class research question chart

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Phonics stations: CVC word-building with letter tiles; short-vowel word sorts. • Shared research mini-project: "What do I want to learn to do?" generating questions and simple research steps. • Growth-mindset morning message and reflection journal entries.	
February *Module 6* **History & Symbols** *EQ: What makes the USA special?*	***Language – Foundational Skills*** • L.RF.K.3.D–E Recognize regular/irregular parts of high-frequency words; distinguish similarly spelled words. • L.VL.K.2.A–B Ask/answer questions to clarify meaning of unknown words; use frequent affixes as clues to meaning. ***Reading*** • RI.PP.K.5 Name the author/illustrator of an informational text and define each role. • RI.CT.K.8 Identify basic similarities and differences between two informational texts on the same topic (e.g., national symbols). ***Writing*** • W.IW.K.2 Use drawing, dictating, and writing to compose informative/explanatory texts about a symbol or historical figure. ***Speaking & Listening*** • SL.PI.K.4 Describe familiar people, places, things, and events (historical figures and national symbols) with prompted detail. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.2.GCA.1 Describe one's own culture and compare it to the cultures/perspectives reflected in American symbols and traditions. • 9.4.2.IML.4 Compare and contrast the way information is shared in a variety of formats and sources. ***K–12 Mandated Instruction*** • Amistad Law, N.J.S.A. 18A:52:16A-88 — PRIMARY MONTH: instruction on the contributions of African-Americans to	• I can name a national symbol and tell one fact about it. • I can describe the contribution of an important American, including African-American leaders and inventors. • I can compare how two books show the same symbol or event. • I can use context and word parts to figure out a new word.	***Whole Group — Build Knowledge & Foundational Skills (HMH Into Reading, Module 6, Weeks 1–4)*** • Build Knowledge; Foundational Skills; Foundational Friends; Daily Warm-Ups • Reading and Vocabulary: story vocab; irregular words • Writing and Grammar; Letter Practice: J, U, Y, R, N, M, H, B, P, C, O, A • Opening Routines for Module 6 Into Reading (letter review: J, U, Y, R, N, M, H, B, P, C, O, A; long vowels; th digraph) • Picture-Reading; Heart Word/Irregular Word recognition; Morning Sign-In; Finger/Sky-Writing ***Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading / Independent Reading: Decodable Library. • Technology (IXL, Clever). • Vocabulary/Heart Word Practice; Comprehension Practice. ***Assessments*** • Into Reading Module 6 Weekly Assessments • Into Reading Module 6 Assessment ***Differentiation & Accommodations — ELL / 504 / RTI / Enrichment Modifications***	***Core Program*** • HMH Into Reading, Module 6 (Weeks 1–4) • Into Reading Online Portal • HMH Tabletop Lesson ***Big Books*** • In Our Country • Take Me Out to the Ball Game • President's Day • Happy Birthday to the US ***Read-Alouds*** • America the Beautiful • We Stand Together • Martin Luther King, Jr. • Apple Pie 4th of July ***Digital & Print Program Materials*** • HMH Get Curious video – "Land of the Free" • HMH Wrap-Up video – "I Have a Dream" • MyBook and Know It, Show It Practice Pages, Student Book • Happy Letters ***Word Study, Assessment & Intervention*** • IXL • HMH Word Wall

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	American history, culture, and symbols, integrated with Black History Month observance. • N.J.S.A. 18A:35-4.36a (Diversity & Inclusion) — diverse perspectives represented within the American story.		• Assign preferential seating. • Allow student extra time on classroom assignments and tests/assessments (if needed). • Letter-sound and sight-word identification one-on-one with an adult using flashcards. • Shorten writing assignments; adapt worksheets. • Work with a specific partner to help with clarification and build skills. • Create a behavior modification chart for specific behaviors. • Provide a "picture frame" so a student sees only several lines of print at a time; choice between similar assignments with the same outcome. • Group students by individual needs (flexible grouping); differentiated Homework, Morning Work, and Centers. • For advanced students: classwork and assessments on a higher level; continue to use more words (instead of just pictures) to respond to text. • For advanced students: use complete sentences (capitals, correct punctuation); extend writing assignments (more sentences, more details, descriptive words). • For advanced students: provide developmentally appropriate materials for reading in small group and independent practice. ***Standards-Aligned Enrichment*** • Read-aloud and research set on national symbols (flag, bald eagle, Statue of Liberty) with informative drawing + dictation. • Biography read-alouds and discussion on African-American historical figures fulfilling the Amistad Law requirement.	• LML Word Wall • HMH Read-Aloud Vocabulary cards • LinkIt! • DIBELS • HMH Decodable Library (decodable books & leveled readers) • Checklist for Letter Identification and Letter Sounds (picture flashcards) • LML scope-and-sequence texts ***Classroom Materials*** • Amistad Law–aligned biography/read-aloud set (see Martin Luther King, Jr. above) • National symbols informational text set • Compare/contrast graphic organizer

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Compare/contrast chart across two informational texts on the same symbol or historical event. • Vocabulary routine: word-part clues (un-, re-, -ing, -ed) using unit vocabulary.	
