



Writing Pacing Guide

Grade K

MP	Units	Unit TOTAL*	Cumulative TOTAL**
MP1	Unit 1 – Friendly Faces	25 days	25 days
MP1	FLEX DAYS	5 days	30 days
MP1-2	Unit 2 – Show and Tell	25 days	55 days
MP2	FLEX DAYS	5 days	60 days
MP2	Unit 3 – Outside My Door	25 days	85 days
MP2	FLEX DAYS	5 days	90 days
MP3	Unit 4 – Let’s Find Out	25 days	115 days
MP3	FLEX DAYS	5 days	120 days
MP3-4	Unit 5 – Growing and Changing	25 days	145 days
MP4	FLEX DAYS	5 days	150 days
MP4	Unit 6 – Look At Us!	25 days	175 days
MP4	FLEX DAYS	5 days	180 days

Pemberton Township School District

Kindergarten Writing

Unit Title: Unit 1: Neighborhood Visit – Narrative Writing

Stage 1: Desired Results

Standards & Indicators:

NJSLS Kindergarten English Language Arts

W.K.3
W.K.5
W.K.6
W.K.7
W.K.8
RL.K.1
RL.K.2
RL.K.3
RL.K.4
RL.K.5
RL.K.6
RL.K.7
RL.K.9
RL.K.10
SL.K.1
SL.K.2
SL.K.3
SL.K.4
SL.K.5
SL.K.6
L.K.1
L.K.2
L.K.4
L.K.5
L.K.6

NJSLS Technology

8.1.2.A.2

NJSLS 21st Century Life and Careers

CRP1.
CRP2.
CRP4.
CRP12.

Pemberton Township School District

Kindergarten Writing

Central Idea / Enduring Understanding:

Students will...

- Dictate labels.
- Draw a picture and label it.
- Dictate captions.
- Use details to make a story more interesting to read.
- Choose a topic for a story.
- Write a story with a beginning, middle, and end.
- Draft, revise, edit, and publish a story.
- Use nouns for people.
- Use nouns for places.
- Use nouns for animals and things.
- Use verbs.

Essential/Guiding Question:

- What is a label?
- Where should you write a label?
- What can a label name?
- What is a caption?
- Where should you write a caption?
- What details can I add to my story?
- What does a story have to tell?
- Does my story have a beginning, middle, and end?
- How does a writer revise a story?
- How does a writer edit a story?
- How does a writer publish a story?
- What is an author's chair?

Pemberton Township School District

Kindergarten Writing

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> • Writer’s Workshop: Minilesson Teaching Point, Writing & Conferring, Share • Steps to Gradual Release – Modeled, Shared, Guided, and Independent Writing • Big Idea: Labels, Captions, Class Story • Focus Trait: Ideas • Graphic Organizer: Web Map • Writing Process: Plan, Draft, Revise, Edit, and Publish • Academic Language: label, caption, details, topic, nouns, verbs, present tense 	<ul style="list-style-type: none"> • Labels • Dictate or write labels • Family member • Places • Dictate or write captions • Details • Topic • Story – Who and Where • Story – Beginning, Middle, and End • Draft • Revise • Edit • Publish • Nouns for people • Nouns for places • Nouns for animals and things • Action verbs in present tense

Pemberton Township School District

Kindergarten Writing

Stage 2: Assessment Evidence

Performance Task(s):

- **Lesson 1:** Book of Family Members
- **Lesson 2:** Picture of Place with Label
- **Lesson 3:** Picture of Pet with Caption
- **Lesson 4:** Picture About School with Sentence
- **Lesson 5:** Story
- Use Kindergarten district rubric for scoring

Other Evidence:

- Verbal Responses
- Participation in Discussions
- Conferences

Pemberton Township School District

Kindergarten Writing

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 – Lesson 1 in Journeys

Labels:

- **Teaching Point: Dictate Labels** – Use *What Makes A Family* to model labeling family members. T21
Shared Writing – Students dictate labels to tell the names of people using *Building with Dad*.
- **Teaching Point: Dictate Labels** – Use *What Makes A Family* to model labeling family. T37
Shared Writing – Students draw pictures of family members and dictate labels that name the different people.
- **Teaching Point: Dictate Labels** – Model drawing a picture of a baby and write label under the picture. T45
Guided Writing – Students draw pictures of family members, dictate labels.
- **Teaching Point: Dictate Labels** – Use *Flip Chart – People in a Family* to model drawing and label a family member. T53
Guided Writing – Students draw picture of a family member on Flip Chart, dictate label, and teacher writes label below picture.
- **Teaching Point: Dictate or Write Labels** – Display pictures of family members and labels. Students tell what the label says. T59
Independent Writing – Students make a book of family pictures, dictate, or writes labels.

Grammar:

- **Teaching Point: Nouns for People** – T20, 36, 44, 52, 58

Resources:

Week 1 – Lesson 1 in Journeys

- Projectable 1.1
- Mentor Text: *Building with Dad* by Carol Nevius
- Projectable 1.1
- Students' Pictures of Family Members
- Picture of Baby with Label
- Students' Pictures of Family Members
- Flip Chart pg. 7
- Picture Display of Family Members
- Completed Book of Family Pictures
- Projectable 1.2
- *Building with Dad* and *What Makes A Family*
- Flip Chart pg. 8

Pemberton Township School District

Kindergarten Writing

Learning Opportunities/Strategies:

Week 2 – Lesson 2 in Journeys

Labels:

- **Teaching Point: Dictate Labels** – Use *Labels* to model reading labels. T101
Shared Writing – Students suggest labels using *Friends at School*.
- **Teaching Point: Dictate Labels** – Use *Labels* to model writing labels. T117
Shared Writing – Students draw a picture of a place they like at school and dictate label.
- **Teaching Point: Dictate and Trace Labels** – Model labeling a picture. T125
Guided Writing – Students suggest and trace labels for a picture of buildings on a street.
- **Teaching Point: Dictate or Write Labels** – Model labeling a picture. T133
Guided Writing – Students dictate labels for pictures on *Flip Chart – What Can We Do at School?*
- **Teaching Point: Dictate or Write Labels** – Use *How Do Dinosaurs Go to School?* to label the house. T139
Independent Writing – Students draw a picture of a place they like to go and write or dictate a label.

Grammar:

- **Teaching Point: Nouns for Places** – T100, 116, 124, 132, 138

Resources:

Week 2 – Lesson 2 in Journeys

- Projectable 2.1
- *Friends at School* by Rochelle Bunnett
- Projectable 2.1
- Model Picture with Label
- Picture of Street with Buildings Labeled
- Model Picture with Label
- Flip Chart pg. 13
- Mentor Text: *How Do Dinosaurs Go to School?* by Jane Yolen and Mark Teague
- Completed Picture of Place and Label
- *Friends at School* and *How Do Dinosaurs Go to School?*
- Projectable 2.2
- Flip Chart pg. 14

Pemberton Township School District

Kindergarten Writing

Learning Opportunities/Strategies:

Week 3 – Lesson 3 in Journeys

Captions:

- **Teaching Point: Dictate a Caption** – Use *Captions* to model writing a caption. T181
Shared Writing – Students suggest a caption for a picture in *I have a Pet*.
- **Teaching Point: Dictate a Caption** – Use *Captions* to model writing a caption. T197
Shared Writing – Students suggest captions using pictures in *Please, Puppy, Please*.
- **Teaching Point: Dictate a Caption** – Model drawing a picture and writing a caption. T205
Guided Writing – Students draw a picture of a pet they would like and dictate a caption.
- **Teaching Point: Dictate a Caption** – Model drawing a picture and writing a caption. T213
Guided Writing – Students dictate captions for pictures on *Flip Chart – Our Pets*.
- **Teaching Point: Dictate or Write a Caption** – Display pictures with captions written during the week and discuss. T219
Independent Writing – Students draw a picture of a pet they would like to have and dictate or write a caption.

Grammar:

- **Teaching Point: Nouns for Animals and Things** – T180, 196, 204, 212, 218

Resources:

Week 3 – Lesson 3 in Journeys

- Projectable 3.1
- Mentor Text: *I Have a Pet* by Shari Halpern
- Projectable 3.1
- Mentor Text: *Please, Puppy, Please* by Spike Lee and Tonya Lewis Lee
- Model Picture with Caption
- Completed Pet Pictures
- Model Picture with Caption
- Flip Chart pg. 19
- Display of Pictures and Captions
- Completed Pet Picture with Caption.
- *I Have a Pet* and *Please, Puppy, Please*
- Projectable 3.2
- Flip Chart pg. 20

Pemberton Township School District

Kindergarten Writing

Learning Opportunities/Strategies:

Week 4 – Lesson 4

Class Story:

- **Teaching Point: Write a Class Story** – Use *Pizza at Sally's* to review the story's details and *Class Story* to discuss details in the picture. T261
Shared Writing – Students dictate details about something they did at school.

