

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

Kindergarten – Module 2 – There's Only One Me

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 2:

This module focuses on what makes each individual child special. What do we love to do? What languages do we speak? What makes us unique – our names, our families, our dreams. Students will learn that we are different in so many ways, and that being different is awesome. Further, students will explore what makes each of us one of a kind.

Essential Question: ***What makes us special?***

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.WF.K.3 Demonstrate command of the conventions of sentence composition.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
- 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)

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

- 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
Module 2 – Week 1	<ul style="list-style-type: none"> ● W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks. ● L.WF.K.3 Demonstrate command of the conventions of sentence composition. ● 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). ● 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. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about how we are uniquely different ● Identify the problem and solution. ● Match pictures to text. ● Understand how persuasive text is written. ● Respond to text by drawing and writing. ● Understand the meaning of new vocabulary ● Correctly capitalize a sentence <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Character/Setting ● Assessment – Distribute copies of Final Writing and have children work in small groups or independently to draw and write their sentences. Remind children they should begin their sentences with an uppercase letter and end with an end mark. Have volunteers share their sentences and write them on the board. Have children repeat each sentence. ● Teacher Observation 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud – <u>I am Rene, the Boy</u> ○ Big Book – <u>Being Different Rocks</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – “The First Day” ○ Read Aloud – <u>I am Rene, the Boy</u> ○ Big Book – <u>Being Different Rocks</u> ○ myBook ○ Know It, Show It ○ Teacher’s Guide ○ Bookstix ○ Anchor Chart – Story Elements ○ Instructional Vocabulary – predicate, sentence fragment, subject ○ Vocabulary Cards – Power Words: participate, pronoun, research; Big Idea Words – celebrate, different, special ○ Knowledge Maps ● Activities ** <ul style="list-style-type: none"> ○ Several grammar and writing activities

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Turn and Talks, Think Pair Share • Response to Text – Accountable Talk • KWL Chart 	<p>including</p> <p>I DO – Say a sentence and then write it. Model capitalizing the first word. Say: the cat saw a rat. The word</p> <p>The is the first word in this sentence. I need to write it with an uppercase T</p> <p>Revise the sentence and read it aloud: The cat saw a rat.</p> <p>WE DO – Say another sentence and write it. Work with children to capitalize the first word Say: that man can tap. Let's say the first word in this sentence: that. How should we write it? (with an uppercase T) Have a volunteer change the lowercase t to an uppercase T</p> <p>YOU DO – Say and write a sentence. Have children identify the first word in the sentence and capitalize it.</p> <p>Say: a bat can fly. What is the first word in the sentence? (a) How should we write it? (uppercase A)</p> <p>Have a volunteer change a to an uppercase letter.</p> <ul style="list-style-type: none"> ○ Build Background Knowledge ○ Grammar: Capitalization and Punctuation ○ Writing Basics: Sentence Composition ○ Recognize children when they publish a piece of writing using the Writing Certificate
Module 2 – Week 1	Small Group/Differentiation – Materials – Small Group/Differentiation <ul style="list-style-type: none"> ○ Decodables ○ Tabletop Minilessons 		

