

EMERGING LITERACY & EARLY NUMERACY

A Family Guide to the New Jersey Student Learning Standards (NJSLS) — Kindergarten

Welcome to Kindergarten!

Kindergarten introduces the baseline architecture for your child's educational journey. Aligned completely with the **New Jersey Student Learning Standards (NJSLS)**, this guide outlines the primary checkpoints your child is targeted to achieve by June. Our classrooms cultivate these critical milestones using the state-adopted **Savvas myView Literacy** curriculum and the **Reveal Mathematics** framework. To continually observe student needs and establish targeted instructional scaffolds, our district monitors student growth utilizing a standardized screening structure featuring **DIBELS 8th Edition**, administered in the Fall, Winter, and Spring.

The Crucial Role of Parents and Caregivers

Kindergarten learning flourishes when core school frameworks are celebrated and reinforced through playful home routines. Your daily focus builds the physical stamina and early habits needed for formal learning.

Daily Literacy Cultivation

- **Systematic Read-Alouds:** Dedicate 15–20 minutes daily to reading with your child. Point directly under words from left to right, trace punctuation, and discuss character illustrations.
- **Isolate Spoken Sounds:** Play verbal word games during routines (e.g., “What sound do you hear at the start of dog?” or “Can you clap out the parts in apple?”).
- **Fine Motor & Letter Formations:** Have your child practice writing their name and individual letters in shaving cream, sand, or on unlined paper to build grip mechanics.

Practical Numeracy Cultivation

- **Count Concrete Objects:** Count everyday items one-by-one (e.g., buttons, steps, blocks, or cereal pieces), making sure they touch each object to lock in 1-to-1 counting logic.
- **Find Geometric Attributes:** Ask your child to point out shapes at home or on walks: “Find a shape with 3 straight sides,” or “How many corners does that window have?”
- **Review Assessment Progress:** Partner with your child's teacher to review target assessment feedback after each seasonal screening window to reinforce specific early skills at home.

ELA Language Arts & The Savvas myView Program

Kindergarten literacy focuses on establishing solid phonological awareness, alphabet mastery, print concepts, and early communicative writing. Powered by **Savvas myView Literacy**, classrooms weave explicit phonics structures and immersive reading circles together.

1. Print Concepts & Phonological Awareness (NJSLS RF.K.1 – RF.K.2)

Students learn that print carries meaning, tracking text from left to right, top to bottom, and page by page. They recognize that spoken words are represented in written language by specific sequences of letters.

- Recognize and name all upper- and lowercase letters of the alphabet rapidly out of sequence.
- Demonstrate understanding of spoken words, syllables, and individual sounds (phonemes).
- Recognize and produce rhyming words in songs, nursery rhymes, and shared stories.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment the onsets and rimes of single-syllable spoken words (e.g., blending *c-at* to form *cat*).
- Isolate and produce the initial, medial vowel, and final sounds (phonemes) in three-phoneme consonant-vowel-consonant (CVC) words.

2. Phonics, Word Recognition, & Fluency (NJSLS RF.K.3 – RF.K.4)

Phonics benchmarks require students to map letter-sound correspondences to decode early vocabulary and recognize fundamental sight word units.

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound for each consonant.
- Associate the long and short sounds with common spellings for the five major vowels.
- Read regularly spelled, single-syllable consonant-vowel-consonant (CVC) words by blending sounds (e.g., *map, fin, rot, cub*).
- Identify and read grade-level high-frequency sight words automatically within shared reading pathways.
- Engage with emergent-reader texts with purpose and understanding during structured group reading exercises.

3. Text Comprehension & Early Composition (NJSLS RL.K.1 – RI.K.10 & W.K.1 – W.K.3)

With prompting and support, kindergarteners interact with both rich literature and non-fiction text, answering questions regarding key details, retelling familiar stories, and identifying the main topic of informational books.

Emergent Writing: Using a combination of drawing, dictating, and phonetic writing, students express clear thoughts across three main layouts:

- **Opinion:** Expressing a distinct preference or opinion about a book, topic, or preferred theme.
- **Informative / Explanatory:** Naming a factual topic and supplying basic descriptive information about it.
- **Narrative:** Narrating a single event or several loosely linked experiences, sequencing the occurrences chronologically, and providing a brief reaction.

MATH Mathematics & The Reveal Mathematics Program

Kindergarten math builds a solid understanding of small numbers, counting, addition and subtraction baselines, and early geometry. Supported by McGraw Hill Reveal Math, students explore concepts through structural learning phases:

- **Launch:** Engaging problem contexts and rich math talks that spark curiosity, activate prior knowledge, and establish purpose.
- **Explore & Develop:** Active investigation of mathematical concepts using concrete manipulatives (blocks, counters, ten-frames), visual models, and collaborative peer discussions.
- **Reflect & Practice:** Connecting visual models to abstract mathematical symbols, solidifying procedural fluency, and applying problem-solving skills in new contexts.

