Year at a Glance: ELA Kindergarten Student Learning Objectives Clustered by Unit												
DOCUMENT KEY: WALT (That) indicates a concept. W	ALT (To) indicates a skill.								Unit 3	Uni	• 4	
	Focus - Explicit Instruction and Assessment			Unit 1			Unit 2		Reading			
Key	Revisited and Reinforced		Found	lational Lit	teracy	Retellir	ng Familiaı	Stories	with	Writing	g for a pose	
	Not Addressed in the Unit								Purpose		pose	
NJSLS	SLO	Units	1A	1B	1C	2A	2B	2C	3A	4A	4B	
	READING LITERATURE											
RL.K.1	WALT ask about key details in a text (e.g. who, what, when, where, why, how) with prompting and support	1										
With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	WALT answer questions about key details in a text (e.g. who, what, when, where, why and how) with prompting and support	1										
RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).	WALT retell stories including key details, with prompting and support (e.g., who, what, when, where, why and how)	2										
	WALT stories include characters, settings, and events	1										
RL.K.3	WALT identify characters in a story, with prompting and support	1										
With prompting and support, identify characters, settings, and major events in a story.	WALT identify settings in a story, with prompting and support	1										
	WALT major events in a story, with prompting and support	4										
	WALT we ask and answer questions to figure out the meaning of unknown words in a text	3										
RL.K.4. With prompting and support, ask and answer questions about unknown words in a text.	WALT with prompting and support, ask questions about unknown words in a story	3										
	WALT with prompting and support, answer questions about unknown words in a story	3										
RL.K.5.	WALT there are different kinds of texts, such as stories, poems, etc	2										
Recognize common types of texts (e.g., storybooks, poems).	WALT recognize different types of text, with prompting and support	2										
	WALT stories have author(s) and illustrator(s)	2										
	WALT author(s) and illustrator(s) contribute to telling a story	2										
RL.K.6.	WALT name the author and define his or her role in telling a story, with	2										
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	prompting and support	2										
	WALT name the illustrator and define his or her role in telling a story, with prompting and support	2										
	WALT illustrators create pictures to go with some of the events in a story	2										
RL.K.7. With prompting and support, describe the relationship between llustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	WALT with prompting and support, match the events in the story with the illustrations	3										
	WALT with prompting and support, describe the relationship between the illustrations and the story	3										

Year at a Glance: ELA Kindergarten Student Learning Objectives Clustered by Unit												
DOCUMENT KEY: WALT (That) indicates a concept. W	/ALT (To) indicates a skill.								Unit 3	Uni	it A	
Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced Not Addressed in the Unit		Found	Unit 1 dational Lit	teracy	Retellir	Unit 2 ng Familiar	Stories	Reading with Purpose	Writinş Purj	g for a	
NJSLS	SLO	Units	1A	1B	1C	2A	2B	2C	3A	4A	4B	
RL.K.8 (Not applicable to literature)	Not applicable.	N/A										
RL.K.9.	WALT there may be similarities and differences between characters' experiences and adventures in familiar stories, with prompting and support	3										
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	WALT identify similarities of characters, settings, and events in familiar stories with prompting and support	3										
	identify the differences of characters, settings, and events with prompting and support	3										
RL.K.10.	WALT we read to understand stories at grade level or above, with prompting and support	2										
Actively engage in group reading activities with purpose and understanding.	WALT engage in stories by listening with purpose and understanding (e.g., shared reading, interactive read alouds, and guided reading)	2										
	READING INFORMATIONAL T	EXT										
RI.K.1.	WALT ask about key details in text (e.g. who, what, when, where, why, how) with prompting and support	2										
With prompting and support, ask and answer questions about key details in a text.	WALT answer questions about key details (e.g. who, what, when, where, why and how) with prompting and support	2										
RI.K.2.	WALT identify the main topic of a text with prompting and support	4										
With prompting and support, identify the main topic and retell key details of a text.	WALT retell key details of a text with prompting and support	4										
	WALT there can be connections between different elements in text	2										
	WALT there are different elements in text	2										
RI.K.3. With prompting and support, describe the connection between two	WALT identify the individuals in text with prompting and support	2										
individuals, events, ideas, or pieces of information in a text.	WALT identify the events in text with prompting and support	2										
	WALT identify ideas in text with prompting and support	2										
	WALT identify pieces of information in a text with prompting and support	2										
RI.K.4.	WALT ask questions about unknown words in a text with prompting and support	3										