- **Teaching Point: Write a Class Story** – Use *Class Story* to model writing details about the picture. T277
Shared Writing – Students dictate sentences with details to tell about a person who works in the school using *Everybody Works*.

- **Teaching Point: Write a Class Story** – Model writing sentences and adding details to them. T285
Guided Writing – Students choose something they did at school and dictate sentences with details.

- **Teaching Point: Write a Class Story** – Model writing a sentence and adding details to it. T213
Guided Writing – Students add details to sentences using *Flip Chart – Jobs at School*.

- **Teaching Point: Dictate a Class Story** – Display story and discuss the details. T299
Independent Writing – Students draw a picture about something they did at school and dictate or write a sentence with details.

Grammar:

- **Teaching Point: Action Verbs in Present Tense** – T260, 276, 284, 292, 298

Resources:

Week 4 – Lesson 4

- *Pizza at Sally's* by Monica Wellington
- Projectable 4.1

- Projectable 4.1
- *Everybody Works* by Shelley Rotner and Ken Kreisler

- Model Sentences with Details

- Model Sentence with Details
- Flip Chart pg. 26

- Story
- Completed Picture About School with Sentence

- *Pizza at Sally's* and *Everybody Works*
- Projectable 4.2
- Flip Chart pg. 27

Pemberton Township School District

Kindergarten Writing

Learning Opportunities/Strategies:

Week 5 – Lesson 5

Class Story:

- **Teaching Point: Generate Ideas for Writing a Class Story** – Use *Class Story* to model choosing a topic and ideas for a class story. T341
Independent Writing – Students think about a topic write ideas for their story.
- **Teaching Point: Develop a Draft of a Class Story** – Use *Class Story* to model writing a class story draft. T357
Independent Writing – Students write a draft about the topic they chose.
- **Teaching Point: Revise Draft of a Class Story** – Model adding details to the class story draft. T365
Independent Writing – Students add details to their story.
- **Teaching Point: Edit a Draft of a Class Story** – Model editing the class story draft. T373
Independent Writing – Students edit sentences on the *Flip Chart – The Kite*, peer edit their stories, and rewrite story.
- **Teaching Point: Publish and Share Class Story** – Model writing a final copy of the class story. T379.
Independent Writing – Students make a final copy of story and share.

Grammar:

- **Teaching Point: Action Verbs in Present Tense** – T340, 356, 364, 372, 378

Resources:

Week 5 – Lesson 5

- Projectable 5.1
- Student Practice Workbook pg. 33
- Projectable 5.1
- Model Class Story
- Student Practice Workbook pg. 38
- Model Class Story
- Student Practice Workbook pg. 38
- Model Class Story
- Flip Chart pg. 33
- Student Draft
- Student Practice Workbook pg. 39
- Model Class Story
- Student Practice Workbook pg. 42
- Verbs to Pantomime
- *Kite Flying* by Grace Lin
- Projectable 5.2
- Flip Chart pg. 34

Pemberton Township School District Kindergarten Writing

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Feedback to maintain above grade level proficiency • Rubrics and Writer's Checklists 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Feedback to maintain on grade level proficiency • Prewriting Graphic Organizers • Peer editing and revising • Rubrics and Writer's Checklists 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Small-group lessons during all phases of the writing process • Prewriting – Quick drawing to develop ideas and details • Use of sentence frames to jumpstart writing • Portable word wall with sequencing & transition words • Rubrics and Writer's Checklists • Flexible time allotment 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Small-group lessons during all phases of the writing process • Prewriting – Quick drawing/talk out loud to develop ideas • Use of sentence frames to jumpstart writing • Spell-checkers • Rubrics & Writer's Checklists • Flexible time allotment • Journeys ELL Scaffolds

Pemberton Township School District

Kindergarten Writing

Unit Title: Unit 2: Show and Tell – Informational Writing

Stage 1: Desired Results

Standards & Indicators:

NJSLS Kindergarten English Language Arts

W.K.2
W.K.5
W.K.6
W.K.7
W.K.8
RI.K.1
RI.K.2
RI.K.3
RI.K.4
RI.K.5
RI.K.6
RI.K.7
RI.K.8
RI.K.9
RI.K.10
SL.K.1
SL.K.2
SL.K.3
SL.K.4
SL.K.5
SL.K.6
L.K.1
L.K.2
L.K.4
L.K.5
L.K.6

NJSLS Technology

8.1.2.A.2

NJSLS 21st Century Life and Careers

CRP1.
CRP2.
CRP4.
CRP12.

Pemberton Township School District

Kindergarten Writing

Central Idea / Enduring Understanding:

Students will...

- Dictate descriptive words to complete a sentence.
- I will think about the five senses when describing things.
- Begin a sentence with a capital letter.
- End a sentence with a period.
- Draw a picture and write or dictate a descriptive sentence.
- Use captions to tell about a picture.
- Use describing words to help readers see pictures in their mind.
- Plan a story.
- Draft a story.
- Revise a story.
- Edit a story.
- Publish a story.
- Use color adjectives.
- Use adjectives to tell how many.
- Use adjectives to tell size and shape.

Essential/Guiding Question:

- What is a sentence?
- How does a sentence begin?
- How does a sentence end?
- What are descriptive words?
- What words can describe how things look, sound, smell, taste, and feel?
- What do captions tell us?
- What are some things that describing words can tell us?

Pemberton Township School District

Kindergarten Writing

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> • Writer’s Workshop: Minilesson Teaching Point, Writing & Conferring, Share • Steps to Gradual Release – Modeled, Shared, Guided, and Independent Writing • Big Idea: Descriptive Sentences, Captions, Description • Focus Trait: Word Choice • Graphic Organizer: Word Web • Writing Process: Plan, Draft, Revise, Edit, and Publish • Academic Language: sentence, descriptive, senses, sensory words, capital letter, period, captions, adjectives, plan, draft, revise, edit, publish 	<ul style="list-style-type: none"> • Sentence • Descriptive words • Five senses • Captions • Description • Descriptive sentences • Plan • Draft • Revise • Edit • Publish • Sensory words • Color adjectives • Number adjectives • Adjectives for size and shape

Pemberton Township School District

Kindergarten Writing

Stage 2: Assessment Evidence

Performance Task(s):

- **Lesson 6:** Night Picture with Descriptive Sentence
- **Lesson 7:** Picture of Animal with Descriptive Sentence
- **Lesson 8:** Picture of Animal with Caption
- **Lesson 9:** Picture of Vehicle with Descriptive Sentences
- **Lesson 10:** Description with Picture
- **Use Kindergarten district rubric for scoring**

Other Evidence:

- Verbal Responses
- Participation in Discussions
- Conferences

Pemberton Township School District

Kindergarten Writing

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 6 – Lesson 6 in Journeys

Descriptive Sentences:

- **Teaching Point: Dictate Descriptive Sentences –**
Use *My Five Senses* and *Descriptive Sentences* to model the use of descriptive words. T21
Shared Writing – Students suggest descriptive words to complete sentence frames.
- **Teaching Point: Dictate Descriptive Sentences –**
Use *Descriptive Sentences* to model completing sentence frames with descriptive words. T37
Shared Writing – Students dictate sentence using a descriptive word to describe the boy in *My Five Senses*.
- **Teaching Point: – Dictate Descriptive Sentences**
– Model writing a descriptive sentence and discuss. T45
Guided Writing – Students dictate a descriptive sentence about the rabbit in *My Five Senses*.
- **Teaching Point: Dictate Descriptive Sentences –**
Model how to write a descriptive sentence. T53
Guided Writing – Students complete sentences by dictating sensory words using *Flip Chart – Using Our Senses*.
- **Teaching Point: Write or Dictate Descriptive Sentences** – Model writing a descriptive sentence and discuss. T59.
Independent Writing – Students draw a picture of something they might see at night and dictate or write a sentence using sensory words.

Grammar:

- **Teaching Point: Sensory Words** – T20, 36, 44, 52, 58

Resources:

Week 6 – Lesson 6 in Journeys

- Mentor Text: *My Five Senses* by Alik
- Projectable 6.1
- Sentence Frames
- Projectable 6.1
- Mentor Text: *My Five Senses* by Alik
- Model Descriptive Sentence
- Mentor Text: *My Five Senses* by Alik
- Model Descriptive Sentence
- Flip Chart pg. 45
- Model Descriptive Sentence
- Completed Night Picture and Descriptive Sentence
- *Listen, Listen* and *My Five Senses*
- Projectable 6.2
- Flip Chart pg. 46

Pemberton Township School District

Kindergarten Writing

Learning Opportunities/Strategies:

Week 7 – Lesson 7 in Journeys

Descriptive Sentences:

- **Teaching Point: Dictate Descriptive Sentences –** Use *Amelia's Show-and-Tell Fiesta* and *Descriptive Sentences* to model describing using the five senses. T101
Shared Writing – Students suggest words to complete sentence frames using the five senses.
- **Teaching Point: Dictate Descriptive Sentences –** Use *Descriptive Sentences* to discuss the five sense used. T117
Shared Writing – Students dictate sentences about what an animal looks like using *Mice Squeak, We Speak*.
- **Teaching Point: Dictate Descriptive Sentences –** Model writing a descriptive sentence. T125
Guided Writing – Students suggest descriptive words to complete sentence frame using *Mice Squeak, We Speak*.
- **Teaching Point: Dictate Descriptive Sentences –** Model writing a descriptive sentence about a zebra and discuss.
Guided Writing – Students complete sentences that describe animals using *Flip Chart – Using Our Senses*.
- **Teaching Point: Write or Dictate Descriptive Sentences –** Display descriptive sentences and students select the descriptive words. T139
Independent Writing – Students draw a picture of their favorite animal and write or dictate a sentence describing what it looks like.

