

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

Kindergarten – Unit/Module 3 – My Community Heroes

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 3:

This module focuses on the importance of a community and all of the important roles that exist within it. Kindergarteners will learn about everyday community heroes such as teachers, mail carriers, mechanics, and artists. Children will see that we accomplish more together, and that they don't need to wait to contribute. Communities are about pooling our unique backgrounds and skills—the more diverse, the better.

Essential Question: ***What makes a community?***

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

- 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)

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- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- 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.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.

Unit/Module Weekly Learning Activities and Pacing Guide

20 - 25 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 3 – 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). ● 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 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about how we are uniquely different ● Identify key details in an informational text. ● Understand text features in an informational text.. ● Match pictures to text. ● Understand how persuasive text is written. ● Respond to text by drawing and writing. ● Understand the meaning of new vocabulary ● Write a question with a beginning uppercase letter and a question mark. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Distribute copies of Final Writing – and have children work in small groups or independently to draw and write their questions. Remind children that they should begin their questions with an uppercase letter and end with an end mark. Have volunteers share their questions and write them on the board. Have children repeat each question ● Teacher Observation ● Turn and Talks, Think Pair Share ● Response to Text – Accountable Talk 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud – <u>Places in My Community</u> ○ Big Book – <u>Map My Neighborhood</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – The Playground ○ Read Aloud – <u>Places in My Community</u> ○ Big Book – <u>Map My Neighborhood</u> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – End Marks ○ Vocabulary Cards – Power Words: earn, safe, together; Big Idea Words – community, location, neighbor ○ Instructional Vocabulary – punctuation, question ○ Knowledge Maps ● Activities <ul style="list-style-type: none"> ○ View and Respond to Get Curious Video

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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> KWL Chart 	<ul style="list-style-type: none"> Build Background Knowledge Identify key details and text features in an informational text Several grammar and writing activities including: Identifying Questions – Use the Read Aloud book: <u>Places in My Community</u>: I Do – Display page 4 and read it aloud: Model identifying the questions. Explain that the heading is a question – What is a community? We Do – Display p. 10 – Work with children to identify the question: <i>Which kind of school do you go to?</i> You Do – Display p. 13 and read it aloud. Have children identify the question — Do you have a vegetable garden? Discuss why this is a question. Listening Comprehension
Module 3 – Week 1	<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 Practice summarizing a text. Writing Corner – Write the Room: Words with r or f – have children use “Write the Room” to find and record words that begin with r or f; Manuscript – Have children use handwriting models for r, R, f, R to practice. Research/Inquiry Project – Have groups work on the module project: Build a Community: Remind children that their focus this week is to brainstorm places they will add to their model. 		

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<p>Module 3 – Week 2</p>	<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). ● 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. ● 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 	<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 text features 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. ● Write a question with a beginning uppercase letter and a question mark. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Distribute copies of Final Writing and have children work in small groups or independently to draw and write their questions. Remind children that they should begin their questions with an uppercase letter and end with an end mark. Have volunteers share their questions and write them on the board. Have children repeat each question. ● 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>Quinito's Neighborhood</u> ○ Big Book – <u>ABC The Alphabet from the Sky</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – “The First Day” ○ Read Aloud – <u>Quinito's Neighborhood</u> ○ Big Book – <u>ABC The Alphabet from the Sky</u> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – End Marks ○ Instructional Vocabulary – <i>possessive, punctuation, question</i> ○ Vocabulary Cards – Power Words: <i>busy, help, neighborhood</i>; Big Idea Words – <i>celebrate, different, special</i> ○ Knowledge Maps ● Activities <ul style="list-style-type: none"> ○ Build Background Knowledge ○ Plot – Character Clues ○ Listening Comprehension ○ Several grammar and writing activities including: Use Read Aloud Book – Quinito's Neighborhood as a focal text to introduce possessive nouns: Explain – “We use special nouns to show that something belongs to a person, place, or thing. These words have a special mark called an apostrophe and end in “s.” Use the title - Qunitio's Neighborhood as an example: I Do – Display p. 5 and read it aloud. Model possessive nouns – “abuelo's” We Do – Display p. 10 and read it aloud. Work with children to identify the possessive noun: “He checks people's teeth.” You Do – Display p. 14 and read it aloud: Have children identify the possessive noun
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	challenges that are inherent in living in an interconnected world		Rafi's – discuss what belongs to Rafi.
Module 3 – Week 2	<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 ○ Writing Corner – Words with Short O – have children use Write the Room to find and record words that have short o; Possessive Match – have children use word cards and an 's card to practice forming possessive phrases. ○ Research/Inquiry Project – Have groups work on the module project: Who Am I? Flap Book. Remind children that their focus this week is to gather information about one place in their community. 		
Module 3 – 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. 	<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 ● 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 which describe a character and setting. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Weekly Assessment – Have children work on writing their own story sentences. They should use a character and setting in their sentences. ● 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>A Bucket of Blessings</u> ○ Big Book – <u>Bo and Peter</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 – <u>A Bucket of Blessings</u> ○ Big Book – <u>Bo and Peter</u> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart –Character/Setting ○ Vocabulary Cards – Power Words: hope, wonderful, worried; Big Idea Words – discover, dream, partner ○ Instructional Vocabulary – characters, narrative, sentence, setting, subject, verb

