

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: English Language Arts</b>	<b>GRADE: K</b>	<b>UNIT #: 2</b>	<b>UNIT NAME:</b>
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
<b>1</b>	With prompting and support ask questions about key details in literature and informational text.	RL.K.1; RI.K.1
<b>2</b>	Recognize common types of texts (e.g., storybooks, poems).	RL.K.5
<b>3</b>	With prompting and support, describe connections between the illustration and text (e.g., what person or character, place, idea in the text the illustration shows).	RL.K.7; RI.K.7
<b>4</b>	Follow words in the text from left to right.	RF.K.1.a
<b>5</b>	Demonstrate understanding that print represents the spoken language.	RF.K.1.b
<b>6</b>	Recognize that words are separated by spaces in print.	RF.K.1.c
<b>7</b>	Produce 10 of the 21 primary letter sounds of the consonants.	RF.K.3.a
<b>8</b>	Illustrate and write an informative/explanatory text on a chosen topic stating the name of the topic, using developmental spelling and child's dictation.	W.K.2
<b>9</b>	Illustrate and write the beginning, middle and end of an event using developmental spelling and child's dictation, including a reaction to what happened.	W.K.3
<b>10</b>	Engage in a five strand conversation asking questions and taking turns discussing kindergarten topics and texts.	SL.K.1.a,b
<b>11</b>	Confirm understanding by asking and answering questions about key details presented.	SL.K.2
<b>12</b>	Ask and answer questions in order to seek help or clarify concepts.	SL.K.3
<b>13</b>	Name and describe familiar people, places, things or events and provide additional information when prompted with questions.	SL.K.4
<b>14</b>	Add drawings to descriptions to provide additional detail.	SL.K.5
<b>15</b>	Express thoughts, feelings and ideas to others clearly.	SL.K.6

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<b>16</b>	Express ideas in shared language activities using frequently occurring nouns (e.g., ball), plural nouns (e.g., balls, wishes), verbs (e.g., play) and prepositions (e.g., in).	L.K.1.b,c,e
<b>17</b>	Sort common objects into categories (e.g., colors), with guidance and support.	L.K.5.a
<b>18</b>	With guidance and support, demonstrate the understanding of shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out meanings.	L.K.5.d
<b>19</b>	Use words and phrases acquired through reading, including read alouds.	L.K.6

### VOCABULARY

character, setting, because, main, illustration, author, idea, next, beginning, middle, end

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Code #	Common Core State Standards
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
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).
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).
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.  b. Recognize that spoken words are represented in written language by specific sequences of letters.  c. Understand that words are separated by spaces in print.
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.  a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
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.
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.

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SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.  a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
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 rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  b. Continue a conversation through multiple exchanges.
SL.K.2	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.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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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.  c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).  e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.