Grammar:

- **Teaching Point: Sensory Words –** T100, 116, 124, 132, 138

Resources:

Week 7– Lesson 7 in Journeys

- Mentor Text: *Amelia's Show-and-Tell Fiesta* by Mimi Chapra and Martha Aviles
- Projectable 7.1
- Projectable 7.1
- Mentor Text: *Mice Squeak, We Speak* by Tomie DePaola
- Model Descriptive Sentence
- Picture of Street with Buildings Labeled
- Mentor Text: *Mice Squeak, We Speak* by Tomie DePaola
- Model Descriptive Sentence
- Flip Chart pg. 52
- Completed Picture of Animal with Descriptive Sentence
- *Amelia's Show-and-Tell Fiesta* and *Mice Squeak, We Speak*
- Projectable 7.2
- Flip Chart 53

Pemberton Township School District

Kindergarten Writing

Learning Opportunities/Strategies:

Week 8 – Lesson 8 in Journeys

Captions:

- **Teaching Point: Captions** – Use *Captions* to model how to write a caption.
Shared Writing – Students complete sentence frames to practice creating captions that use sensory words. T181
- **Teaching Point: Captions** – Use *Move!* to model how to write a caption. T 197
Shared Writing – Students use *Captions* to dictate captions.
- **Teaching Point: Captions** – Use *Move!* to model how to write a caption.
Guided Writing – Students use *Move!* to dictate captions.
- **Teaching Point: Captions** – Model writing a caption using a picture of a bird. T213.
Guided Writing – Students use *Flip Chart – Animal Colors* to practice writing captions.
- **Teaching Point: Captions** – Display captions to review how to write a caption. T219
Independent Writing – Students draw a picture of an animal and write or dictate a caption.

Grammar:

- **Teaching Point: Use Sensory Words and Color Adjectives** – T180, 196, 204, 212, 218

Resources:

Week 8 – Lesson 8 in Journeys

- Projectable 8.1
- Mentor Text: *Move!* by Steve Jenkins and Robert Page
- Projectable 8.1
- Mentor Text: *Move!* by Steve Jenkins and Robert Page
- Model Caption
- Flip Chart pg. 59
- Completed Captions
- Completed Picture of Animal with Caption
- *Jonathan and His Mommy and Move!*
- Projectable 8.2
- Flip Chart pg. 60

Pemberton Township School District

Kindergarten Writing

Learning Opportunities/Strategies:

Week 9 – Lesson 9

Description:

- **Teaching Point: Dictate a Description** – Use *Good Morning, Digger* and *Description* to model using describing words to write a sentence. T261
Shared Writing – Students use *Good Morning, Digger* to practice dictating sentences using describing words.
- **Teaching Point: Dictate Descriptive Sentences** – Use *Description* to model descriptive sentences. T277
Shared Writing – Students use *What Do Wheels Do All Day?* To practice dictating sentences.
- **Teaching Point: Dictate Descriptive Sentences** – Model writing a descriptive sentence. T 285
Guided Writing – Students use *What Do Wheels Do All Day?* to draw a picture of a vehicle and dictate a descriptive sentences.
- **Teaching Point: Complete Descriptive Sentences** – Model writing a descriptive sentence. T293
Guided Writing – Students use *Flip Chart –The Busy Fire Station* to practice writing descriptive sentences.
- **Teaching Point: Write a Description Using Color and Number Words** – Display sentences using color and number words. T299
Independent Writing – Students draw a picture of a vehicle and dictate or write descriptive sentences.

Grammar

- **Teaching Point: Adjectives for Numbers** – T260, 276, 284, 298

Resources:

Week 9 – Lesson 9

- Mentor Text: *Good Morning, Digger* by Anne Rockwell
- Projectable 9.1
- Projectable 9.1
- Mentor Text: *What Do Wheels Do All Day?* by April Jones Prince
- Model Descriptive Sentence
- Mentor Text: *What Do Wheels Do All Day?* by April Jones Prince
- Model Descriptive Sentence
- Flip Chart pg. 66
- Model Descriptive Sentences
- Student Completed Vehicle Picture with Descriptive Sentences
- *Good Morning, Digger* and *What Do Wheels Do All Day?*
- Projectable 9.2
- Flip Chart pg. 67

Pemberton Township School District

Kindergarten Writing

Learning Opportunities/Strategies:

Week 10 – Lesson 10

Descriptions:

- **Teaching Point: Generate Ideas for Writing Descriptions** – Use *David's Drawings* and *Descriptions* to model brainstorming ideas for a description. T341
Independent Writing – Students write and draw ideas for their own description.
- **Teaching Point: Draft a Description** – Use *Description* to model how to use descriptive words to write a draft. T357
Independent Writing – Students write a draft of their description using their ideas.
- **Teaching Point: Revise Draft** – Model adding details to the draft of a description. T365
Independent Writing – Students add descriptions to make their draft better.
- **Teaching Point: Edit Draft** – Model checking draft for capitalization, punctuation, and letter spacing. T373
Independent Writing – Students use *Flip Chart – Playing with Blocks* to practice editing sentences and then rewrite their descriptions.
- **Teaching Point: Publish and Share** – Model how to publish. T379
Independent Writing – Students write a final copy of their description, illustrate, and share.

Grammar:

- **Teaching Point: Adjectives to Tell Size and Shape** – T340, 356, 364, 372, 378

Resources:

Week 10 – Lesson 10

- Mentor Text: *David's Drawings* by Cathryn Falwell
- Projectable 10.1
- Student Practice Workbook pg. 68
- Projectable 10.1
- Student Practice Workbook pg. 70
- Model Descriptive Draft
- Model Descriptive Draft
- Student Draft
- Student Practice Workbook pg. 73
- Model Descriptive Draft
- Flip Chart pg. 73
- Student Practice Workbook pg. 74
- Model Descriptive Draft
- Student Practice Workbook pg. 77
- Completed Student Description with Picture
- *David's Drawings* and *Mouse Shapes*
- Projectable 10.2
- Flip Chart pg. 74

Pemberton Township School District Kindergarten Writing

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> Model and demonstrate using a Think Aloud approach Minilesson Strategy Charts Provide writing exemplars Utilize technology Feedback to maintain above grade level proficiency Rubrics and Writer's Checklists 	<ul style="list-style-type: none"> Model and demonstrate using a Think Aloud approach Minilesson Strategy Charts Provide writing exemplars Utilize technology Feedback to maintain on grade level proficiency Prewriting Graphic Organizers Peer editing and revising Rubrics and Writer's Checklists 	<ul style="list-style-type: none"> Model and demonstrate using a Think Aloud approach Minilesson Strategy Charts Provide writing exemplars Utilize technology Small-group lessons during all phases of the writing process Prewriting – Quick drawing to develop ideas and details Use of sentence frames to jumpstart writing Portable word wall with sequencing & transition words Rubrics and Writer's Checklists Flexible time allotment 	<ul style="list-style-type: none"> Model and demonstrate using a Think Aloud approach Minilesson Strategy Charts Provide writing exemplars Utilize technology Small-group lessons during all phases of the writing process Prewriting – Quick drawing/talk out loud to develop ideas Use of sentence frames to jumpstart writing Spell-checkers Rubrics & Writer's Checklists Flexible time allotment Journeys ELL Scaffolds

Pemberton Township School District

Kindergarten Writing

Unit Title: Unit 3: Outside My Door – Narrative Writing

Stage 1: Desired Results

Standards & Indicators:

NJSLS Kindergarten English Language Arts

W.K.3
W.K.5
W.K.6
W.K.7
W.K.8
RL.K.1
RL.K.2
RL.K.3
RL.K.4
RL.K.5
RL.K.6
RL.K.7
RL.K.9
RL.K.10
SL.K.1
SL.K.2
SL.K.3
SL.K.4
SL.K.5
SL.K.6
L.K.1
L.K.2
L.K.4
L.K.5
L.K.6

NJSLS Technology

8.1.2.A.2

NJSLS 21st Century Life and Careers

CRP1.
CRP2.
CRP4.
CRP12.

Pemberton Township School District

Kindergarten Writing

Central Idea / Enduring Understanding:

Students will...