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<ul style="list-style-type: none"> ○ ELL Tabletop Minilessons ○ Language Graphic Organizer <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Cloze Reading ○ Choral Reading ○ Writing Corner – Picture Sentences – Have children cut out pictures from magazines or other sources and say or write a sentence about them. Manuscript – s, S, b, B – Have children use Handwriting Models: Manuscript s, S, b, B to practice handwriting. ○ 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.
Module 2 – Week 2	<div> <ul style="list-style-type: none"> ● W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks. ● L.WF.K.3 Demonstrate command of the conventions of sentence composition. ● 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). ● 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 </div> <div> <p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about how we are uniquely different ● Identify clues about a character ● Identify the central idea in an informational text. ● Match pictures to text. ● Respond to text by drawing and writing. ● Understand the meaning of new vocabulary; identify synonyms and antonyms. ● Correctly capitalize a sentence <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Plot ● Assessment – Distribute copies of Final Writing and have children work in small groups or independently to draw and write their sentences. Remind children they should begin their sentences with an uppercase letter and end with an end mark. Have volunteers share their sentences and write them on the board. Have children repeat each sentence. ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart </div> <div> <ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud – <u>I Like Myself</u> ○ Big Book – <u>ABC I Like Me</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – “The First Day” ○ Read Aloud – <u>I Like Myself</u> ○ Big Book – <u>ABC I Like Me</u> ○ myBook ○ Know It, Show It ○ Teacher’s Guide ○ Bookstix ○ Anchor Chart – Story Elements ○ Instructional Vocabulary – predicate, preposition, sentence, sentence fragment, subject ○ Vocabulary Cards – Power Words: bother, change, same; Big Idea Words – celebrate, different, special ○ Knowledge Maps ● Activities <ul style="list-style-type: none"> ○ View and Respond to Get Curious Video ○ Build Background Knowledge ○ Read Aloud Big Book Focal Text – <u>I Like Myself</u> </div>

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<p>support comprehension.</p> <ul style="list-style-type: none"> • L.K.L.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. 		<ul style="list-style-type: none"> ○ Several grammar and writing activities including <ul style="list-style-type: none"> I DO – Display page 12 and read it aloud. Model identifying the preposition “On” Say: “I like me on the inside, too, for all I think and say and do” This sentence has a preposition: on; On joins like me to the inside. WE DO – Display page 15 and read it aloud. Work with children to identify the prepositions “from” and “to.”: From head to toe and all around. Let’s say the prepositions we hear: “from” and “to.” What do they link? head and toe) YOU DO – Display page 29 and read it aloud. Have children identify the preposition from. Say: What preposition do you Hear? (from) What does it link? (horns protruding, my nose) ○ Grammar: Prepositions ○ Listening Comprehension
<p>Module 2 – Week 2</p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Decodables ○ Tabletop Minilessons ○ ELL Tabletop Minilessons ○ Language Graphic Organizer <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Cloze Reading ○ Choral Reading ○ Review Plot ○ Writing Corner – Have children capitalize and end marks to sentence strips; Manuscript n, N, d, D – Use models to practice. ○ Research/Inquiry Project – Have children work on the “All About Kindergarten” guidebook – Remind children that the focus this week is 		

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	to gather information about kindergarten. They can use what they learn to answer their questions from Week 1.		
Module 2 – Week 3	<ul style="list-style-type: none"> ● W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks. ● L.WF.K.3 Demonstrate command of the conventions of sentence composition. ● W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events. ● 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). ● 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 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about how we are uniquely different ● Identify clues about a character ● Identify the central idea in an informational text. ● Match pictures to text. ● Respond to text by drawing and writing. ● Understand the meaning of new vocabulary; identify synonyms and antonyms. ● Can write 2-3 sentences about a character in a particular setting <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Rhythm and Rhyme ● Assessment – Have children work in small groups or independently to say and write their own story sentences. Tell them to use their character and setting to make one or two sentences. Remind children that a complete sentence has a subject and a verb. Have volunteers share their sentences and identify their character and setting. ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk ● KWL Chart 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud – <u>Snail & Worm Again</u> ○ Big Book – <u>Pete the Cat: Too Cool for School</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – “The First Day” ○ Read Aloud Big Book – Kindergarten Kids.” ○ Big Book – <u>School Bus</u> ○ myBook ○ Know It, Show It ○ Teacher’s Guide ○ Bookstix ○ Anchor Chart – Story Elements ○ Instructional Vocabulary – characters, narrative, pronoun, sentence, setting ○ Vocabulary Cards – Power Words: reflection, share, stripe; Big Idea Words – discover, dream, partner ○ Knowledge Maps ● Activities <ul style="list-style-type: none"> ○ View and Respond to Get Curious Video ○ Build Background Knowledge ○ Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading ○ Several grammar and writing activities including I Do – Model saying a sentence that tells about character and setting. Explain that “I will tell a story about something I did this morning. I need to include character and setting. I woke up at home. (Character – myself; setting - home); Review that it is a complete sentence with