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	<ul style="list-style-type: none"> ● 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. 		<ul style="list-style-type: none"> ○ Knowledge Maps ● Activities <ul style="list-style-type: none"> ○ Build Background Knowledge ○ Several grammar and writing activities including: Use the Read Aloud Book: <u>A Bucket of Blessings</u> – I Do: Display p. 4 and read it aloud. Model identifying the subject and verb: Read, “Monkey and his neighbors look everywhere for water. Monkey and his neighbors is the subject. Look is the verb, etc... We Do – Display p. 7 and read it aloud. Work with children to identify the subject and verb. Read, “ So he decides to climb the nearby mountain to visit Peacock. Let’s say the subject: he (discuss singular or plural); discuss the verb – decides You Do – Display p. 12 and read it aloud. Have children identify the subject and verb. ○ Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading ○ Listening Comprehension
Module 3 – 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 ○ Research/Inquiry Project – Have children work on the “All About Kindergarten” guidebook – Remind children that their focus this week is to build their place in the community, using cardboard, plastic bottles, and paper. <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Cloze Reading 		

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	<ul style="list-style-type: none"> ○ Choral Reading ○ Review Plot ○ Writing Corner – Write the Room: Words with g or h – have children use write the room to find and record words that begin with g or h.; Story Puppets – Have children use stick puppets to practice telling a short story. 		
<p>Module 3 – Week 4 ** – done but add objectives and instructional vocab</p> <p>Week 1 x Week 2 x Week 3 x Week 4 x</p>	<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. ● 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.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.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 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about the joy of kindergarten. ● Understand character's thoughts and feelings in a fictional text. ● Understand how the pictures support the text ● I can recognize the rhythm and rhyme in a poem. ● Respond to text by drawing and writing. ● Understand the meaning of new vocabulary ● Can write 2-3 sentences which describe a character and setting. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Assessment – Have children work on their brief stories. Assess if students are able to develop a few sentences which involve character/setting. Assess if students are using a subject and a verb in their sentences. ● 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"> ● Texts <ul style="list-style-type: none"> ○ Read Aloud – <u>A Piece of Home</u> ○ Big Book – <u>Where We Live: "Welcome," "My Neighborhood," and "Homes"</u> ● Materials – Whole Group <ul style="list-style-type: none"> ○ Family Letter to Send Home ○ Get Curious Video – "The First Day" ○ Read Aloud – <u>A Piece of Home</u> ○ Big Book – <u>Where We Live: "Welcome," "My Neighborhood," and "Homes"</u> ○ myBook ○ Know It, Show It ○ Teacher's Guide ○ Bookstix ○ Anchor Chart – Characters/Setting ○ Vocabulary Cards – Power Words: brave, expect, ordinary; Big Idea Words –discover, dream, partner ○ Instructional Vocabulary – characters, narrative, sentence, setting, subject, verb ○ Knowledge Maps ○ Wrap Up Video – Let's Go to Work ● Activities <ul style="list-style-type: none"> ○ Several grammar and writing activities including: Use the Read Aloud Book – A Piece of Home: I Do – Display p. 2 and read it aloud. Model identifying the beginning uppercase letter end mark in the first sentence: <i>In Korea, my grandmother was a wise and wonderful teacher.</i> Discuss – This is a complete sentence. It tells a whole thought. I see an uppercase letter at the beginning. I see a

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	<p>sufficient decoding accuracy to support comprehension.</p> <ul style="list-style-type: none"> • 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>period at the end. We Do – Display p. 18 and read it aloud – Work with the children to identify the uppercase letter and end mark in the first sentence. My teacher is nice. Does this tell a whole thought? Where is the uppercase letter in the beginning of the sentence. How does the sentence end? You Do – Display p.28 and read it aloud. Have children identify the uppercase letter and end punctuation. Have volunteers come up to circle for everyone.</p> <ul style="list-style-type: none"> ○ View and Respond to Wrap Up Videos – One of a Kind ○ Build Background Knowledge ○ Author and Illustrator; Reread to Notice Details; Characters and Setting; Match Pictures to Text – Use echo reading ○ Poetry – Rhythm/rhyme ○ Listening Comprehension
<p>Module 3 – Week 4</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 – Express likes and dislikes ○ Research/Inquiry Project – Have children work on the “All About Kindergarten” guidebook – Remind children that their focus this week is to present their community model. <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> ○ Cloze Reading ○ Choral Reading ○ Review Central Idea and Key Details ○ Writing Corner – Have children Write the Room: Words with r or f – have children use Write the room to find and record words that begin with r or f; Manuscript – Have children using handwriting models for r,R, f,R to practice. 		

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

[ELA Enduring Understanding Statements](#)