- Dictate story sentences.
- Make stories interesting by using exact nouns.
- Make stories interesting by using exact verbs.
- Begin a sentence with a capital letter.
- End a sentence with a period.
- Include many details.
- Tell a story in a certain order.
- Think of ideas for a story.
- Tell who the story is about and where it takes place.
- Plan a story.
- Draft a story
- Revise a story.
- Edit a story.
- Publish a Story.
- Identify the subject of a sentence.
- Identify the verb in a sentence.
- Use adjectives for color
- Identify the two parts of a complete sentence.
- Identify complete sentences.

Central Idea / Enduring Understanding:

Essential/Guiding Question:

- What is a sentence?
- How does a sentence begin?
- How does a sentence end?
- How do exact nouns make a sentence more interesting?
- How do exact verbs make a sentence more interesting?
- What are the two parts of a complete sentence?
- Why is it important to include details?
- Does my story have a beginning, middle, and end?
- What words can help you to tell a story in order?
- What are the steps for writing a story?

Pemberton Township School District

Kindergarten Writing

Central Idea / Enduring Understanding:

- Dictate statements.
- Use correct capitalization and punctuation for statements.

Pemberton Township School District

Kindergarten Writing

Content:

- **Writer's Workshop:** Minilesson Teaching Point, Writing & Conferring, Share
- **Big Idea:** Story Sentences, Story Sentences with Details, Story
- **Steps to Gradual Release** – Modeled, Shared, Guided, and Independent Writing
- **Focus Trait:** Word Choice, Ideas, Organization
- **Graphic Organizer:**
- **Writing Process:** Plan, Draft, Revise, Edit, and Publish
- **Academic Language:** sentence, exact nouns, exact verbs, details, subject, color adjectives, complete sentence, draft, verbs in past tense, statements

Skills(Objectives):

- Sentence
- Exact nouns
- Capital letter and period
- Exact verbs
- Details
- Beginning, middle, and end of a story
- Sequence words – first, next, last
- Generate story ideas
- Draft a story
- Revise a story
- Edit a Story
- Publish a Story
- Subject of a sentence
- Verbs in a sentence
- Color adjectives
- Parts of a complete sentence
- Verbs in past tense
- Statements
- Capitalization and Punctuation

Pemberton Township School District

Kindergarten Writing

Stage 2: Assessment Evidence

Performance Task(s):

- **Lesson 11:** Sentence Frame with Illustration
- **Lesson 12:** Animal Illustration with Sentence
- **Lesson 13:** Nature Illustration with Sentence
- **Lesson 14:** Animal Story Illustrations with Sentences
- **Lesson 15:** Story with Illustration
- **Use Kindergarten district rubric for scoring**

Other Evidence:

- Verbal Responses
- Participation in Discussions
- Conferences

Pemberton Township School District

Kindergarten Writing

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 11 – Lesson 11 in Journeys

Story Sentences:

- **Teaching Point: Dictate Story Sentences –**
Use *Every Season* to model sentences and *Story Sentences* to discuss what the sentence tells.
T21
Shared Writing – Students dictates an exact noun to complete the sentence frame.
- **Teaching Point: Dictate Story Sentences –** Use
Jump into January to discuss what the people do and *Story Sentences* to complete the sentence frames. T37
Shared Writing – Students use *Every Season* to dictate sentences.
- **Teaching Point: Dictate Story Sentences –**
Write a model sentence and discuss. T45
Guided Writing – Students use picture in *Jump into January* to dictate sentence frames.
- **Teaching Point: Dictate Story Sentences –**
Write a model sentence and discuss. T53
Guided Writing – Students dictate sentences about the picture on the *Flip Chart – Let's Play*.
- **Teaching Point: Complete Story Sentences –**
Write a model sentence and discuss. T59
Independent Writing – Students complete sentence frame using an exact noun and then illustrates.

Grammar:

- **Sentence Parts: Subject** – Identify the subject in a sentence. pg. 20, 36, 44, 52, 58
- **Adjectives for Color** – pg. 52

Resources:

Week 11 – Lesson 11 in Journeys

- Mentor Text: *Every Season* by Shelley Rotner and Anne Woodhull
- Projectable 11.1
- Mentor Text: *Jump Into January* by Stella Blackstone and Maria Carluccio
- Projectable 11.1
- Mentor Text: *Every Season* by Shelley Rotner and Anne Woodhull
- Model Sentence
- Mentor Text: *Jump into January* by Stella Blackstone and Maria Carluccio pg. 8-9
- Model Sentence
- Flip Chart pg. 8
- Model Sentence
- Completed Sentence Frame with Illustration
- *Every Season* and *Jump Into January*
- Projectable 11.2
- Flip Chart pg. 9

Pemberton Township School District

Kindergarten Writing

Learning Opportunities/Strategies:

Week 12 – Lesson 12 in Journeys

Story Sentences:

- **Teaching Point: Dictate Story Sentences –**
Write a model sentence and discuss. Use *Story Sentences* to discuss what the animal is doing. T101
Shared Writing – Students dictate a sentence to tell one thing that people do when a storm comes.
- **Teaching Point: Dictate Story Sentences –** Use *Story Sentences* to use exact verbs to complete the sentence frames. T117
Shared Writing – Students use *Snow* to dictate a sentence about what an animal does when it snows.
- **Teaching Point: Dictate Story Sentences –** Write a model sentence about something an animal does and discuss. T125
Guided Writing – Students use *Snow* to name an animal and dictate a sentence that tells what the animal does.
- **Teaching Point: Dictate Story Sentences –** Use *Flip Chart* to model how to write a sentence to tell about what things do. T133
Guided Writing – Students use exact verbs to dictate sentences about the pictures on the *Flip Chart – A Snowy Adventure*.
- **Teaching Point: Complete Story Sentences –**
Write a model sentence and discuss. T139
Independent Writing – Students choose an animal, writes or dictates a sentence that tells what the animal does, and then illustrates.

Grammar:

- **Sentence Parts: Verb –** Identify the verb in a sentence. pg. 100, 116, 112, 124

Resources:

Week 12 – Lesson 12 in Journeys

- Projectable 12.1
- Mentor Text: *Storm is Coming!* by Heather Tekavec
- Projectable 12.1
- Mentor Text: *Snow* by Manya Stojic
- Mentor Text: *Snow* by Manya Stojic
- Flip Chart pg. 15
- Model Sentence
- Completed Animal Illustration with Sentence
- *Storm is Coming!* and *Snow*
- Projectable 12.2
- Flip Chart pg. 16

Pemberton Township School District

Kindergarten Writing

Learning Opportunities/Strategies:

Week 13 – Lesson 13 in Journeys

Story Sentences:

- **Teaching Point: Dictate Story Sentences with Details** – Write a model sentence and ask, “What more could we tell?” Use *Story Sentences* to discuss details. T181
Shared Writing – Students dictate complete sentence with details about an animal.

- **Teaching Point: Dictate Story Sentences with Details** – Use *Story Sentences* to model writing details. T197
Shared Writing – Students choose something from nature and dictates details to describe it.

- **Teaching Point: Dictate Story Sentences with Details** – Write a model sentence and discuss the details. T205
Guided Writing – Students draw a picture of an animal and dictates a sentence with details.

- **Teaching Point: Dictate Story Sentences with Details** – Write a model sentence and discuss the details. T213
Guided Writing – Students dictate sentence with details to describe the picture on the *Flip Chart – What Do You See?*

- **Teaching Point: Dictate Story Sentences with Details** – Write a model sentence and discuss details. T219
Independent Writing – Students draw a picture from nature and then writes or dictates a sentence including details in both.

Grammar:

- **Complete Sentences: Capitalization and Punctuation** – Identify complete sentences and parts of a complete sentence. T180, 196, 204, 218

Resources:

Week 13 – Lesson 13 in Journeys

- Model Sentence
- Projectable 13.1

- Projectable 13.1

- Model Sentence
- Students’ Illustration

- Model Sentence
- Flip Chart pg. 22

- Model Sentence
- Completed Nature Illustration with Sentence

- *A Zebra’s World* and *What Color is Nature?*
- Projectable 13.2
- Flip Chart pg. 23

Pemberton Township School District

Kindergarten Writing

Learning Opportunities/Strategies:

Week 14 – Lesson 14

Story:

- **Teaching Point: Dictate Story Sentences –**
Discuss a familiar story to model a beginning, middle, and end. T261
Shared Writing – Students tell a sentence for the beginning, middle, and end using the picture on *Story*.
- **Teaching Point: Dictate Story Sentences –** Use *Story* to model identifying the beginning, middle, or end of the story. T277
Shared Writing – Students retell *Turtle Splash!* using first, next, and last.
- **Teaching Point: Dictate Story Sentences –**
Write a model story to model what happens at the beginning and in the middle. T285
- **Guided Writing –** Students dictate a sentence to tell what they think will happen last.
- **Teaching Point: Dictate Story Sentences –**
Write a story starter and model how to write the ending. T293
Guided Writing – Students write the beginning, middle, and end of the story using the *Flip Chart – Party at the Pond*.
- **Teaching Point: Dictate Story Sentences with Details –** Write a model story and discuss the beginning, middle, and end. T299
Independent Writing – Students choose an animal from *Turtle Splash!* and illustrates a beginning, middle, and end, then dictates or writes a sentence for each part.

