

## Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

### Kindergarten – Unit/Module1 – Curious About Kindergarten

#### Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

#### Unit/Module Overview

In Module 1:

It's the start of kindergarten, and children are brimming with curiosity. Who is my teacher? Will I make friends? What will I learn? In this module, children will find out that the year ahead promises to be full of new experiences. They will meet new people, explore new places, learn new skills, and think of new ideas. Through the interaction with carefully selected texts, student's curiosity will be sparked and they will begin to build knowledge through reading and writing skills. There is a strong social studies connection in this module with a focus on citizenship and belonging.

Essential Question: ***What will I discover in Kindergarten?***

#### Standards Covered in Current Unit/Module

##### Related Standards and Learning Goals

- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- L.WF.K.3 Demonstrate command of the conventions of sentence composition.

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- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how)
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
- RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

### Unit/Module Weekly Learning Activities and Pacing Guide

20 - 25 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<b>Module 1 – Week 1</b>	<ul style="list-style-type: none"> <li>● W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.</li> <li>● L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</li> <li>● L.WF.K.3 Demonstrate command of the conventions of sentence composition.</li> <li>● RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li>● RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</li> <li>● L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</li> <li>● L.VI.K.3. With guidance and support</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language about the joy of kindergarten</li> <li>● Identify characters and setting in a story.</li> <li>● Practice holding the book right side up.</li> <li>● Match pictures to text.</li> <li>● Respond to text by drawing and writing.</li> <li>● Understand the meaning of new vocabulary</li> <li>● <b>Identify that a noun is a person, place, or thing</b></li> <li>● <b>Identify the difference between a singular and plural noun.</b></li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Weekly Assessment – Character/Setting</li> <li>● <b>Assessment – Picture Writing: Nouns – have children work in small groups or independently to draw their own nouns. Remind children they can draw singular or plural nouns.</b></li> <li>● Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Read Aloud – <a href="#">Keisha Ann Can</a></li> <li>○ Big Book – <a href="#">School Day</a></li> </ul> </li> <li>● Materials – Whole Group <ul style="list-style-type: none"> <li>○ Family Letter to Send Home</li> <li>○ Get Curious Video – “The First Day”</li> <li>○ Read Aloud Big Book – <a href="#">Keisha Ann Can</a></li> <li>○ Big Book – <a href="#">School Day</a></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher’s Guide</li> <li>○ Bookstix</li> <li>○ Anchor Chart – Story Elements</li> <li>○ <b>Instructional Vocabulary – author, grammar, noun</b></li> <li>○ Vocabulary Cards – Power Words: <b>plan, polite, share</b>; Big Idea Words – <b>discover, dream, partner</b></li> <li>○ Knowledge Maps</li> </ul> </li> </ul>

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	<p>from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</li> <li>• L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</li> <li>• 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> </ul>	<ul style="list-style-type: none"> <li>• Turn and Talks, Think Pair Share</li> <li>• Response to Text – Accountable Talk</li> <li>• KWL Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Activities <ul style="list-style-type: none"> <li>○ <b>Several grammar and writing activities including:</b> Read Aloud Big Book Focal Text – <u>Keisha Ann Can</u> – <b>I Do – Model identifying the nouns, We Do – Display pages 10/11 and work together to identify the nouns. You Do– Display p. 12 – Read aloud and have children identify the nouns.</b></li> <li>○ View and Respond to Get Curious Video – <b>Name nouns that are viewed in the video and display on the board. Choose 1-2 nouns for students to write and display with a picture.</b></li> <li>○ Big Book Focal Text – <u>School Day</u> – <b>Review plural nouns – pages 4-5; 6-7 – books, markers, chairs</b></li> <li>○ Build Background Knowledge</li> <li>○ <b>Grammar: Singular and Plural Nouns</b></li> <li>○ <b>Writing Basics: Name Pictures</b></li> <li>○ <b>Vocabulary Cards: Review Nouns</b></li> <li>○ <b>Recognize children when they publish a piece of writing using the Writing Certificate</b></li> </ul> </li> </ul>
<b>Module 1 – Week 1</b>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Minilessons</li> <li>○ ELL Tabletop Minilessons</li> <li>○ Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Cloze Reading</li> <li>○ Choral Reading</li> <li>○ <b>Writing Corner – Write the Room: ABCs – Have children Write the Room to find words that begin with each letter of the alphabet.</b></li> </ul>		