March *Module 7* **Properties of Objects (Science)** *EQ: What can I learn when I look closely?*	***Language – Foundational Skills*** • L.RF.K.4 Read emergent-reader/decodable texts orally with sufficient accuracy to support comprehension. • L.VI.K.3.A Sort common objects into categories to gain a sense of the concepts the categories represent. ***Reading*** • RI.CR.K.1 Ask and answer questions about key details in an informational text. • RI.MF.K.6 Describe the relationship between illustrations and the text (Climate Change infusion opportunity — see note). ***Writing*** • W.SE.K.6 With guidance and support, recall information from experiences or gather information from provided sources to answer a question. ***Speaking & Listening*** • SL.PE.K.1 Participate in collaborative conversations about observations (Climate Change infusion opportunity — see note). ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (aligns to K-2-ETS1-1). • 9.4.2.IML.2 Represent data in a visual format to tell a story about the data. • 9.4.2.TL.3 Enter information into a spreadsheet and sort the information (aligns to legacy 8.1.2.A.5) — simple observation tally. ***Standards-Embedded Climate Change Content***	• I can sort objects by an observable property (size, texture, color, material). • I can ask and answer a question about an informational text on materials or objects. • I can record what I observe using pictures, tallies, or simple words. • I can talk with a partner about what I notice happening in our local environment.	***Whole Group — Build Knowledge & Foundational Skills (HMH Into Reading, Module 7, Weeks 1–4)*** • Build Knowledge; Foundational Skills; Foundational Friends; Daily Warm-Ups • Reading and Vocabulary: story vocabulary; irregular words • Writing and Grammar; Letter Practice: D, G, Q, S, F, E, V, W, Z, X, K • Opening Routines for Module 7 Into Reading (digraphs: ch, ck, wh, ng) • Heart Word/Irregular Word recognition; Morning Sign-In; Finger/Sky-Writing ***Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading / Independent Reading: Decodable Library. • Technology (IXL, Clever). • Vocabulary/Heart Word Practice; Comprehension Practice. ***Assessments*** • Into Reading Module 7 Weekly Assessments • Into Reading Module 7 Assessment ***Differentiation & Accommodations — ELL / 504 / RTI / Enrichment Modifications*** • Assign preferential seating. • Allow student extra time on classroom assignments; give more time for tests/assessments (if needed).	***Core Program*** • HMH Into Reading, Module 7 (Weeks 1–4) • Into Reading Online Portal • HMH Tabletop Lesson ***Big Books*** • Not a Box • Look Alike Animals • Ants ***Read-Alouds*** • Last Stop on Market Street • I Know the River Loves Me • Me…Jane • Please Don't Step on Me ***Digital & Print Program Materials*** • HMH Get Curious video – "A Closer Look" • HMH Wrap-Up video – "Zoom In" • MyBook and Know It, Show It Practice Pages, Student Book • Happy Letters ***Word Study, Assessment & Intervention*** • IXL • HMH Word Wall • LML Word Wall • HMH Read-Aloud Vocabulary cards

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• 2023 NJSLS-ELA Climate Change Companion Guide (K): RI.MF.K.6 example — describe the relationship between illustrations and text showing human impact on land, water, air, or living things.		• Letter-sound and sight-word identification one-on-one with an adult using flashcards. • Shorten writing assignments; adapt worksheets. • Work with a specific partner to help with clarification and build skills. ***Standards-Aligned Enrichment*** • Science-linked observation stations: sorting and describing objects by properties, recording on a simple class chart (9.4.2.TL.3/IML.2). • Shared research: "What do we notice about our local environment?" — introductory climate-change-aligned observation walk and discussion (9.4.2.CT.1). • Informational read-aloud pairing pictures and text about materials, explicitly discussing illustration-text relationships. • Partner talk/turn-and-talk protocol practicing collaborative conversation norms.	• LinkIt! • DIBELS • HMH Decodable Library (decodable books & leveled readers) • Checklist for Letter Identification and Letter Sounds (picture flashcards) • LML scope-and-sequence texts ***Classroom Materials*** • Sorting/classifying manipulatives • Observation/data recording chart • NJDOE Climate Change Education resources (nj.gov/education/climate)