Grammar:

- **Verbs in Past Tense –** Name verbs in past tense. T260, 276, 284, 292, 298

Resources:

Week 14 – Lesson 14

- Familiar Story
- Projectable 14.1
- Projectable 14.1
- Mentor Text: *Turtle Splash!* by Cathryn Falwell
- Model Story
- Students' Suggested Ending Sentences
- Story Starter
- Flip Chart pg. 293
- Model Story
- Mentor Text: *Turtle Splash!* by Cathryn Falwell
- Completed Animal Story Illustrated with Sentences
- *Home for a Tiger, Home for a Bear and Turtle Splash!*
- Projectable 14.2
- Flip Chart pg. 30

Pemberton Township School District

Kindergarten Writing

Learning Opportunities/Strategies:

Week 15 – Lesson 15

Story:

- **Teaching Point: Generate Ideas for Writing** – Use *Story* to model writing ideas for a story. T341
Shared Writing – Students write ideas for their story.
- **Teaching Point: Develop Story Draft** – Use *Story* to model how to begin a story. T357
Shared Writing – Students write a draft of their story and illustrate the beginning, middle, and end.
- **Teaching Point: Revise Story Draft** – Model adding details to the story. T365
Guided Writing – Students think of details they can add to make their draft better and rewrite their story.
- **Teaching Point: Edit Story Draft** – Model editing the story. T373
Guided Writing – Students edit sentences using the Flip Chart – The Camping Trip and then edit their story.
- **Teaching Point: Publish and Share Story** – Model writing a final copy of the story. T379
Independent Writing – Students write a final copy of their story, illustrate and share.

Grammar:

- **Teaching Point: Statements** – Dictate Statements. T340, 372
- **Teaching Point: Statements** – Use correct capitalization and punctuation for statements. T356, 364, 378

Resources:

Week 15 – Lesson 15

- Projectable 15.1
- Student Practice Workbook pg. 103

- Projectable 15.1
- Student Practice Workbook pg. 105

- Model Story
- Student Practice Workbook pg. 105, 108

- Model Story
- Student Draft
- Student Practice Workbook pg. 109

- Model Story
- Student Practice Workbook pg. 379

- *How Many Stars in the Sky?* by Lenny Hort
- *What a Beautiful Sky!* by Yanitzia Conetti
- Projectable 15.2
- Flip Chart pg. 37

Pemberton Township School District Kindergarten Writing

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Feedback to maintain above grade level proficiency • Rubrics and Writer's Checklists 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Feedback to maintain on grade level proficiency • Prewriting Graphic Organizers • Peer editing and revising • Rubrics and Writer's Checklists 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Small-group lessons during all phases of the writing process • Prewriting – Quick drawing to develop ideas and details • Use of sentence frames to jumpstart writing • Portable word wall with sequencing & transition words • Rubrics and Writer's Checklists • Flexible time allotment 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Small-group lessons during all phases of the writing process • Prewriting – Quick drawing/talk out loud to develop ideas • Use of sentence frames to jumpstart writing • Spell-checkers • Rubrics & Writer's Checklists • Flexible time allotment • Journeys ELL Scaffolds

Pemberton Township School District

Kindergarten Writing

Unit Title: Unit 4: Let's Find Out – Narrative Writing

Stage 1: Desired Results

Standards & Indicators:

NJSLS Kindergarten English Language Arts

W.K.3
W.K.5
W.K.6
W.K.7
W.K.8
RL.K.1
RL.K.2
RL.K.3
RL.K.4
RL.K.5
RL.K.6
RL.K.7
RL.K.9
RL.K.10
SL.K.1
SL.K.2
SL.K.3
SL.K.4
SL.K.5
SL.K.6
L.K.1
L.K.2
L.K.4
L.K.5
L.K.6

NJSLS Technology

8.1.2.A.2

NJSLS 21st Century Life and Careers

CRP1.
CRP2.
CRP4.
CRP12.

Pemberton Township School District

Kindergarten Writing

Central Idea / Enduring Understanding:

Students will...

- Dictate or write messages.
- Dictate or write letters.
- Think about what comes first, next, and last.
- Write a story with a beginning, middle, and end.
- Write a real story about an experience or event in my life.
- Capitalize the first letter in a proper noun.
- Use the correct capitalization when writing my name.
- Use proper nouns in statements.
- Use proper nouns to name people and places.
- Use verbs in the future tense.
- Use verbs in the past tense

Essential/Guiding Question:

- What is a message?
- What are the different parts of a message?
- Why do we write messages?
- How do you write a letter?
- Why do we write letters?
- What is a personal narrative?
- What do I have to think about when writing a real story?

Pemberton Township School District

Kindergarten Writing

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> • Writer’s Workshop: Minilesson Teaching Point, Writing & Conferring, Share • Big Idea: Message, Letter, Story • Steps to Gradual Release – Modeled, Shared, Guided, and Independent Writing • Focus Trait: Organization, Word Choice • Writing Process: Plan, Draft, Revise, Edit, and Publish • Academic Language: message, letter, proper noun, verbs, future tense, past tense, present tense 	<ul style="list-style-type: none"> • Message • Parts of a message • Letter • Parts of a letter • Story • Personal narrative • Draft • Revise • Edit • Proper nouns for people • Proper nouns for places • Correct capitalization when writing name • Verbs in the future tense • Verbs in the past tense • Verbs in the present tense

Pemberton Township School District

Kindergarten Writing

Stage 2: Assessment Evidence

Performance Task(s):

- **Lesson 16:** Message to a Family Member
- **Lesson 17:** Message to a Classmate
- **Lesson 18:** Letter to a Family Member
- **Lesson 19:** Animal Story with Illustration
- **Lesson 20:** Personal Narrative with Illustration
- **Use Kindergarten district rubric for scoring**

Other Evidence:

- Verbal Responses
- Participation in Discussions
- Conferences

Pemberton Township School District

Kindergarten Writing

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 16 – Lesson 16 in Journeys

Message:

- **Teaching Point: Dictate a Message –**
Use *Dear Mr. Blueberry* and *Message* to model writing a message. T21
Shared Writing – Students use *Dear Mr. Blueberry* to dictate a message to Mr. Blueberry.
- **Teaching Point: Dictate a Message –** Use *What Is Science?* and *Message* to model writing each part of a message. T27
Shared Writing – Students use *What Is Science?* to dictate a message.
- **Teaching Point: Dictate a Message –** Model how to write a message and discuss the different parts. T45
Guided Writing – Students *What Is Science?* to dictate a message.
- **Teaching Point: Dictate a Message –** Model how to write a message and discuss the different parts. T53
Guided Writing – Students dictate a message to be recorded on the *Flip Chart*.
- **Teaching Point: Dictate or Write a Message –**
Model how to write a message and discuss the different parts. T59
Independent Writing – Students dictate or write a message to a family member.

Grammar:

- **Teaching Point: Proper Noun –** Capitalize the first letter in a proper noun and use in statements. T20, 36, 52, 58
- **Teaching Point: Write Name –** Use the correct capitalization. T44

Learning Opportunities/Strategies:

Resources:

Week 16 – Lesson 16 in Journeys

- Mentor Text: *Dear Mr. Blueberry* by Simon James
- Projectable 16.1
- Mentor Text: *What Is Science?* by Rebecca Kai Dotlich
- Projectable 16.1
- Model Message
- Mentor Text: *What Is Science?* by Rebecca Kai Dotlich
- Model Message
- Flip Chart pg. 49
- Model Message
- Completed Message to a Family Member
- *What Is Science?* and *Dear Mr. Blueberry*
- Projectable 16.3
- Flip Chart pg. 50

Pemberton Township School District

Kindergarten Writing

Week 17 – Lesson 17 in Journeys

Message:

- **Teaching Point: Dictate a Message** – Use Message to review the parts of a message. T101
Shared Writing – Students use *It Is the Wind* to dictate a message to the boy in the story.
- **Teaching Point: Dictate a Message** – Use *I Love Bugs! And Message* to model writing a message that the boy in the story might write. T117
Shared Writing – Students use *I Love Bugs!* to dictate a message.
- **Teaching Point: Dictate a Message** – Model writing a message and discuss the different parts. T125
Guided Writing – Students choose a bug from *I Love Bugs!* and dictates a message to a family member about the bug.
- **Teaching Point: Dictate a Message** – Model writing a message and discuss the different parts. T133
Guided Writing – Students dictate a message to be recorded on the *Flip Chart*.
- **Teaching Point: Dictate or Write a Message** – Display model messages and discuss the different parts. T139
Independent Writing – Students dictate or write a message to a classmate about something they did at school this week.