	Year at a Glance: ELA Kindergarten Student Learnin	g Object	ives Clu	stered l	y Unit						
DOCUMENT KEY: WALT (That) indicates a concept. W	ALT (To) indicates a skill.								Unit 3		
				Unit 1			Unit 2			Uni	it 4
Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced		Foun	dational Li	teracy	Retelli	ng Familia	Stories	Reading with	Writing	
	Not Addressed in the Unit								Purpose	Purj	oose
NJSLS	SLO	Units	1A	1B	1C	2A	2B	2C	3A	4A	4B
With prompting and support, ask and answer questions about unknown words in a text.	WALT answer questions about unknown words in a text with prompting and support	3									
	WALT there are identifiable parts of a book	1									
RI.K.5.	WALT identify the front cover of a book	1									
Identify the front cover, back cover, and title page of a book.	WALT identify the back cover of a book	1									
	WALT identify the title page of a book	1									
	WALT authors write the text	2									
RI.K.6.	WALT illustrators create the pictures in a text	2									
me the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	WALT name the author of a text	2									
	WALT name the illustrator of a text	2									
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).	WALT 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	3									
	WALT an author gives reasons to support ideas in a text	4									
RI.K.8. With prompting and support, identify the reasons an author gives to	WALT identify ideas the author writes about in a text with prompting and support	4									
support points in a text.	WALT identify the reasons given by the author to support the ideas in a text with prompting and support	4									
	WALT texts have similarities and differences	3, 4									
RI.K.9. With prompting and support, identify basic similarities in and differences between two touts on the same tonic (a.g., in illustrations).	WALT identify similarities in two texts on the same topic (e.g., in illustrations, descriptions, or procedures), with prompting and support	4									
lifferences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	WALT identify differences in two texts on the same topic (e.g., in illustrations, descriptions, or procedures) with prompting and support	4									
RI.K.10. Actively engage in group reading activities with purpose and understanding.	WALT participate in group reading activities (e.g. read alouds, shared reading, small group instruction, etc.) with purpose and understanding	2, 4									
	READING FOUNDATION SKII	LLS			•	•					

Year at a Glance: ELA Kindergarten Student Learning Objectives Clustered by Unit												
DOCUMENT KEY: WALT (That) indicates a concept. W	/ALT (To) indicates a skill.								Unit 3			
				Unit 1			Unit 2			Uni	it 4	
Key	Focus - Explicit Instruction and Assessment		Found	dational Li	teracy	Retelli	ıg Familiar	Stories	Reading with	Writing		
	Revisited and Reinforced Not Addressed in the Unit		1 Out	untional El	icracy	recent	·s · «······	Stories	Purpose	Pur	pose	
NJSLS	SLO	Units	1A	1B	1C	2A	2B	2C	3A	4A	4B	
RF.K.1. Demonstrate understanding of the organization and basic features of	WALT follow and read words from left to right, starting at the top of the page	1										
print. A. Follow words from left to right, top to bottom, and page by page.	WALT follow and read words page by page	1										
RF.K.1. Demonstrate understanding of the organization and basic features of print. B. Recognize that spoken words are represented in written language by specific sequences of letters.	WALT word(s) we say can be written using a specific sequence of printed letters	1										
RF.K.1. Demonstrate understanding of the organization and basic features of print. C. Understand that words are separated by spaces in print.	WALT written words are separated by spaces	1										
RF.K.1. Demonstrate understanding of the organization and basic features	WALT recognize all upper- and lower-case letters	1										
of print. D. Recognize and name all upper and lowercase letters of the alphabet.	WALT name all upper- and lower-case letters	1										
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds	WALT recognize rhyming words	1										
(phonemes). A. Recognize and produce rhyming words.	WALT make rhyming words	1										
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds	WALT identify syllables in words we say	1										
(phonemes). B. Count, pronounce, blend, and segment syllables in spoken words.	WALT count, say, and blend syllables in spoken words	1										
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds	WALT blend onsets and rimes in words we say	1										
(phonemes). C. Blend and segment onsets and rimes of single-syllable spoken words.	WALT segment onsets and rimes in words we say	1										
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	WALT isolate (separate) the first, middle, and last sounds in CVC words	1										
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/.)	WALT pronounce (say) the first, middle, and last sounds in CVC words	1										
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds	WALT add sounds to words to make new one-syllable words	1										