April *Module 8* **Plants: Basic Needs & Life (Science)** *EQ: How do plants become food?*	***Language – Foundational Skills*** • L.RF.K.1.D Identify letters representing vowel and consonant phonemes, knowing every syllable has a vowel. • L.WF.K.1.D–E Write a common grapheme for each phoneme; orally segment phonemes in a single-syllable word. ***Reading*** • RI.IT.K.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.CI.K.2 Identify the main topic and key details of an informational text. ***Writing*** • W.IW.K.2 Use drawing, dictating, and writing to compose informative/explanatory texts	• I can describe what a plant needs to grow and live. • I can identify the main topic and two key details in a text about plants. • I can draw, dictate, and write about plants I see in my local area and when I see them. • I can name one action I can take to help plants and the environment.	***Whole Group — Build Knowledge & Foundational Skills (HMH Into Reading, Module 8, Weeks 1–4)*** • Build Knowledge; Foundational Skills; Foundational Friends; Daily Warm-Ups • Reading and Vocabulary: story vocabulary; irregular words • Writing and Grammar; Letter Practice: l, t, i, j, u, y, r, n, m, h, b, p • Opening Routines for Module 8 Into Reading (initial s-blends, l-blends, r-blends; final blends: -mp, -nt, -nd, -st, -ft, -lp, -nk) • Heart Word/Irregular Word recognition; Morning Sign-In; Finger/Sky-Writing	***Core Program*** • HMH Into Reading, Module 8 (Weeks 1–4) • Into Reading Online Portal • HMH Tabletop Lesson ***Big Books*** • Planting Seeds • Earthworms • Growing Vegetable Soup • How Does Your Salad Grow ***Read-Alouds*** • Plants Feed Me • Up in the Garden and Down in the Dirt • PB&J Hooray

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	(Climate Change infusion opportunity — see note). ***Speaking & Listening*** • SL.PI.K.4 Describe familiar things and events (plant life cycle) with prompted detail. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.2.DC.7 Describe actions peers can take to positively impact climate change (aligns to 6.3.2.CivicsPD.1). • 9.4.2.IML.3 Use a variety of sources, including multimedia, to find information about topics such as climate change, with adult guidance. • 9.4.2.TL.4 Navigate a virtual space to build context and describe visual content (e.g., virtual garden/greenhouse). ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-ELA Climate Change Companion Guide (K): W.IW.K.2 example — draw, dictate, and compose text about which plants students see locally and where/when.		***Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading / Independent Reading: Decodable Library. • Technology (IXL, Clever). • Vocabulary/Heart Word Practice; Comprehension Practice. ***Assessments*** • Into Reading Module 8 Weekly Assessments • Into Reading Module 8 Assessment ***Differentiation & Accommodations — ELL / 504 / RTI / Enrichment Modifications*** • Assign preferential seating. • Allow student extra time on classroom assignments; give more time for tests/assessments (if needed). • Letter-sound and sight-word identification one-on-one with an adult using flashcards. • Shorten writing assignments; adapt worksheets. • Work with a specific partner to help with clarification and build skills; create a behavior modification chart for specific behaviors. • Provide a "picture frame" so a student sees only several lines of print at a time; choice between similar assignments with the same outcome. • Eliminate or substitute non-essential aspects of an assignment that cause frustration for the student. • Group students by individual needs (flexible grouping); differentiated Homework, Morning Work, and Centers. • For advanced students: classwork/assessments on first-grade	• Rainbow Stew ***Digital & Print Program Materials*** • HMH Get Curious video – "An Applesauce Story" • HMH Wrap-Up video – "Experimenting with Seeds" • MyBook and Know It, Show It Practice Pages, Student Book • Happy Letters ***Word Study, Assessment & Intervention*** • IXL • HMH Word Wall • LML Word Wall • HMH Read-Aloud Vocabulary cards • LinkIt! • DIBELS • HMH Decodable Library (decodable books & leveled readers) • Checklist for Letter Identification and Letter Sounds (picture flashcards) • LML scope-and-sequence texts ***Classroom Materials*** • Seed-planting/observation journal materials • Plant-life-cycle informational text set • NJDOE Climate Change Education resources (nj.gov/education/climate)

