

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 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 support▪ answer 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 page▪ follow and read words page by page

2016 NJSLS-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>B. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<ul style="list-style-type: none"> ▪ word(s) we say can be written using a specific sequence of printed letters
<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>C. Understand that words are separated by spaces in print.</p>	<ul style="list-style-type: none"> ▪ written words are separated by spaces
<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>D. Recognize and name all upper and lowercase letters of the alphabet.</p>	<ul style="list-style-type: none"> ▪ recognize all upper- and lower-case letters ▪ name all upper- and lower-case letters
<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., My favorite book is...)</p>	<ul style="list-style-type: none"> ▪ opinion pieces name a topic and state an opinion, using a combination of drawing, dictating, and writing
<p>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).</p>	<ul style="list-style-type: none"> ▪ with prompting and support from adults and peers, add details to our writing (e.g., sizes, colors, adjectives)

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<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.</p> <p>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).</p>	<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
<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.</p> <p>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

Kindergarten – Unit 1, Module B

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

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). C. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<ul style="list-style-type: none"> ▪ blend onsets and rimes in words we say ▪ segment onsets and rimes in words we say
<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

2016 NJSLS-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<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

Kindergarten – Unit 1, Module C

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RI.K.5. Identify the front cover, back cover, and title page of a book.</p>	<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
<p>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.</p>	<ul style="list-style-type: none"> ▪ letters and word patterns are used to read and write words ▪ identify the sounds of frequently used consonants
<p>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.</p>	<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

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
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
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

2016 NJSLS-ELA Instructional Units

Kindergarten – Unit 2: Retelling Familiar Stories

Rationale

In this unit students will continue building their foundational literacy skills. The primary focus in Unit 2 is learning to retell familiar stories. Students will learn how to share their thoughts about the stories they read. Students are learning to become increasingly more active participants by asking and answering questions. By the end of this unit, students will be able to name the parts of a book and the job of an author and illustrator.

Kindergarten – Unit 2, Module A

Standard	Student Learning Objectives <i>We are learning to... / We are learning that...</i>
RI.K.1. With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> ▪ ask about key details in text (e.g. who, what, when, where, why, how) with prompting and support ▪ answer questions about key details (e.g. who, what, when, where, why and how) with prompting and support
RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"> ▪ retell stories including key details, with prompting and support (e.g., who, what, when, where, why and how)
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.	<ul style="list-style-type: none"> ▪ stories have author(s) and illustrator(s) ▪ author(s) and illustrator(s) contribute to telling a story ▪ name the author and define his or her role in telling a story, with prompting and support ▪ name the illustrator and define his or her role in telling a story, with prompting and support
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"> ▪ illustrators create pictures to go with some of the events in a story

2016 NJSLS-ELA Instructional Units

Standard	Student Learning Objectives <i>We are learning to... / We are learning that...</i>
RL.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> ▪ we read to understand stories at grade level or above, with prompting and support ▪ engage in stories by listening with purpose and understanding (e.g., shared reading, interactive read alouds, and guided reading).
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.	<ul style="list-style-type: none"> ▪ authors write the text ▪ illustrators create the pictures in a text ▪ name the author of a text ▪ name the illustrator of a text
RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. A. Read emergent-readers with purpose and understanding.	<ul style="list-style-type: none"> ▪ readers match written words to spoken words in order to develop fluency and comprehension skills ▪ read emergent-readers with purpose and understanding
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> ▪ asking and answering questions helps me better understand something ▪ ask and answer questions when we do not understand something

Kindergarten – Unit 2, Module B

Standard	Student Learning Objectives <i>We are learning to... / We are learning that...</i>
RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> ▪ participate in group reading activities (e.g. read alouds, shared reading, small group instruction, etc.) with purpose and understanding
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	<ul style="list-style-type: none"> ▪ there are different kinds of texts, such as stories, poems, etc ▪ recognize different types of text, with prompting and support
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<ul style="list-style-type: none"> ▪ words and phrases can be developed through conversations ▪ use words and phrases we have heard in conversations and when responding to texts ▪ use words and phrases we have learned through text ▪ use words and phrases we learned during our discussions about text.