Grammar:

- **Teaching Point: Proper Noun** – Capitalize the first letter in a proper noun and name proper nouns for places and people. T100, 116, 124, 132, 138, 139

Learning Opportunities/Strategies:

Week 18 – Lesson 18 in Journeys

Resources:

Week 17 – Lesson 17 in Journeys

- Projectable 17.1
- Mentor Text: *It Is the Wind* by Ferida Wolff
- Projectable 17.1
- Mentor Text: *I Love Bugs!* by Philemon Sturges
- Model Message
- Mentor Text: *Snow* by Manya Stojic
- Model Message
- Flip Chart pg. 56
- Model Messages
- Completed Message to a Classmate
- *I Love Bugs!*
- Projectable 17.3
- Flip Chart pg. 57

Pemberton Township School District

Kindergarten Writing

Letter:

- **Teaching Point: Dictate a Letter** – Use *Letter* to model how to write a letter. T181
Shared Writing – Students use *One-Dog Canoe* to dictate a letter about the book.
- **Teaching Point: Dictate a Letter** – Use *Letter* to model writing a letter and discuss the different parts. T197
Shared Writing – Students use *In the Big Blue Sea* to dictate a letter to a person about being on the boat.
- **Teaching Point: Dictate a Letter** – Model how to write a letter and discuss the different parts. T205
Guided Writing – Students dictate a letter to a friend to tell something interesting that happened when they visited a park.
- **Teaching Point: Dictate a Letter** – Model how to write a letter and discuss the different parts. T213
Guided Writing – Students dictate a letter to be recorded on the *Flip Chart*.
- **Teaching Point: Dictate or Write a Letter** – Display model letters and discuss the different parts. T219
Independent Writing – Students dictate or write a letter to a family member about a place they have visited.

Grammar:

- **Teaching Point: Verbs** – Use verbs in the future tense. T181, 196, 204, 212, 218

Learning Opportunities/Strategies:

Week 19 – Lesson 19

Resources:

Week 18 – Lesson 18 in Journeys

- Projectable 18.1
- Mentor Text: *One-Dog Canoe* by Mary Casanova
- Projectable 18.1
- Mentor Text: *In the Big Blue Sea* by Chyng Feng Sun
- Model Letter
- Model Sentence
- Flip Chart pg. 63
- Model Letters
- Completed Letter to a Family Member
- *One-Dog Canoe* and *In the Big Blue Sea*
- Projectable 18.3
- Flip Chart pg. 64

Resources:

Pemberton Township School District

Kindergarten Writing

<p><u>Story:</u></p> <ul style="list-style-type: none"> • Teaching Point: Tell a Personal Narrative – Use Story to model writing true stories about things that really happened to them. T261 Shared Writing – Students use <i>Nicky and the Rainy Day</i> to think about something that happened to them on a rainy day. • Teaching Point: Tell a Personal Narrative – Use Story to model thinking of exact nouns to make the story more interesting. T277 Shared Writing – Students use <i>Sheep Take a Hike</i> to tell a real story about an experience they have had with an animal. • Teaching Point: Tell a Personal Narrative – Model writing a true story using the words <i>I</i> and <i>me</i>. T285 • Guided Writing – Students complete a sentence frame to dictate about a time they had fun with a friend. • Teaching Point: Dictate a Personal Narrative – Model writing a true story. Guided Writing – Students dictate a story using the <i>Flip Chart – A Day with Dad</i>. • Teaching Point: Write or Dictate a Personal Narrative – Model writing a true story. T299 Independent Writing – Students use <i>Sheep Take a Hike</i> to dictate or write a story about a time when they took a hike or a walk and illustrate. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Teaching Point: Verbs – Use verbs in the past tense. T260, 276, 284, 292, 298 <p><u>Learning Opportunities/Strategies:</u></p> <p>Week 20 – Lesson 20</p>	<p>Week 19 – Lesson 19</p> <ul style="list-style-type: none"> • Projectable 19.1 • Mentor Text: <i>Nicky and the Rainy Day</i> by Valerie Gorbachev • Projectable 19.1 • Mentor Text: <i>Sheep Take a Hike</i> by Nancy Shaw • Model Story • Sentence Frame • Model Story • Flip Chart pg. 70 • Model Story • Mentor Text: <i>Sheep Take a Hike</i> by Nancy Shaw • Completed Story About a Hike with Illustration • <i>Nicky and the Rainy Day</i> and <i>Sheep Take a Hike</i> • Projectable 19.3 • Flip Chart pg. 71 <p><u>Resources:</u></p>
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Pemberton Township School District

Kindergarten Writing

<p><u>Story:</u></p> <ul style="list-style-type: none"> • Teaching Point: Generate Ideas for a Personal Narrative – Use <i>Story</i> to model how to choose a topic about something you have done. T341 Independent Writing – Students write or draw pictures of ideas for their story. • Teaching Point: Draft a Personal Narrative – Use <i>Story</i> to model writing a draft of a real story. T357 Independent Writing – Students write a draft of their real story. • Teaching Point: Revise Draft of Personal Narrative – Model adding details to the story. T365 Independent Writing – Students think of details they can add to make their draft better and rewrite their story. • Teaching Point: Edit Draft of Personal Narrative – Model editing the story. T373 Independent Writing – Students edit sentences using the <i>Flip Chart – What A Surprise!</i> and then edit their story. • Teaching Point: Publish and Share Story – Model writing a final copy of the story. T379 Independent Writing – Students write a final copy of their story, illustrate and share. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Teaching Point: Verbs – Use verbs in the present, future, and past tense. T340, 356, 364, 372, 378 	<p>Week 20 – Lesson 20</p> <ul style="list-style-type: none"> • Projectable 20.1 • Student Practice Workbook pg. 26 • Projectable 20.1 • Student Practice Workbook pg. 26, 28 • Model Personal Narrative • Student Practice Workbook pg. 28, 31 • Model Personal Narrative • Flip Chart pg. 77 • Student Practice Workbook pg. 109 • Model Personal Narrative • Student Practice Workbook pg. 35 • <i>Duck and Goose</i> by Tad Hills • <i>Curious George’s Dinosaur Discovery</i> by Margaret & H. A. Reys • Projectable 20.3 • Flip Chart pg. 78
<p><u>Differentiation</u></p>	

Pemberton Township School District Kindergarten Writing

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Feedback to maintain above grade level proficiency • Rubrics and Writer's Checklists 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Feedback to maintain on grade level proficiency • Prewriting Graphic Organizers • Peer editing and revising • Rubrics and Writer's Checklists 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Small-group lessons during all phases of the writing process • Prewriting – Quick drawing to develop ideas and details • Use of sentence frames to jumpstart writing • Portable word wall with sequencing & transition words • Rubrics and Writer's Checklists • Flexible time allotment 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Small-group lessons during all phases of the writing process • Prewriting – Quick drawing/talk out loud to develop ideas • Use of sentence frames to jumpstart writing • Spell-checkers • Rubrics & Writer's Checklists • Flexible time allotment • Journeys ELL Scaffolds

Pemberton Township School District

Kindergarten Writing

Unit Title: Unit 5 Growing and Changing – Informational Writing

Stage 1: Desired Results

Standards & Indicators:

NJSLS Kindergarten English Language Arts

W.K.2
W.K.5
W.K.6
W.K.7
W.K.8
RI.K.1
RI.K.2
RI.K.3
RI.K.4
RI.K.5
RI.K.6
RI.K.7
RI.K.8
RI.K.9
RI.K.10
SL.K.1
SL.K.2
SL.K.3
SL.K.4
SL.K.5
SL.K.6
L.K.1
L.K.2
L.K.4
L.K.5
L.K.6

NJSLS Technology

8.1.2.A.2

NJSLS 21st Century Life and Careers

CRP1.
CRP2.
CRP4.
CRP12.

Pemberton Township School District

Kindergarten Writing

Central Idea / Enduring Understanding:

Students will...

- Dictate or write a numbered list.
- Write a list of friends to invite to a party.
- Dictate or write invitations.
- Plan, draft, revise, edit, and publish a report.
- Use the pronouns *he, she, we, I, they*, and *it* correctly.
- Use proper nouns for days and months.
- Use proper capitalization and punctuation to write questions.
- Use proper capitalization and punctuation with an exclamation.

Essential/Guiding Question:

- Why do people use lists?
- Why do you put each thing on a list on a separate line?
- What is an invitation?
- What do you need to do before you write invitations?
- What do you need to write in the invitation?
- What is a report?
- What do you use to write a report?
- What are the parts of a report?
- What do sentences tell in a report?
- How do you revise a draft of a report?
- How do you edit a draft of a report?