Year at a Glance: ELA Kindergarten Student Learning Objectives Clustered by Unit												
DOCUMENT KEY: WALT (That) indicates a concept. W	/ALT (To) indicates a skill.								Unit 3			
	Forms Explicit Instruction and Assessment			Unit 1			Unit 2			Uni	it 4	
Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced		Foun	dational Li	teracy	Retelli	ng Familiaı	Stories	Reading with	Writing		
	Not Addressed in the Unit								Purpose	Pur	pose	
NJSLS	SLO	Units	1A	1B	1C	2A	2B	2C	3A	4A	4B	
(phonemes). E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	WALT change sounds in words to make new one-syllable words	1										
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	WALT letters and word patterns are used to read and write words	1										
A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.	WALT identify the sounds of frequently used consonants	1										
RF.K.3.	WALT the five vowels have long and short sounds	1										
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	WALT use the short vowel sounds when spelling words	1										
(graphemes) for the five major vowels.	WALT use the long vowel sounds when spelling words	1										
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.	WALT read high-frequency and sight words with automaticity	1										
RF.K.3. Know and apply grade-level phonics and word analysis skills in	WALT identify the letters and sounds that are different when reading words that are similarly spelled (e.g., nap and tap; cat and cot)	1										
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).	WALT when we change the letters in words we make new words	1										
RF.K.4. Read emergent text with one-to-one correspondence to develop	WALT readers match written words to spoken words in order to develop fluency and comprehension skills	2, 4										
fluency and comprehension skills. A. Read emergent-readers with purpose and understanding.	WALT read emergent-readers with purpose and understanding	2, 4										
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.	WALT read grade level text for purpose and understanding	4										
	WRITING											
W.K.1.	WALT opinion pieces name a topic and state an opinion, using a combination of drawing, dictating, and writing	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	WALT tell a reader a topic or name a book by using a combination of drawing, dictating, and writing	4										
the topic or book (e.g., My favorite book is)	WALT draw, tell, and write an opinion about the topic or book (e.g., My favorite book is)	4										

	Year at a Glance: ELA Kindergarten Student Learnin	g Object	ives Clu	istered k	y Unit						
OCUMENT KEY: WALT (That) indicates a concept. V				Unit 1			Unit 2		Unit 3	Un	it 4
Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced		Foun	dational Li	teracy	Retelli	ıg Familiar	Stories	Reading with Purpose		g for a pose
NJSLS	Not Addressed in the Unit SLO	Units	1A	1B	1C	2A	2B	2C	3A	4A	4B
	WALT we can teach someone about a topic by writing, drawing, and dictating	3									
	WALT name what we are writing about	3									
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are	WALT write an informational text that contains facts about a topic by dictating a message	3									
writing about and supply some information about the topic.	WALT write an informational text that contains facts about a topic using pictures	3									
	WALT write an informational text that contains facts about a topic	3									
	WALT narrative writing can tell a story about events in sequence	1,3									
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.	WALT write a story using pictures and words (written or dictated)	1, 3									
	WALT write a story using pictures and words (written or dictated) in the order it happened	1, 3									
	WALT write our feelings about the events in the story using pictures and words (written or dictated)	1,3									
W.K.5.	WALT with prompting and support from adults and peers, add details to our writing (e.g., sizes, colors, adjectives)	1									
With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from	WALT with guidance and support from adults, writers can strengthen writing through self-reflection and suggestions from peers	1, 3									
peers (e.g., adding details).	WALT with guidance and support from adults, use self-reflection to strengthen our writing	1,3									
W.K.6.	WALT with guidance and support from adults and through collaboration with peers, digital tools can help us produce and publish writing	2									
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	WALT use a variety of digital tools to produce and publish writing, with guidance and support	2									
peas	WALT collaborate with peers to produce and publish writing	2									
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).	WALT we can participate in shared research and writing projects	2									
W.K.8.	WALT with guidance and support from adults, we can recall information from experiences or gather information from provided sources to answer a question	3									

Year at a Glance: ELA Kindergarten Student Learning Objectives Clustered by Unit															
DOCUMENT KEY: WALT (That) indicates a concept. W	/ALT (To) indicates a skill.								Unit 3						
				Unit 1			Unit 2				Unit 2			Uni	it 4
Key	Focus - Explicit Instruction and Assessment		Foun	dational Li	teracy	Retellir	ng Familiar	Stories	Reading with	Writing					
·	Revisited and Reinforced		1 out	uational El	ici acy	Reteili	ig Faiiiiiai	Stories	Purpose	Purj	pose				
	Not Addressed in the Unit														
NJSLS	SLO	Units	1A	1B	1C	2A	2B	2C	3A	4A	4B				
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	WALT with guidance and support from adults, recall information from experiences to answer a question	3													
	WALT with guidance and support from adults, gather information from provided sources to answer a question	3													
	SPEAKING and LISTENING	ļ													
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger	WALT talk with many different people about kindergarten topics and texts	1													
groups. 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).	WALT take turns when listening and speaking with others, following the agreed upon rules for discussions	1													
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. B. Continue a conversation through multiple exchanges.	WALT in a conversation, two or more people listen carefully and take turns speaking	1													
GV VV A	WALT ask and answer questions about key details we heard	4													
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about	WALT ask and answer questions about -something we heard	4													
key details and requesting clarification if something is not understood.	WALT ask questions when we do not understand something we heard	4													
SL.K.3.	WALT asking and answering questions helps me better understand something	2													
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	WALT ask and answer questions when we do not understand something	2													
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	WALT orally describe familiar people, places or things	1,3													
SL.K.5. Add drawings or other visual displays to descriptions as desired to	WALT drawings and visual displays provide additional details	1													
Add drawings of other visual displays to descriptions as desired to provide additional details.	WALT include drawings and visual displays when orally describing something	4													
	WALT it is important to speak audibly when expressing thoughts, feelings, and ideas clearly	1													
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	WALT speak so that we can be heard	1													

