

# New Jersey Student Learning Standards for English Language Arts and Student Learning Objectives

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## *Kindergarten – Unit 4: Writing for a Purpose*

### **Rationale**

In this unit, students will become more proficient in their foundational literacy skills. The primary focus in Unit 4 is to understand that authors write for multiple purposes. Students learn to identify the main topic of a text and the key details. In addition, students learn the similarities and differences in features of different types of texts on the same topic. By the end of Unit 4, with prompting and support, students will have developed basic concepts of print and begin to engage in various reading and writing experiences.

### *Kindergarten – Unit 4, Module A*

<b>Standard</b>	<b>Student Learning Objectives</b> <b>We are learning to... / We are learning that...</b>
<b>RL.K.3.</b> With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"><li>▪ identify major events in a story, with prompting and support</li></ul>
<b>RF.K.4.</b> Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. A. Read emergent-readers with purpose and understanding.	<ul style="list-style-type: none"><li>▪ readers-match written words to spoken words in order to develop fluency and comprehension skills</li><li>▪ read emergent-readers with purpose and understanding</li></ul>
<b>RF.K.4.</b> Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. B. Read grade level text for purpose and understanding.	<ul style="list-style-type: none"><li>▪ read grade level text for purpose and understanding</li></ul>
<b>RI.K.8.</b> With prompting and support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"><li>▪ an author gives reasons to support ideas in a text</li><li>▪ identify ideas the author writes about in a text with prompting and support</li><li>▪ identify the reasons given by the author to support the ideas in a text with prompting and support</li></ul>

### *Kindergarten – Unit 4, Module B*

<b>Standard</b>	<b>Student Learning Objectives</b> <b>We are learning to... / We are learning that...</b>
<b>RI.K.2.</b> With prompting and support, identify the main topic and retell key details of a text.	<ul style="list-style-type: none"><li>▪ identify the main topic of a text with prompting and support</li><li>▪ retell key details of a text with prompting and support</li></ul>

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>RI.K.9.</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> <li>▪ texts have similarities and differences</li> <li>▪ identify similarities in two texts on the same topic (e.g., in illustrations, descriptions, or procedures), with prompting and support</li> <li>▪ identify differences in two texts on the same topic (e.g., in illustrations, descriptions, or procedures) with prompting and support</li> </ul>
<b>RI.K.10.</b> Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>▪ participate in group reading activities (e.g. read alouds, shared reading, small group instruction, etc.) with purpose and understanding.</li> </ul>
<b>W.K.1.</b> 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> )	<ul style="list-style-type: none"> <li>▪ tell a reader a topic or name a book by using a combination of drawing, dictating, and writing</li> <li>▪ draw, tell, and write an opinion about the topic or book (e.g., <i>My favorite book is...</i>)</li> </ul>
<b>SL.K.2.</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<ul style="list-style-type: none"> <li>▪ ask and answer questions about key details we heard</li> <li>▪ ask and answer questions about -something we heard</li> <li>▪ ask questions when we do not understand something we heard</li> </ul>
<b>SL.K.5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> <li>▪ include drawings and visual displays when orally describing something</li> </ul>
<b>L.K.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings. C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	<ul style="list-style-type: none"> <li>▪ Identify real-life connections between words and their use (e.g., note places at school that are colorful)</li> </ul>

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<p><b>L.K.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings</p>	<ul style="list-style-type: none"> <li>▪ Distinguish shades of meaning among verbs describing the same general action by acting out the meanings</li> </ul>
<p><b>L.K.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> <li>▪ words and phrases can be developed through conversations</li> <li>▪ use words and phrases we have heard in conversations and when responding to texts</li> <li>▪ use words and phrases we have learned through text</li> <li>▪ use words and phrases we learned during our discussions about text</li> </ul>