

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

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Kindergarten – Unit 3: Reading with a Purpose

Rationale

In this unit students will continue building their foundational literacy skills. The primary focus in Unit 3 is learning to apply previously introduced skills, in order to decode text. They will read with a purpose to gain meaningful connections to strengthen their comprehension. By the end of this unit, students will understand that there is a relationship between the illustrations and text to support their reading. Students will also use more details to express their ideas orally. Lastly, they will understand and use writing conventions.

Kindergarten – Unit 3, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none">▪ we ask and answer questions to figure out the meaning of unknown words in a text▪ with prompting and support, ask questions about unknown words in a story▪ with prompting and support, answer questions about unknown words in a story
RL.K.7. 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).	<ul style="list-style-type: none">▪ with prompting and support, match the events in the story with the illustrations▪ with prompting and support, describe the relationship between the illustrations and the story
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none">▪ there may be similarities and differences between characters' experiences and adventures in familiar stories, with prompting and support▪ identify similarities of characters, settings, and events in familiar stories with prompting and support▪ identify the differences of characters, settings, and events with prompting and support
RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none">▪ ask questions about unknown words in a text with prompting and support▪ answer questions about unknown words in a text with prompting and support

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Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.K.7. 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).	<ul style="list-style-type: none"> describe (make) connections between the text and its illustrations (e.g., what person, place, thing, or idea in the text an illustration depicts) with prompting and support
RI.K.9. 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"> texts have similarities and differences
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.	<ul style="list-style-type: none"> we can teach someone about a topic by writing, drawing, and dictating name what we are writing about write an informational text that contains facts about a topic by dictating a message write an informational text that contains facts about a topic using pictures write an informational text that contains facts about a topic
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.	<ul style="list-style-type: none"> narrative writing can tell a story about events in sequence write a story using pictures and words (written or dictated) write a story using pictures and words (written or dictated) in the order it happened write our feelings about the events in the story using pictures and words (written or dictated)
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).	<ul style="list-style-type: none"> with guidance and support from adults, writers can strengthen writing through self-reflection and suggestions from peers with guidance and support from adults, use self-reflection to strengthen our writing
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> with guidance and support from adults, we can recall information from experiences or gather information from provided sources to answer a question with guidance and support from adults, recall information from experiences to answer a question with guidance and support from adults, gather information from provided sources to answer a question

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Standard	Student Learning Objectives We are learning to... / We are learning that...
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none">▪ orally provide additional details with prompting and support