Year at a Glance: ELA Kindergarten Student Learning Objectives Clustered by Unit												
DOCUMENT KEY: WALT (That) indicates a concept. V Key	VALT (To) indicates a skill. Focus - Explicit Instruction and Assessment Revisited and Reinforced Not Addressed in the Unit		Unit 1 Unit 2 Foundational Literacy Retelling Familiar Stories			· Stories	Unit 3 Reading with Purpose	Uni Writinş Purj				
NJSLS	SLO	Units	1A	1B	1C	2A	2B	2C	3A	4A	4B	
	WALT express our thoughts, ideas and feelings clearly	1										
	LANGUAGE											
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.	WALT print upper and lowercase letters	1										
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.	WALT use nouns and verbs correctly	1										
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Not addressed in the Instructional Units	-										
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., who, what, where, when, why, how).	WALT use question words	1										
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Not addressed in the Instructional Units	-										
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. F. Produce and expand complete sentences in shared language activities.	Not addressed in the Instructional Units	-										
L.K.2. Demonstrate command of the conventions of standard English	WALT capitalize the first word in a sentence	2										
capitalization, punctuation, and spelling when writing. A. Capitalize the first word in a sentence and the pronoun I.	WALT capitalize the pronoun I	2										
L.K.2. Demonstrate command of the conventions of standard English	WALT recognize end punctuation	2										

	Year at a Glance: ELA Kindergarten Student Learnin	g Object	ives Clu	stered k	y Unit																
OOCUMENT KEY: WALT (That) indicates a concept. W Key	ALT (To) indicates a skill. Focus - Explicit Instruction and Assessment Revisited and Reinforced Not Addressed in the Unit		Unit 1 Foundational Literacy														Unit 2 Retelling Familiar Stories		Unit 3 Reading with Purpose	Uni Writing Purj	g for a
NJSLS	SLO	Units	1A	1B	1C	2A	2B	2C	3A	4A	4B										
capitalization, punctuation, and spelling when writing. B. Recognize and name end punctuation.	WALT name end punctuation	2																			
L.K.2. Demonstrate command of the conventions of standard English	WALT write a letter or letters for most consonant sounds	2																			
capitalization, punctuation, and spelling when writing. C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	WALT write a letter or letters for most vowel sounds	2																			
L.K.2. 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.	WALT spell simple words using phonetic spelling	2																			
L.K.3. (Begins in grade 2)	-	-																			
	WALT some words have different meanings	2																			
L.K.4.	WALT it is important figure out the meaning words and phrases we do not know when reading	2																			
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. A. Identify new meanings for familiar words and apply them ely (e.g., knowing duck is a bird and learning the verb to duck).	WALT determine or clarify the meaning of unknown and multiple-meaning words and phrases in kindergarten reading and content, choosing from various strategies	2																			
	WALT 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>)	2																			
L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.	WALT use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word	2																			
L.K.5. With guidance and support from adults, explore word relationships	WALT with guidance and support, explore the relationships and differences in words and their meanings	2																			
and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a	WALT sort common objects into categories to gain a sense of the concepts the categories represent	2																			

Year at a Glance: ELA Kindergarten Student Learning Objectives Clustered by Unit																		
DOCUMENT KEY: WALT (That) indicates a concept. W	VALT (To) indicates a skill.								Unit 3									
				Unit 1			Unit 2			Uni	it 4							
Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced		Foundational Literacy Retelling Familiar Stories		Retelling Familiar Stories		Reading with	Writing										
	Not Addressed in the Unit				•		-		•							Purpose	Pur	pose
NJSLS	SLO	Units	1A	1B	1C	2A	2B	2C	3A	4A	4B							
L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	WALT demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites	2																
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).	WALT identify real-life connections between words and their use (e.g., note places at school that are colorful)	4																
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., walk, march, strut, prance) by acting out the meanings	WALT distinguish shades of meaning among verbs describing the same general action by acting out the meanings	4																
	WALT words and phrases can be developed through conversations	2, 4																
L.K.6. Use words and phrases acquired through conversations, reading and	WALT use words and phrases we have heard in conversations and when responding to texts	2, 4																
being read to, and responding to texts.	WALT use words and phrases we have learned through text	2, 4																
	WALT use words and phrases we learned during our discussions about text.	2, 4																