1. Counting and Cardinality (NJSLS 1.CC.A.1 – 1.CC.C.7)

- **Number Sequences:** Count aloud to **100** by ones and by tens. Count forward beginning from any given number within the known sequence (rather than always starting at 1).
- **Writing & Tracking:** Write numbers from **0** to **20**. Represent a number of objects with a written numeral.
- **One-to-One Correspondence:** Understand the relationship between numbers and quantities; when counting objects, say the number names in standard order, pairing each object with one and only one number name. Understand that the last number name said tells the number of objects counted.
- **Comparative Concepts:** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (up to 10 objects). Compare two written numbers between 1 and 10 directly.

2. Operations and Algebraic Thinking & Base Ten Foundations (NJSLS 1.OA.A.1 – 1.NBT.A.1)

Students represent addition and subtraction using objects, fingers, drawings, verbal explanations, or equations. They solve addition and subtraction word problems within **10**, and decompose numbers less than or equal to 10 into pairs in more than one way (e.g., **$5 = 2 + 3$** and **$5 = 4 + 1$**).

- **Making 10:** For any number from 1 to 9, students find the number that makes 10 when added to the given number using drawings or objects.

- **Arithmetic Fluency:** Establish complete arithmetic fluency for addition and subtraction within 5.
- **Base Ten Foundations:** Compose and decompose numbers from 11 to 19 into ten ones and some further ones (e.g., $14 = 10 + 4$), understanding that these numbers are composed of a ten and one, two, or more ones.

3. Measurement, Data, and Geometric Reasonings (NJSLS 1.MD.A.1 – 1.G.B.6)

- **Measurable Attributes:** Describe attributes of objects, such as length or weight, and directly compare two objects with a measurable attribute in common to see which object has "more of" or "less of" the attribute.
- **Data Categorization:** Classify objects into given categories and count the number of objects in each category.
- **Geometry & Spatial Sense:** Identify and describe shapes including squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres. Describe relative positions using terms such as above, below, beside, in front of, behind, and next to.
- **Shape Analysis:** Classify shapes as two-dimensional (flat) or three-dimensional (solid), and analyze, compare, and compose shapes to form larger composite models.

ASSESS Assessment in Kindergarten: Screening Network

Kindergarten assessments serve as early screening indicators to identify structural learning needs or acceleration opportunities. Our district relies on the explicit phonemic data of ****DIBELS 8th Edition**** to systematically monitor progress.

The assessments are administered dynamically across distinct windows in the Fall, Winter, and Spring. These milestones provide classroom teachers with direct markers to design supportive early small-group pathways or instructional scaffolds that align completely with core state benchmarks.

Assessment Domain	DIBELS 8th Edition Indicators (Grade K)
Letter Knowledge & Shapes	Letter Naming Fluency (LNF): Evaluating rapid recognition of upper- and lowercase letter shapes out of traditional sequence boundaries.
Phoneme Segmentation	Phoneme Segmentation Fluency (PSF): Testing a child's structural ability to separate spoken words into distinct sound units.
Phonics & Early Blending	Nonsense Word Fluency (NWF): Introduced mid-year to monitor letter-sound decoding skills on simple phonetic word models (e.g., *sig, clop*).
Counting & Shape Classifications	<i>Monitored through school portfolios.</i> Evaluates whole number sequences to 100, numeral writing, 1-to-1 matching rule tracking, and geometric identifiers.

Family Resource Hub & Recommended Reading

Explore these vetted professional handbooks and institutional web portals to support your child's kindergarten learning targets at home.

Recommended Books to Read With Your Kindergartener

These classic early reading titles and mathematical picture books align perfectly with kindergarten phonemic awareness and counting milestones:

- **"Chicka Chicka Boom Boom"** by *Bill Martin Jr. and John Archambault* – Ideal for rhythmically reinforcing upper- and lowercase letter identification and alphabet tracking.
- **"Hop on Pop"** by *Dr. Seuss* – Outstanding for introducing rhyme structures, simple consonant-vowel-consonant (CVC) blending, and high-frequency word recognition.
- **"Ten Black Dots"** by *Donald Crews* – Directly models cardinality, 1-to-1 counting logic, and combining numbers to see early addition properties visually.

Vetted Curricular & State Web Portals

NJDOE Early Childhood Branch: Official state learning guidelines, curriculum models, and home partnership tools for kindergarten milestones.

[NJDOE Early Childhood Portal](#)

NJSLS Kindergarten ELA Standards: Full state repository detailing print concept expectations, phonological rules, and foundational writing frameworks.

[NJ Student Learning Standards for ELA](#)

NJSLS Kindergarten Math Standards: State catalog outlining cardinality parameters, counting sequences to 100, and initial base-ten geometry skills.

[NJ Student Learning Standards for Math](#)