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	<ul style="list-style-type: none"> <li>○ <b>Handwriting Practice – Have children use Handwriting Models: Manuscript L, H, I, T, F, E, A, N, M, V, K, W to practice handwriting.</b></li> <li>○ Research/Inquiry Project – Have children work on the “All About Kindergarten” guidebook – Focus this week is to brainstorm questions about preschoolers might have about Kindergarten.</li> </ul>		
<b>Module 1 – Week 2</b>	<ul style="list-style-type: none"> <li>● W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.</li> <li>● L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</li> <li>● L.WF.K.3 Demonstrate command of the conventions of sentence composition.</li> <li>● RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li>● RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</li> <li>● L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</li> <li>● L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>● L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</li> <li>● L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</li> <li>● 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language about the joy of kindergarten while reading and discussing <u>One Happy Classroom</u>.</li> <li>● Identify characters and setting in a story.</li> <li>● Practice holding the book right side up.</li> <li>● Match pictures to text.</li> <li>● Respond to text by drawing and writing.</li> <li>● Understand the meaning of new vocabulary</li> <li>● <b>Can identify a noun.</b></li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Weekly Assessment – Plot</li> <li>● <b>Assessment – Picture Writing: Nouns – have children work in small groups or independently to draw their own nouns. Remind children they can draw singular or plural nouns.</b></li> <li>● Teacher Observation</li> <li>● Turn and Talks, Think Pair Share</li> <li>● Response to Text – Accountable Talk</li> <li>● KWL Chart</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Read Aloud – <u>A Squiggly Story</u></li> <li>○ Big Book – <u>One Happy Classroom</u></li> </ul> </li> <li>● Materials – Whole Group <ul style="list-style-type: none"> <li>○ Family Letter to Send Home</li> <li>○ Get Curious Video – “The First Day”</li> <li>○ Read Aloud Big Book – <u>A Squiggly Story</u></li> <li>○ Big Book – <u>One Happy Classroom</u></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher’s Guide</li> <li>○ Bookstix</li> <li>○ Anchor Chart – Nouns</li> <li>○ <b>Instructional Vocabulary – common noun, plural noun</b></li> <li>○ Vocabulary Cards – Power Words: <b>idea, offer, stuck</b>; Big Idea Words – <b>discover, dream, partner</b></li> <li>○ Knowledge Maps</li> </ul> </li> <li>● Activities <ul style="list-style-type: none"> <li>○ View and Respond to Get Curious Video</li> <li>○ Build Background Knowledge</li> <li>○ <b>Several grammar and writing activities including:</b> Read Aloud Big Book Focal Text – <u>A Squiggly Story</u> – <b>Display page 2 – I do – Discuss the sentence, “My sister loves to read.” The word sister is the noun in this sentence. We do – Display page 8 and read it aloud. Work with children to identify the nouns. Say: Let’s say what nouns we hear on this page: crayons, pencils, pad, paper, and letter. Which are plural nouns? (crayons,</b></li> </ul> </li> </ul>

