

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA:</b> English Language Arts	<b>GRADE:</b> K	<b>UNIT #:</b> 5	<b>UNIT NAME:</b>
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
	<b>CCSS</b>	
<b>1</b>	With prompting and support, retell a familiar story including key details.	RL.K.2
<b>2</b>	With prompting and support, name the illustrator and define their roles.	RL.K.6; RI.K.6
<b>3</b>	With prompting and support, compare and contrast characters' adventures and experiences in familiar stories.	RL.K.9
<b>4</b>	Listen and respond to questions about literature and informational text in group reading activities.	RL.K.10; RI.K.10
<b>5</b>	With prompting and support, describe the relationship between two individuals, events, ideas, or pieces of information in a text.	RI.K.3
<b>6</b>	With prompting and support, ask and answer questions about unknown words in informational texts.	RI.K.4
<b>7</b>	With prompting and support, state reasons an author gives to support points in an informational text.	RI.K.8
<b>8</b>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI.K.9
<b>9</b>	Recognize and name all the upper and lowercase letters of the alphabet.	RF.K.1.d
<b>10</b>	Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (e.g., bat, can).	RF.K.2.d
<b>11</b>	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words (e.g., fat, cat).	RF.K.2.e
<b>12</b>	Produce the primary or most frequent sound for each consonant.	RF.K.3.a
<b>13</b>	With prompting and support connect the long and short sounds with common spellings	RF.K.3.b

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	(graphemes) for the five major vowels.	
<b>14</b>	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).	RF.K.3.c
<b>15</b>	Identify the letter sounds that differ in similarly spelled words (e.g., let-get).	RF.K.3.d
<b>16</b>	Read emergent-reader texts with purpose and understanding.	RF.K.4
<b>17</b>	Draw and write an opinion piece (self-selected or teacher directed), stating the topic or the name of the book they are writing about, and an opinion on the topic or book.	W.K.1
<b>18</b>	Draw and write the beginning, middle, and end of an event or several loosely linked events, including a reaction to what happened and spelling words phonetically.	W.K.3; L.K.2.d
<b>19</b>	With guidance and support, strengthen writing as needed by responding to questions and suggestions from peers and adding details (e.g., labeling pictures, naming characters).	W.K.5
<b>20</b>	With guidance and support, produce and publish a piece using digital tools with peers.	W.K.6
<b>21</b>	With guidance and support, gather information from provided sources (e.g., library books) to answer a question in group writing and shared research activities (e.g., compare and contrast two mammals and state an opinion on them).	W.K.7; W.K.8
<b>22</b>	Ask and answer questions in order to seek help or clarify concepts.	SL.K.3
<b>23</b>	Express thoughts, feelings and ideas to other clearly.	SL.K.6
<b>24</b>	Capitalize the first word in a sentence and pronoun <i>I</i> .	L.K.2.a
<b>25</b>	Recognize and name end punctuation (e.g., period, question mark).	L.K.2.b
<b>26</b>	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	L.K.2.c
<b>27</b>	Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i> ) as a clue to the meaning of an unknown word.	L.K.4.b
<b>VOCABULARY</b>		
<b>lower case letters, upper case letters, capital letter, punctuation, short vowels, long vowels</b>		

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Code #	Common Core State Standards
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
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).
RF.K.1	Demonstrate understanding of the organization and basic features of print. d. Recognize and name all the upper and lower case letters of the alphabet.
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/.). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
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> . b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i> ) as a clue to the

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	meaning of an unknown word.
RL.K.2	With prompting and support, retell familiar stories, including key details.
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.
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10	Actively engage in group reading activities with purpose and understanding.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
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.
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.10	Actively engage in group reading activities with purpose and understanding.
RF.K.4	Read emergent-reader texts 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> ).
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.
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
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).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided

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	sources to answer a question.
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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.
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SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
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