Pemberton Township School District

Kindergarten Writing

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> • Writer’s Workshop: Minilesson Teaching Point, Writing & Conferring, Share • Big Idea: Lists, Invitations, Report • Steps to Gradual Release – Modeled, Shared, Guided, and Independent Writing • Focus Trait: Organization, Ideas • Graphic Organizer: KWL Chart • Writing Process: Plan, Draft, Revise, Edit, and Publish • Academic Language: lists, invitations, report, facts, draft, revise, edit, publish, pronouns, proper nouns, questions, exclamations 	<ul style="list-style-type: none"> • Numbered lists • Invitations • Report • Facts • Draft • Revise • Edit • Publish • Pronouns • Proper nouns for days and months • Questions • Exclamation

Pemberton Township School District

Kindergarten Writing

Stage 2: Assessment Evidence

Performance Task(s):

- **Lesson 21:** List of Things You Like to do on the Playground
- **Lesson 22:** List of Things You Have Learned to do
- **Lesson 23:** List of People and Invitation
- **Lesson 24:** Animal Report
- **Lesson 25:** Report
- **Use Kindergarten district rubric for scoring**

Other Evidence:

- Verbal Responses
- Participation in Discussions
- Conferences

Pemberton Township School District

Kindergarten Writing

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 21 – Lesson 21 in Journeys

Lists:

- **Teaching Point: Dictate a Numbered List –** Use *Lists* to model writing a list. T21
Shared Writing – Students use *Simon and Molly plus Hester* to make a list.
- **Teaching Point: Dictate a Numbered List –** Use *Lists* to model how to write a list. T37
Shared Writing – Students dictate a list of things they do in school.
- **Teaching Point: Write a Numbered List –** Model writing a list. T45
Guided Writing – Students use *The Best of Friends* to write a list.
- **Teaching Point: Dictate a Numbered List –** Model writing a list. T53
Guided Writing – Students dictate a list using the *Flip Chart – Things Friends Do Together*.
- **Teaching Point: Write or Dictate a Numbered List –** Display lists and discuss. T59
Independent Writing – Students write or dictate a list of things they like to do on the playground.

Grammar:

- **Teaching Point: Pronouns –** Use the pronouns *he, she, and we* correctly. T20, 36, 44, 52, 58

Resources:

Week 21 – Lesson 21 in Journeys

- Projectable 21.1
- Mentor Text: *Simon and Molly plus Hester* by Lisa Jahn-Clough
- Projectable 21.1
- Model List
- Students' Dictated List
- Model List
- Mentor Text: *The Best of Friends* by Robert and Patricia McKissack
- Model List
- Flip Chart pg. 8
- Model Sentence
- Completed Student List
- *Simon and Molly plus Hester* and *The Best of Friends*
- Projectable 21.3
- Flip Chart pg. 9

Pemberton Township School District

Kindergarten Writing

Learning Opportunities/Strategies:

Week 22 – Lesson 22 in Journeys

Lists:

- **Teaching Point: Dictate a Numbered List** – Use *Lists* to model how to write a list. T101
Shared Writing – Students dictate a list of an animal’s body parts using *A Tiger Grows Up*.
- **Teaching Point: Dictate a Numbered List** – Use *Leo the Late Bloomer* and *Lists* to model writing a list. T117
Shared Writing – Students use *Leo the Late Bloomer* to dictate a numbered list.
- **Teaching Point: Dictate a Numbered List** – Model by writing a numbered list. T125
Guided Writing – Students dictate a numbered list using *Leo the Late Bloomer*.
- **Teaching Point: Dictate a Numbered List** – Model how to write a numbered list. T133
Guided Writing – Students use *Flip Chart – Things I Can Do Now* to dictate a numbered list.
- **Teaching Point: Complete Story Sentences** – Write a model sentence and discuss. T139
Independent Writing – Students write a list of things they can do now that they could not do when they were younger.

Grammar:

- **Teaching Point: Pronouns** – Use the pronoun *I*, *they*, and *it*. T100, 116, 124, 132,

Resources:

Week 22 – Lesson 22 in Journeys

- Projectable 22.1
- Mentor Text: *A Tiger Grows Up* by Anastasia Suen
- Mentor Text: *Leo the Late Bloomer* by Robert Kraus
- Projectable 22.1
- Model List
- Mentor Text: *Leo the Late Bloomer* by Robert Kraus
- Model List
- Flip Chart pg. 15
- Model Sentence
- Completed Student List
- *A Tiger Grows Up* and *Leo the Late Bloomer*
- Projectable 22.3
- Flip Chart pg. 16

Pemberton Township School District

Kindergarten Writing

Learning Opportunities/Strategies:

Week 23 – Lesson 23 in Journeys

Invitations:

- **Teaching Point: Dictate a List of People to Send Invitation to** – Use *Oscar and the Frog* and *Invitations* to model writing a list of animals. T181
Shared Writing – Students dictate a list of people to invite into the school for a party.
- **Teaching Point: Dictate Invitations** – Use *Zinnia's Flower Garden* and *Invitations* to model the information in an invitation. T197
Shared Writing – Students dictate an invitation using the list of people they created.
- **Teaching Point: Dictate Information for Invitations** – Use the information to model how to write an invitation to a party. T205
Guided Writing – Students use the invitation frame to dictate sentences to complete the invitation.
- **Teaching Point: Dictate Information for Invitations** – Model how to write an invitation. T213
Guided Writing – Students dictate information to complete an invitation using the *Flip Chart – Writing Invitations*.
- **Teaching Point: Dictate Story Sentences with Details** – Use a model invitation to review the information in an invitation. T219
Independent Writing – Students think about a party, a list of people to invite, and complete an invitation frame.

Grammar:

- **Teaching Point: Proper Nouns** – use proper nouns for days and months. T180, 196, 204, 212, 218

Resources:

Week 23 – Lesson 23 in Journeys

- Mentor Text: *Oscar and the Frog* by Geoff Waring
- Projectable 23.1
- Student Dictated List
- Mentor Text: *Zinnia's Flower Garden* by Monica Wellington
- Projectable 23.1
- Student Dictated Invitation
- Party Information
- Student Invitation Frame
- Model Invitation
- Flip Chart pg. 22
- Model Invitation
- Completed List of People and Invitation
- *Zinnia's Flower Garden*
- Projectable 23.3
- Flip Chart pg. 23

Pemberton Township School District

Kindergarten Writing

Learning Opportunities/Strategies:

Week 24 – Lesson 24

Report:

- **Teaching Point: Dictate a Report** – Use *Report* to model what a report is. T261
Shared Writing – Students choose an animal and dictate sentences to tell what they know about it.
- **Teaching Point: Dictate a Report** – Use *Report* to model how to begin a report. T277
Shared Writing – Students use facts from *Chameleon, Chameleon* to dictate a report.
- **Teaching Point: Take Notes and Dictate a Report** – Use a report to model the different parts of a report. T285
- **Guided Writing** – Students listen to *Red Eyes or Blue Feathers*, take notes, and then dictate sentences for a report.
- **Teaching Point: Dictate Facts for a Report** – Model writing a report. T293
Guided Writing – Students dictate facts for a report using the *Flip Chart – Dolphins*.
- **Teaching Point: Take Notes and Dictate or Write a Report** – Model writing a report. T299
Independent Writing – Students will take notes and write a report on an animal.

Grammar:

- **Teaching Point: Generate Questions** – Use proper capitalization and punctuation to write questions. T260, 276, 284, 292, 298

Resources:

Week 24 – Lesson 24

- Projectable 24.1
- Student Dictated Report
- Projectable 24.1
- Mentor Text: *Chameleon, Chameleon* by Joy Cowley
- Model Report
- Mentor Text: *Red Eyes or Blue Feathers* by Patricia Stockland
- Students' Suggested Ending Sentences
- Model Report
- Flip Chart pg. 29
- Model Report
- Completed Animal Report
- *Red Eyes or Blue Feathers* and *Chameleon, Chameleon*
- Projectable 24.3
- Flip Chart pg. 30

Pemberton Township School District

Kindergarten Writing

Learning Opportunities/Strategies:

Week 25 – Lesson 25

Report:

- **Teaching Point: Generate Ideas for Writing a Report** – Use *Bread Comes to Life* and *Report* to model completing a KWL Chart. T341
Independent Writing – Students select a topic and write or draw pictures in the *What I Know* box.
- **Teaching Point: Develop Draft of a Report** – Use *Report* to model writing a draft of a report. T359
Independent Writing – Students write a draft of their report.
- **Teaching Point: Revise Draft of a Report** – Display draft and model adding details. T367
Independent Writing – Students think of details to add to their draft of a report.
- **Teaching Point: Edit Draft of a Report** – Model editing a report. T373
Guided Writing – Students edit sentences using the *Flip Chart – All About Bread* and then edit their own draft.
- **Teaching Point: Publish and Share Report** – Model writing a final copy of a report. T379
Independent Writing – Students write a final copy of their report, illustrate and share.