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<ul style="list-style-type: none"> 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. 		<p>a subject and a verb.</p> <p>We Do – Work with children to tell the next part of the story - - What h Review the happened next – “I ate a yummy breakfast.” Review the subject and verb in the sentence.</p> <p>You Do – Have children work with partner to generate an additional story sentence.</p> <ul style="list-style-type: none"> Listening Comprehension
Module 2 – Week 3	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> Decodables Tabletop Minilessons ELL Tabletop Minilessons Language Graphic Organizer <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> Cloze Reading Choral Reading Review Plot Writing and Grammar Corner – Write the Room: Words with Short i; Have children Write the Room to find words with short i; Manuscript i, l, b, B, d, D, n, N, s, S; Have children use Handwriting Models: Manuscript i, l, b, B, d, D, n, N, s, S to practice handwriting. <p>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.</p>		
Module 2 – Week 4	<ul style="list-style-type: none"> W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks. L.WF.K.3 Demonstrate command of the conventions of sentence composition. W.NW.K.3. Use a combination of 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Build knowledge and language about the joy of kindergarten while reading and discussing <u>Annie, Bea, and Chi Chi Dolores</u> Identify the topic and central idea The different parts of an informational text Understand how the pictures support the text Respond to text by drawing and writing. Understand the meaning of new vocabulary Can write 2-3 sentences about a character in a 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Read Aloud – <u>Tiny Rabbit’s Big Wish</u> Big Book – <u>My Friends</u> Materials – Whole Group <ul style="list-style-type: none"> Family Letter to Send Home Get Curious Video – “The First Day” Read Aloud – <u>Tiny Rabbit’s Big Wish</u> Big Book – <u>My Friends</u> myBook Know It, Show It

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<p>drawing, dictating, and writing to narrate real or imagined experience or events.</p> <ul style="list-style-type: none"> • 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). • RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story. • 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) • 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. • 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. 	<p>particular setting</p> <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Have children work in small groups or independently to say and write their own story sentences. Tell them to use their character and setting to make one or two sentences. Remind children that a complete sentence has a subject and a verb. Have volunteers share their sentences and identify their character and setting. • Teacher Observation • Turn and Talks, Think Pair Share • Response to Text – Accountable Talk • KWL Chart <p>Summative Assessment: Module Assessment</p>	<ul style="list-style-type: none"> ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – Central Idea ○ Instructional Vocabulary – characters, narrative, sentence, setting, verb ○ Vocabulary Cards – Power Words: <i>enormous, height, wish</i>; Big Idea Words <i>–discover, dream, partner</i> ○ Knowledge Maps ○ Wrap Up Video – One of a Kind <ul style="list-style-type: none"> ● Activities <ul style="list-style-type: none"> ○ View and Respond to One of a Kind Video ○ Build Background Knowledge ○ Several grammar and writing activities including Read Aloud – Big Wish I Do – Display page 3 and read it aloud. Model identifying the past tense very – “A tiny rabbit dreamed.: We Do – Display p. 12 and read it aloud. Name the action words that we hear – wished and grow – review which one is a past tense verb and why You Do – Display p. 20 and read it aloud. Have children identify the verbs and identify the past tense verb. ○ Listening Comprehension
Module 2 – Week 4	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> ○ Decodables ○ Tabletop Minilessons ○ ELL Tabletop Minilessons 		

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<ul style="list-style-type: none">○ Language Graphic Organizer – Express likes and dislikes <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none">○ Cloze Reading○ Choral Reading○ Review Central Idea and Key Details○ Writing and Grammar Corner – Picture Sentences – Have children cut out pictures from magazines or other sources and say or write a sentence about them; Manuscript p, P, c, C – Have children use Handwriting Models: Manuscript p, P, c, C to practice handwriting.○ 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.
--	--

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

[ELA Enduring Understanding Statements](#)