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	diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.		<p>pencils)</p> <ul style="list-style-type: none"> <li>○ Grammar: Singular and Plural Nouns</li> <li>○ Writing Basics: Name Pictures</li> <li>○ Vocabulary Cards: Review Nouns</li> <li>○ Big Book Focal Text – <u>One Happy Classroom</u> – Display pages 16–17. Have children work in small groups to name nouns they see in the picture. Tell them to include some proper nouns. Have volunteers share what nouns they named and write them on the board. Have children repeat each noun and point out how the proper nouns begin</li> <li>○ Listening Comprehension</li> </ul>
<b>Module 1 – Week 2</b>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Minilessons</li> <li>○ ELL Tabletop Minilessons</li> <li>○ Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Cloze Reading</li> <li>○ Choral Reading</li> <li>○ Review Plot</li> <li>○ Writing Corner – Have children cut out pictures of nouns from magazines or other sources and sort them as people, places, or things.</li> <li>○ Research/Inquiry Project – Have children work on the “All About Kindergarten” guidebook – Remind children that the focus this week is to gather information about kindergarten. They can use what they learn to answer their questions from Week 1.</li> </ul>		
<b>Module 1 – Week 3</b>	<ul style="list-style-type: none"> <li>● W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.</li> <li>● L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language about the joy of kindergarten while reading and discussing <u>School Bus</u></li> <li>● Listen to and understand a poem – “Kindergarten Kids.”; Practice alliteration</li> <li>● Practice holding the book right side up.</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Read Aloud Big Book – Kindergarten Kids.”</li> <li>○ Big Book – <u>School Bus</u></li> </ul> </li> <li>● Materials – Whole Group <ul style="list-style-type: none"> <li>○ Family Letter to Send Home</li> <li>○ Get Curious Video – “The First Day”</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>● <b>L.WF.K.3 Demonstrate command of the conventions of sentence composition.</b></li> <li>● RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li>● RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</li> <li>● L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</li> <li>● L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>● L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</li> <li>● RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).</li> <li>● L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</li> <li>● 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> </ul>	<ul style="list-style-type: none"> <li>● Match pictures to text.</li> <li>● Respond to text by drawing and writing.</li> <li>● Understand the meaning of new vocabulary</li> <li>● <b>Can identify the difference between a singular noun and a plural noun.</b></li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Weekly Assessment – Rhythm and Rhyme</li> <li>● <b>Assessment – Distribute copies of Picture Writing – have children work in small groups or independently to draw their own nouns and adjectives. Remind children they can draw singular or plural nouns and can include more than one adjective. Have volunteers share what they drew and write the adjectives and nouns on the board. Have children repeat each phrase and tell what the adjective describes.</b></li> <li>● Teacher Observation</li> <li>● Turn and Talks, Think Pair Share</li> <li>● Response to Text – Accountable Talk</li> <li>● KWL Chart</li> </ul>	<ul style="list-style-type: none"> <li>○ Read Aloud Big Book – Kindergarten Kids.”</li> <li>○ Big Book – <u>School Bus</u></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher’s Guide</li> <li>○ Bookstix</li> <li>○ Anchor Chart – Story Elements</li> <li>○ <b>Instructional Vocabulary – adjective</b></li> <li>○ Vocabulary Cards – Power Words: <b>clue, mistake, puzzled</b>; Big Idea Words – <b>discover, dream, partner</b></li> <li>○ Knowledge Maps</li> <li>● Activities <ul style="list-style-type: none"> <li>○ View and Respond to Get Curious Video</li> <li>○ Build Background Knowledge</li> <li>○ Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading</li> <li>○ <b>Several grammar and writing activities including: Read Aloud “Kindergarten Kids” as a focal text – discuss adjectives, I do – discuss page 6 “It’s blue with a white sail;” discuss how blue and white are adjectives; We do – discuss p. 14 and read aloud, identify the following adjectives with students – square, round, triangle, shy, great, eight; You do – discuss p. 15 – have students identify the adjectives and tell what they describe – two, sixteen, great, crusty, saucy, stringy, cheesy, tasty)</b></li> <li>○ Listening Comprehension</li> </ul> </li> </ul>
<b>Module 1 – Week 3</b>	Small Group/Differentiation – Materials – Small Group/Differentiation <ul style="list-style-type: none"> <li>○ Decodables</li> </ul>		

