

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

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Kindergarten – Unit 1: Foundational Literacy

Rationale

In this unit, students will begin building their foundational literacy skills. As students learn the organization and features of print, they also develop essential skills in speaking and listening to peers and adults by becoming active participants in discussions about kindergarten topics. In addition, they begin to learn and apply grade level phonics including long and short vowel sounds and high frequency words.

Kindergarten – Unit 1, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none">ask about key details in a text (e.g. who, what, when, where, why, how) with prompting and supportanswer questions about key details in a text (e.g. who, what, when, where, why and how) with prompting and support
RF.K.1. Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page.	<ul style="list-style-type: none">follow and read words from left to right, starting at the top of the pagefollow and read words page by page
RF.K.1. Demonstrate understanding of the organization and basic features of print. B. Recognize that spoken words are represented in written language by specific sequences of letters.	<ul style="list-style-type: none">word(s) we say can be written using a specific sequence of printed letters
RF.K.1. Demonstrate understanding of the organization and basic features of print. C. Understand that words are separated by spaces in print.	<ul style="list-style-type: none">written words are separated by spaces
RF.K.1. Demonstrate understanding of the organization and basic features of print. D. Recognize and name all upper and lowercase letters of the alphabet.	<ul style="list-style-type: none">recognize all upper- and lower-case lettersname all upper- and lower-case letters

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Standard	Student Learning Objectives We are learning to... / We are learning that...
W.K.1. 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., My favorite book is...)	<ul style="list-style-type: none"> ▪ opinion pieces name a topic and state an opinion, using a combination of drawing, dictating, and writing
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 prompting and support from adults and peers, add details to our writing (e.g., sizes, colors, adjectives)
SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. 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).	<ul style="list-style-type: none"> ▪ talk with many different people about kindergarten topics and texts ▪ take turns when listening and speaking with others, following the agreed upon rules for discussions
SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. B. Continue a conversation through multiple exchanges.	<ul style="list-style-type: none"> ▪ in a conversation, two or more people listen carefully and take turns speaking

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Kindergarten – Unit 1, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> ▪ stories include characters, settings, and events ▪ identify characters in a story, with prompting and support ▪ identify settings in a story, with prompting and support
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize and produce rhyming words.	<ul style="list-style-type: none"> ▪ recognize rhyming words ▪ make rhyming words
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). B. Count, pronounce, blend, and segment syllables in spoken words.	<ul style="list-style-type: none"> ▪ identify syllables in words we say ▪ count, say, and blend syllables in spoken words
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). C. Blend and segment onsets and rimes of single-syllable spoken words.	<ul style="list-style-type: none"> ▪ blend onsets and rimes in words we say ▪ segment onsets and rimes in words we say

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<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<ul style="list-style-type: none"> ▪ isolate (separate) the first, middle, and last sounds in CVC words ▪ pronounce (say) the first, middle, and last sounds in CVC words
<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<ul style="list-style-type: none"> ▪ add sounds to words to make new one-syllable words ▪ change sounds in words to make new one-syllable words
<p>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.</p>	<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)
<p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. B. Continue a conversation through multiple exchanges</p>	<ul style="list-style-type: none"> ▪ in a conversation, two or more people listen carefully and take turns speaking
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print many upper and lowercase letters.</p>	<ul style="list-style-type: none"> ▪ print upper and lowercase letters
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Use frequently occurring nouns and verbs.</p>	<ul style="list-style-type: none"> ▪ use nouns and verbs correctly
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p>	<ul style="list-style-type: none"> ▪ use question words

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Kindergarten – Unit 1, Module C

Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.K.5. Identify the front cover, back cover, and title page of a book.	<ul style="list-style-type: none"> ▪ there are identifiable parts of a book ▪ identify the front cover of a book ▪ identify the back cover of a book ▪ identify the title page of a book
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.	<ul style="list-style-type: none"> ▪ letters and word patterns are used to read and write words ▪ identify the sounds of frequently used consonants
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	<ul style="list-style-type: none"> ▪ the five vowels have long and short sounds ▪ use the short vowel sounds when spelling words ▪ use the long vowel sounds when spelling words
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. C. Read high-frequency and sight words with automaticity.	<ul style="list-style-type: none"> ▪ read high-frequency and sight words with automaticity
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).	<ul style="list-style-type: none"> ▪ identify the letters and sounds that are different when reading words that are similarly spelled (e.g., nap and tap; cat and cot) ▪ when we change the letters in words we make new words
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 ▪ with prompting and support from adults and peers, add details to our writing (e.g., sizes, colors, adjectives)
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 describe familiar people, places or things

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SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional details.	<ul style="list-style-type: none"> ▪ drawings and visual displays provide additional details
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> ▪ it is important to speak audibly when expressing thoughts, feelings, and ideas clearly ▪ speak so that we can be heard ▪ express our thoughts, ideas and feelings clearly