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			spelling words; continue to use more words (instead of just pictures) to respond to text. • For advanced students: use complete sentences (capitals, correct punctuation); extend writing assignments (more sentences, more details, descriptive words). ***Standards-Aligned Enrichment*** • Plant life-cycle investigation (classroom seed planting/observation journal) linked to informative writing (W.IW.K.2, climate-change example). • Shared/interactive read-aloud on plant needs, tracing connections between ideas (RI.IT.K.3). • Virtual garden exploration or video field trip to build background knowledge (9.4.2.TL.4). • Class discussion and chart: "What can we do to help plants and our planet?" (9.4.2.DC.7).	
May *Module 9* **Animals: Basic Needs & Life (Science)** *EQ: What makes a habitat a home?*	***Language – Foundational Skills (cumulative review)*** • L.RF.K.2 Cumulative review — phonological awareness across skills taught since September. • L.VL.K.2 Continued vocabulary application using habitat/animal content. ***Reading*** • RL.CT.K.8 / RI.CT.K.8 Identify basic similarities and differences between two texts on the same topic (comparing habitats). ***Writing*** • W.AW.K.1 Use drawing, dictating, and writing to compose an opinion piece (favorite animal/habitat, with a reason). ***Speaking & Listening*** • SL.PI.K.4 & SL.AS.K.6 Describe familiar animals/habitats and speak audibly to share ideas.	• I can compare two habitats and describe what makes each one a home. • I can share an opinion about a favorite animal and give one reason. • I can describe how an animal's habitat meets its needs. • I can talk about how a changing environment might affect an animal's home.	***Whole Group — Build Knowledge & Foundational Skills (HMH Into Reading, Module 9, Weeks 1–4)*** • Build Knowledge; Foundational Skills; Foundational Friends; Daily Warm-Ups • Reading and Vocabulary: story vocabulary; irregular words • Writing and Grammar; Letter Practice: c, o, a, d, g, q, s, f, e, w, x, z, k • Opening Routines for Module 9 Into Reading (VCe long i, long o, long u, long e) • Heart Word/Irregular Word recognition; Morning Sign-In; Finger/Sky-Writing ***Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each).	***Core Program*** • HMH Into Reading, Module 9 (Weeks 1–4) • Into Reading Online Portal • HMH Tabletop Lesson ***Big Books*** • What Am I? Where Am I? • Black Bears • Polar Animals ***Read-Alouds*** • Why Living Things Need Homes • Black Bears • A Day and Night in the Desert • Red Knit Cap Girl to the Rescue

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	NJSLS-CLKS (2020) & NJ Technology • 9.4.2.GCA.1 Compare how different environments/cultures relate to local animals and habitats. • 9.4.2.CT.1 Extend climate-change inquiry to how changing habitats affect animals (aligns to K-2-ETS1-1). • 9.4.2.TL.5 Describe the difference between real and virtual experiences (virtual habitat exploration). ***Standards-Embedded Climate Change Content*** • Connects to 2023 NJSLS-ELA Kindergarten RI.MF.K.6 and SL.PE.K.1 climate-change examples: discussing how habitats and living things are affected by environmental change.		