

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

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## *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*

<b>Standard</b>	<b>Student Learning Objectives</b> <i>We are learning to... / We are learning that...</i>
<b>RI.K.1.</b> With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"><li>ask about key details in text (e.g. who, what, when, where, why, how) with prompting and support</li><li>answer questions about key details (e.g. who, what, when, where, why and how) with prompting and support</li></ul>
<b>RL.K.2.</b> With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).	<ul style="list-style-type: none"><li>retell stories including key details, with prompting and support (e.g., who, what, when, where, why and how)</li></ul>
<b>RL.K.6.</b> 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"><li>stories have author(s) and illustrator(s)</li><li>author(s) and illustrator(s) contribute to telling a story</li><li>name the author and define his or her role in telling a story, with prompting and support</li><li>name the illustrator and define his or her role in telling a story, with prompting and support</li></ul>
<b>RL.K.7.</b> 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"><li>illustrators create pictures to go with some of the events in a story</li></ul>
<b>RL.K.10.</b> Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"><li>we read to understand stories at grade level or above, with prompting and support</li><li>engage in stories by listening with purpose and understanding (e.g., shared reading, interactive read alouds, and guided reading).</li></ul>

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Standard	Student Learning Objectives <i>We are learning to... / We are learning that...</i>
<b>RI.K.6.</b> 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"> <li>▪ authors write the text</li> <li>▪ illustrators create the pictures in a text</li> <li>▪ name the author of a text</li> <li>▪ name the illustrator of a text</li> </ul>
<b>RF.K.4.</b> 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"> <li>▪ readers match written words to spoken words in order to develop fluency and comprehension skills</li> <li>▪ read emergent-readers with purpose and understanding</li> </ul>
<b>SL.K.3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> <li>▪ asking and answering questions helps me better understand something</li> <li>▪ ask and answer questions when we do not understand something</li> </ul>

### *Kindergarten – Unit 2, Module B*

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

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## Kindergarten – Unit 2, Module C

Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>RI.K.3.</b> 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"> <li>there can be connections between different elements in text</li> <li>there are different elements in text</li> <li>identify the individuals in text with prompting and support</li> <li>identify the events in text with prompting and support</li> <li>identify ideas in text with prompting and support</li> <li>identify pieces of information in a text with prompting and support</li> </ul>
<b>W.K.6.</b> 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"> <li>with guidance and support from adults and through collaboration with peers, digital tools can help us produce and publish writing</li> <li>use a variety of digital tools to produce and publish writing, with guidance and support</li> <li>collaborate with peers to produce and publish writing</li> </ul>
<b>W.K.7.</b> 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"> <li>we can participate in shared research and writing projects</li> </ul>
<b>L.K.2.</b> 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"> <li>capitalize the first word in a sentence</li> <li>capitalize the pronoun <i>I</i></li> </ul>
<b>L.K.2.</b> 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"> <li>recognize end punctuation</li> <li>name end punctuation</li> </ul>
<b>L.K.2.</b> 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"> <li>write a letter or letters for most consonant sounds</li> <li>write a letter or letters for most vowel sounds</li> </ul>
<b>L.K.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<ul style="list-style-type: none"> <li>spell simple words using phonetic spelling</li> </ul>

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

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p><b>L.K.4.</b> 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"> <li>▪ some words have different meanings</li> <li>▪ it is important figure out the meaning words and phrases we do not know when reading</li> <li>▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases in kindergarten reading and content, choosing from various strategies</li> <li>▪ 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>)</li> </ul>
<p><b>L.K.4.</b> 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"> <li>▪ use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word</li> </ul>
<p><b>L.K.5.</b> 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"> <li>▪ with guidance and support, explore the relationships and differences in words and their meanings</li> <li>▪ sort common objects into categories to gain a sense of the concepts the categories represent</li> </ul>
<p><b>L.K.5.</b> 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"> <li>▪ demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites</li> </ul>