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	<ul style="list-style-type: none"> <li>○ Tabletop Minilessons</li> <li>○ ELL Tabletop Minilessons</li> <li>○ Language Graphic Organizer</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Cloze Reading</li> <li>○ Choral Reading</li> <li>○ Review Plot</li> <li>○ <b>Writing Corner – Write the Room: Words with m or t; Have children Write the Room to find words that begin with or t; Handwriting Practice – Have children use Handwriting Models Manuscript m, M, t, to practice handwriting.</b></li> <li>○ Research/Inquiry Project – Have children work on the “All About Kindergarten” guidebook – Remind children that the focus this week is to gather information about kindergarten. They can use what they learn to answer their questions from Week 1.</li> </ul>
<b>Module 1 – Week 4</b>	<div> <ul style="list-style-type: none"> <li>● W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.</li> <li>● L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</li> <li>● L.WF.K.3 Demonstrate command of the conventions of sentence composition.</li> <li>● RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li>● RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.</li> <li>● RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how)</li> <li>● L.RF.K.1. Demonstrate understanding of the organization and basic features of print.</li> <li>● L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.</li> </ul> </div> <div> <p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Build knowledge and language about the joy of kindergarten while reading and discussing <u>Annie, Bea, and Chi Chi Dolores</u></li> <li>● Identify the topic and central idea</li> <li>● The different parts of an informational text</li> <li>● Understand how the pictures support the text</li> <li>● Respond to text by drawing and writing.</li> <li>● Understand the meaning of new vocabulary</li> <li>● <b>Can identify and represent a noun and a verb</b></li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● <b>Distribute copies of Picture Writing – have children work in small groups or independently to draw their own nouns and verbs. Remind children they can draw singular or plural nouns and can include more than one adjective. Have volunteers share what they drew and write the verbs on the board. Have children say each verb.</b></li> <li>● Teacher Observation</li> <li>● Turn and Talks, Think Pair Share</li> <li>● Response to Text – Accountable Talk</li> <li>● KWL Chart</li> </ul> <p><b>Summative Assessment: Module Assessment</b></p> </div> <div> <ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Read Aloud – <u>Schools Around the World</u></li> <li>○ Big Book – <u>Annie, Bea, and Chi Chi Dolores</u></li> </ul> </li> <li>● Materials – Whole Group <ul style="list-style-type: none"> <li>○ Family Letter to Send Home</li> <li>○ Get Curious Video – “The First Day”</li> <li>○ Read Aloud – <u>Schools Around the World</u></li> <li>○ Big Book – <u>Annie, Bea, and Chi Chi Dolores</u></li> <li>○ myBook</li> <li>○ Know It, Show It</li> <li>○ Teacher’s Guide</li> <li>○ Bookstix</li> <li>○ Anchor Chart – <b>Verbs</b></li> <li>○ <b>Instructional Vocabulary – author, grammar, noun</b></li> <li>○ Vocabulary Cards – Power Words: <b>city, country, map</b>; Big Idea Words –<b>discover, dream, partner</b></li> <li>○ Knowledge Maps</li> <li>○ Wrap Up Video – Kindness Matters</li> </ul> </li> <li>● Activities <ul style="list-style-type: none"> <li>○ View and Respond to Get Curious Video</li> <li>○ Build Background Knowledge</li> <li>○ <b>Several grammar and writing activities</b></li> </ul> </li> </ul> </div>

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	<ul style="list-style-type: none"> <li>• L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</li> <li>• L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.</li> <li>• 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> </ul>		<p>including: Read Aloud – Schools Around the World as a focal text – discuss verbs, I do – discuss page 4-5 and model identifying verbs – “go,” “learn”; We do – discuss p. 11 and read aloud, identify the verbs; You do – discuss p. 18-19 – have students identify the verbs on these pages and discuss as a class.</p> <ul style="list-style-type: none"> <li>○ Oral Writing Verbs – Have students practice sentence frames with verbs.</li> <li>○ Listening Comprehension</li> </ul>
<b>Module 1 – Week 4</b>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> <li>○ Decodables</li> <li>○ Tabletop Minilessons</li> <li>○ ELL Tabletop Minilessons</li> <li>○ Language Graphic Organizer – Express likes and dislikes</li> </ul> <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> <li>○ Cloze Reading</li> <li>○ Choral Reading</li> <li>○ Review Central Idea and Key Details</li> <li>○ <b>Writing Corner – Have children cut out pictures from magazines or other sources and sort them as nouns or actions.</b></li> <li>○ Research/Inquiry Project – Have children work on the “All About Kindergarten” guidebook – Remind children that the focus this week is to present their guidebook pages to the class, and then gather the pages together to make a book.</li> </ul>		

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)