

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA:</b> English Language Arts	<b>GRADE:</b> K	<b>UNIT #:</b> 3	<b>UNIT NAME:</b>
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
<b>1</b>	With prompting and support, retell a familiar story including key details (main characters and setting).	RL.K.2
<b>2</b>	With prompting and support, state key details of an informational text.	RI.K.2
<b>3</b>	With prompting and support, identify the major events in a story.	RL.K.3
<b>4</b>	With prompting and support, name the author and illustrator and define their roles.	RL.K.6; RI.K.6
<b>5</b>	With prompting and support, describe the connection between the illustration and story/text (e.g., what moment in the story or idea in the text the illustration depicts).	RL.K.7; RI.K.7
<b>6</b>	Listen and respond with purpose and understanding to literature and informational text in group reading activities.	RI.K.10; RL.K.10
<b>7</b>	Follow words in print left to right and top to bottom.	RF.K.1.a
<b>8</b>	Produce three simple rhyming words.	RF.K.2.a
<b>9</b>	Recognize that print represents the spoken language and words are represented by specific sequences of letters, and separated by spaces.	RF.K.1.b,c
<b>10</b>	Count, pronounce, blend, and segment syllables in spoken words.	RF.K.2.b
<b>11</b>	Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.2.c
<b>12</b>	Demonstrate basic knowledge of letter-sound correspondence by producing 15 of the 21 primary letter sounds of the consonants.	RF.K.3.a
<b>13</b>	Read high-frequency sight words (e.g., all, no).	RF.K.3.c
<b>14</b>	Draw and write an opinion piece stating the topic (self- chosen or teacher directed) and an opinion on the topic.	W.K.1
<b>15</b>	Create an informative/explanatory piece that names the topic and supplies information using emergent writing, pictures and dictation.	W.K.2

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<b>16</b>	With guidance and support, produce and publish a short narrative using digital tools.	W.K.6
<b>17</b>	Participate in group writing activity, including shared research (e.g., compare stories written by one author and state an opinion about them).	W.K.7
<b>18</b>	Engage in five strand conversation following agreed upon rules for discussion, asking and answering questions about key details and clarification.	SL.K.1.a,b; SL.K.2; SL.K.3
<b>19</b>	Name and describe familiar people, places, things or events and provide additional detail when prompted with questions.	SL.K.4
<b>20</b>	Create an illustration to add details to a description.	SL.K.5
<b>21</b>	Print 15 upper and lower case letters.	L.K.1.a
<b>22</b>	Express ideas in shared language activities using frequently occurring nouns, verbs and prepositions, and regularly formed plural nouns (e.g. dog, dogs).	L.K.1.b,c,e
<b>23</b>	Use question words, (e.g., who, what, when, why and how) in meaningful context when speaking.	L.K.1.d
<b>24</b>	With guidance and support, sort words into basic categories (e.g., colors, shapes).	L.K.5.a
<b>25</b>	With guidance and support, identify real-life connections between words and their use.	L.K.5.c
<b>26</b>	Use vocabulary acquired through responding to texts.	L.K.6

### VOCABULARY

Character, setting, because, main, illustration, author, rhyme, conversation

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Code #	Common Core State Standards
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RF.K.2	Demonstrate understanding of spoken words, syllables and sounds. <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> </ul>
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>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.</li> <li>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> </ul>
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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	<p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p>
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support, identify characters, settings, and major events 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).
RL.K.10	Actively engage in group reading activities with purpose and understanding.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
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).
RI.K.10	Actively engage in group reading activities with purpose and understanding.
RF.K.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p>

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	<p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p>
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., <i>My favorite book is...</i> ).
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.
SL.K.1	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>
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.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.

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**UNIT NAME:**

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.