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

**Issued by the New Jersey Department of Education – Updated August 2019**

## *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…** |
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| **RL.K.4.** With prompting and support, ask and answer questions about unknown words in a text. | * 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). | * 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. | * 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. | * ask questions about unknown words in a text with prompting and support * answer questions about unknown words in a text with prompting and support |
| **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). | * 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). | * 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. | * 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. | * 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). | * 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. | * 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 |
| **SL.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | * orally provide additional details with prompting and support |