2016 NJSLs-ELA Instructional Units

Kindergarten – Unit 2, Module C

Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> ▪ there can be connections between different elements in text ▪ there are different elements in text ▪ identify the individuals in text with prompting and support ▪ identify the events in text with prompting and support ▪ identify ideas in text with prompting and support ▪ identify pieces of information in a text with prompting and support
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.	<ul style="list-style-type: none"> ▪ with guidance and support from adults and through collaboration with peers, digital tools can help us produce and publish writing ▪ use a variety of digital tools to produce and publish writing, with guidance and support ▪ collaborate with peers to produce and publish writing
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).	<ul style="list-style-type: none"> ▪ we can participate in shared research and writing projects
L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize the first word in a sentence and the pronoun <i>I</i> .	<ul style="list-style-type: none"> ▪ capitalize the first word in a sentence ▪ capitalize the pronoun <i>I</i>
L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Recognize and name end punctuation.	<ul style="list-style-type: none"> ▪ recognize end punctuation ▪ name end punctuation
L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<ul style="list-style-type: none"> ▪ write a letter or letters for most consonant sounds ▪ write a letter or letters for most vowel sounds

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> ▪ spell simple words using phonetic spelling
<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>A. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p>	<ul style="list-style-type: none"> ▪ some words have different meanings ▪ it is important figure out the meaning words and phrases we do not know when reading ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases in kindergarten reading and content, choosing from various strategies ▪ identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>)
<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p>	<ul style="list-style-type: none"> ▪ use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> ▪ with guidance and support, explore the relationships and differences in words and their meanings ▪ sort common objects into categories to gain a sense of the concepts the categories represent
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<ul style="list-style-type: none"> ▪ demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites

2016 NJSLs-ELA Instructional Units

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

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
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
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

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<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
<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<ul style="list-style-type: none"> ▪ orally provide additional details with prompting and support

2016 NJSL-ELA Instructional Units

Kindergarten – Unit 4: Writing for a Purpose

Rationale

In this unit, students will become more proficient in their foundational literacy skills. The primary focus in Unit 4 is to understand that authors write for multiple purposes. Students learn to identify the main topic of a text and the key details. In addition, students learn the similarities and differences in features of different types of texts on the same topic. By the end of Unit 4, with prompting and support, students will have developed basic concepts of print and begin to engage in various reading and writing experiences.

Kindergarten – Unit 4, Module A

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"> ▪ identify major events in a story, with prompting and support
RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. A. Read emergent-readers with purpose and understanding.	<ul style="list-style-type: none"> ▪ readers-match written words to spoken words in order to develop fluency and comprehension skills ▪ read emergent-readers with purpose and understanding
RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. B. Read grade level text for purpose and understanding.	<ul style="list-style-type: none"> ▪ read grade level text for purpose and understanding
RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> ▪ an author gives reasons to support ideas in a text ▪ identify ideas the author writes about in a text with prompting and support ▪ identify the reasons given by the author to support the ideas in a text with prompting and support

2016 NJSLs-ELA Instructional Units

Kindergarten – Unit 4, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> ▪ identify the main topic of a text with prompting and support ▪ retell key details of a text 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 ▪ identify similarities in two texts on the same topic (e.g., in illustrations, descriptions, or procedures), with prompting and support ▪ identify differences in two texts on the same topic (e.g., in illustrations, descriptions, or procedures) with prompting and support
RI.K.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> ▪ participate in group reading activities (e.g. read alouds, shared reading, small group instruction, etc.) with purpose and understanding.
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>)	<ul style="list-style-type: none"> ▪ tell a reader a topic or name a book by using a combination of drawing, dictating, and writing ▪ draw, tell, and write an opinion about the topic or book (e.g., <i>My favorite book is...</i>)
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.	<ul style="list-style-type: none"> ▪ ask and answer questions about key details we heard ▪ ask and answer questions about -something we heard ▪ ask questions when we do not understand something we heard
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> ▪ include drawings and visual displays when orally describing something

2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<ul style="list-style-type: none"> ▪ Identify real-life connections between words and their use (e.g., note places at school that are colorful)
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. 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</p>	<ul style="list-style-type: none"> ▪ Distinguish shades of meaning among verbs describing the same general action by acting out the meanings
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> ▪ words and phrases can be developed through conversations ▪ use words and phrases we have heard in conversations and when responding to texts ▪ use words and phrases we have learned through text ▪ use words and phrases we learned during our discussions about text