• Guided Reading / Independent Reading: Decodable Library. • Technology (IXL, Clever). • Vocabulary/Heart Word Practice; Comprehension Practice. ***Assessments*** • Into Reading Module 9 Weekly Assessments • Into Reading Module 9 Assessment • LinkIt! Form C Benchmark • DIBELS ***Differentiation & Accommodations — ELL / 504 / RTI / Enrichment Modifications*** • Carry forward IEP/504-plan accommodations and ELL supports established across Modules 1–8 (preferential seating, extended time, one-on-one letter/sound practice, flexible grouping, differentiated Homework/Morning Work/Centers). • For advanced students: continue extending independent reading level, sentence complexity, and writing detail per the enrichment pattern used in prior modules. ***Standards-Aligned Enrichment*** • Habitat compare/contrast stations (forest, ocean, desert, arctic) with graphic organizer (RL.CT.K.8/RI.CT.K.8). • Opinion-writing piece: "My favorite animal is ___ because ___," illustrated and shared aloud. • Virtual habitat exploration/field trip (9.4.2.TL.5) followed by class discussion on habitat change. • Culminating "Animal Habitats" gallery walk combining student writing, art, and informational facts.	***Digital & Print Program Materials*** • HMH Get Curious video – "Live Like an Animal" • HMH Wrap-Up video – "The Polar Bears" • MyBook and Know It, Show It Practice Pages, Student Book • Happy Letters ***Word Study, Assessment & Intervention*** • IXL • HMH Word Wall • LML Word Wall • HMH Read-Aloud Vocabulary cards • LinkIt! • DIBELS • HMH Decodable Library (decodable books & leveled readers) • Checklist for Letter Identification and Letter Sounds (picture flashcards) • LML scope-and-sequence texts ***Classroom Materials*** • Habitat informational text set • Graphic organizer (habitat compare/contrast) • NJDOE Climate Change Education resources (nj.gov/education/climate)

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
June *Culmination* **Review, Celebration & Summative Assessment** *EQ: What have I learned this year as a reader, writer, and community member?*	***Cumulative — All Domains*** • Language: L.RF.K.1–4, L.WF.K.1–3, L.KL.K.1, L.VL.K.2, L.VI.K.3 — end-of-year mastery check. • Reading: full-year review of RL/RI Close Reading (CR), Central Ideas (CI), Interactions of Text (IT), Text Structure (TS), Perspective (PP), Media (MF), Argument (AA), and Comparison (CT) strands. • Writing: W.AW.K.1, W.IW.K.2, W.NW.K.3 — culminating writing-celebration piece drawing on a topic from the year. • Speaking & Listening: SL.PE.K.1–SL.AS.K.6 — culminating presentation of a portfolio piece to peers/families. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.2.CI.1–2 & 9.4.2.CT.1–3 — culminating project requiring creativity and problem-solving (e.g., a "Kindergarten Museum" exhibit). • 9.4.2.TL.6 Illustrate and communicate original ideas using digital tools — final digital portfolio piece. ***K–12 Mandated Instruction*** • Recap of the year's Amistad Law and diversity & inclusion (N.J.S.A. 18A:35-4.36a) threads through a culminating "Our Class Community" celebration.	• I can show what I learned this year by sharing a piece of writing and reading it aloud. • I can compare a book I read in September to one I read in May and describe how I've grown as a reader. • I can present a favorite project to my class or family. • I can describe one way I am a caring, responsible member of my classroom community.	***Differentiation & Accommodations — ELL / 504 / RTI / Enrichment Modifications*** • Continue all IEP/504-plan accommodations and ELL supports through end-of-year assessment windows (preferential seating, extended time, directions read aloud/repeated, flexible grouping). • Provide portfolio conferencing in home language or with translation support for ELL families where needed. • For advanced students: extend the culminating project with independent research, longer writing pieces, or a peer-teaching role in the "Kindergarten Museum." ***Standards-Aligned Enrichment*** • End-of-year portfolio conferences: students select and reflect on a favorite reading/writing piece from each module. • Culminating "Kindergarten Museum": student-created exhibits (digital + physical) synthesizing science, identity, community, and reading themes from the year. • Summative assessment window (Into Reading Module 9 assessment, DIBELS/benchmark administration, LinkIt! ELA). • Transition-to-Grade-1 celebration and family showcase.	• Core program: HMH Into Reading, end-of-year assessment materials • DIBELS / district benchmark assessment (spring window) • LinkIt! ELA end-of-year form • Student portfolios (digital and print) collected September–May