Grammar:

- **Teaching Point: Exclamation** – Use proper capitalization and punctuation with an exclamation. T340, 358, 366, 374, 380

Resources:

Week 25 – Lesson 25

- Projectable 25.1
- *Bread Comes to Life* by George Levenson
- Student Practice Workbook pg. 61
- Projectable 15.1
- Student Practice Workbook pg. 61 and 63
- Model Draft of a Report
- Student Practice Workbook pg. 66
- Model Draft of a Report
- Student Practice Workbook pg. 67
- Flip Chart pg. 36
- Model Report
- Student Practice Workbook pg. 70
- *Bread Comes to Life* and *Pie in the Sky*
- Projectable 25.3
- Flip Chart pg. 37

Pemberton Township School District Kindergarten Writing

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Feedback to maintain above grade level proficiency • Rubrics and Writer's Checklists 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Feedback to maintain on grade level proficiency • Prewriting Graphic Organizers • Peer editing and revising • Rubrics and Writer's Checklists 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Small-group lessons during all phases of the writing process • Prewriting – Quick drawing to develop ideas and details • Use of sentence frames to jumpstart writing • Portable word wall with sequencing & transition words • Rubrics and Writer's Checklists • Flexible time allotment 	<ul style="list-style-type: none"> • Model and demonstrate using a Think Aloud approach • Minilesson Strategy Charts • Provide writing exemplars • Utilize technology • Small-group lessons during all phases of the writing process • Prewriting – Quick drawing/talk out loud to develop ideas • Use of sentence frames to jumpstart writing • Spell-checkers • Rubrics & Writer's Checklists • Flexible time allotment • Journeys ELL Scaffolds

Pemberton Township School District

Kindergarten Writing

Unit Title: Unit 6: Look At Us – Opinion Writing

Stage 1: Desired Results

Standards & Indicators:

NJSLS Kindergarten English Language Arts

W.K.1
W.K.5
W.K.6
W.K.7
W.K.8
RL.K.1
RL.K.2
RL.K.3
RL.K.4
RL.K.5
RL.K.6
RL.K.7
RL.K.9
RL.K.10
SL.K.1
SL.K.2
SL.K.3
SL.K.4
SL.K.5
SL.K.6
L.K.1
L.K.2
L.K.4
L.K.5
L.K.6

NJSLS Technology

8.1.2.A.2

NJSLS 21st Century Life and Careers

CRP1.
CRP2.
CRP4.
CRP12.

Pemberton Township School District

Kindergarten Writing

Central Idea / Enduring Understanding:

Students will...

- Dictate or write a response to literature.
- Give my opinion about books I read.
- Give reasons for my opinion.
- Generate rhyming lines when writing a poem.
- Plan, draft, revise, and edit a poem.
- Use singular and plural nouns.
- Use past, present, and future tense verbs.
- Use prepositions *for, to, and, with, in, on, up,* and *out*

Essential/Guiding Question:

- What is a response to literature?
- What is an opinion?
- Why is it good to give reasons that tell why you think the way you do?
- What is a poem?
- Why do writers use rhyming words when writing a poem?

Pemberton Township School District

Kindergarten Writing

<u>Content:</u>	<u>Skills(Objectives):</u>
<ul style="list-style-type: none"> • Writer’s Workshop: Minilesson Teaching Point, Writing & Conferring, Share • Big Idea: Response to Literature, Poems • Steps to Gradual Release – Modeled, Shared, Guided, and Independent Writing • Focus Trait: Voice, Ideas, Organization • Writing Process: Plan, Draft, Revise, Edit, and Publish • Academic Language: response, literature, opinion, reasons, poem, topic, rhyming, nouns, singular, plural, verb tense, preposition 	<ul style="list-style-type: none"> • Response to literature • Opinion • Reasons • Poem • Rhyming words • Rhyming lines • Plan • Draft • Revise • Edit • Publish • Singular and plural nouns • Past, present, and future tense verbs with matching subjects • Prepositions <i>for, to, and, with, in, on, up, and out</i>

Pemberton Township School District

Kindergarten Writing

Stage 2: Assessment Evidence

Performance Task(s):

- **Lesson 26:** Literature Response with Illustration Using *Something Special* by David McPhail
- **Lesson 27:** Literature Response Using *One of Three* by David Soman
- **Lesson 28:** Literature Response Using *The Little Engine That Could* by Watty Piper
- **Lesson 29:** Poem with Illustration
- **Lesson 30:** Poem with Illustration
- **Use Kindergarten district rubric for scoring**

Other Evidence:

- Verbal Responses
- Participation in Discussions
- Conferences

Pemberton Township School District

Kindergarten Writing

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 26 – Lesson 26 in Journeys

Response to Literature:

- **Teaching Point: Dictate a Literature Response –**
Use *Curious George Makes Pancakes* and *Response to Literature* to model writing a literature response. T21
Shared Writing – Students dictate their favorite picture in *Curious George Makes Pancakes*.
- **Teaching Point: Dictate a Literature Response –**
Use *Curious George Makes Pancakes* and *Response to Literature* to model writing a literature response. T37
Shared Writing – Students use *Something Special* to dictate their favorite part of the story.
- **Teaching Point: Dictate a Literature Response –**
Use *Something Special* to model writing a literature response. T45
Guided Writing – Students use *Something Special* to dictate a literature response.
- **Teaching Point: Dictate a Literature Response –**
Use *Something Special* to model writing a literature response. T53
Guided Writing – Students use *Flip Chart* to dictate a literature response.
- **Teaching Point: Dictate or Write a Literature Response –** Display literature responses. T59
Independent Writing – Students use *Something Special* to illustrate and complete a literature response.

Grammar:

- **Teaching Point: Singular and Plural Nouns –**
T20, 36, 44, 52, 58

Resources:

Week 26 – Lesson 26 in Journeys

- Mentor Text: *Curious George Makes Pancakes* by Margaret & H. A. Reys
- Projectable 26.1
- Mentor Text: *Curious George Makes Pancakes* by Margaret & H. A. Reys
- Projectable 26.1
- *Something Special* by David McPhail
- Model Response to Literature
- Mentor Text: *Something Special* by David McPhail
- Mentor Text: *Something Special* by David McPhail
- Flip Chart pg. 49
- Model Responses to Literature
- Mentor Text: *Something Special* by David McPhail
- Completed Student Literature Response with Illustration
- *Curious George Makes Pancakes* and *Something Special*
- Projectable 26.3
- Flip Chart pg. 50

Pemberton Township School District

Kindergarten Writing

Learning Opportunities/Strategies:

Week 27 – Lesson 27 in Journeys

Response to Literature :

- **Teaching Point: Complete Sentences to Write a Literature Response** – Use *Someone Bigger* and *Response to Literature* to model writing a reason for your opinion. T101
Shared Writing – Students use *Someone Bigger* to dictate their opinion and reason.
- **Teaching Point: Complete Sentences to Write a Literature Response** – Use *Someone Bigger* and *Response to Literature* to model writing a reason for your opinion. T117
Shared Writing – Students use *One of Three* to give an opinion about the book with reasons.
- **Teaching Point: Complete Sentences to Write a Literature Response** – Use *One of Three* to model writing a reason for your opinion. T125
Shared Writing – Students use *One of Three* to give their opinion and a reason.
- **Teaching Point: Complete Sentences to Write a Literature Response** – Use *One of Three* and *Flip Chart* to model writing a reason for your opinion. T133
Guided Writing – Students use *One of Three* and *Flip Chart* to give opinions and reasons.
- **Teaching Point: Write or Dictate a Literature Response** – Use *One of Three* to model writing a reason for your opinion. T139
Independent Writing – Students use *One of Three* to dictate or write an opinion and a reason.

Grammar:

- **Teaching Point: Past, Present, and Future Tense Verbs that Match Subjects** – T100, 116, 124, 132, 138

Resources:

Week 27 – Lesson 27 in Journeys

- Mentor Text: *Someone Bigger* by Jonathan Emmett
- Projectable 27.1
- Mentor Text: *Someone Bigger* by Jonathan Emmett
- Projectable 27.1
- Mentor Text: *One of Three* by David Soman
- Model Literature Response
- Mentor Text: *One of Three* by David Soman
- Model Literature Response
- Mentor Text: *One of Three* by David Soman
- Flip Chart pg. 56
- Model Literature Response
- Completed Student Literature Response
- *One of Three*
- Projectable 27.3
- Flip Chart pg. 57

Pemberton Township School District

Kindergarten Writing

Learning Opportunities/Strategies:

Week 28 – Lesson 28 in Journeys

Response to Literature:

- **Teaching Point: Write a Literature Response –** Use *The Little Engine That Could* and *Response to Literature* to model a literature response.
Shared Writing – Students use *The Little Engine That Could* to complete a literature response.

- **Teaching Point: Write a Literature Response –** Use *The Little Engine That Could* and *Response to Literature* to model a literature response. T197
Shared Writing – Students use *You Can Do It, Curious George!* to dictate opinions and reasons.

- **Teaching Point: Write a Literature Response –** Use *You Can Do It, Curious George!* to model a literature response. T205
Guided Writing – Students use *You Can Do It, Curious George!* to dictate a literature response

- **Teaching Point: Write a Literature Response –** Use *You Can Do It, Curious George!* to model a literature response. T213
Guided Writing – Students dictate a literature response using *You Can Do It, Curious George!* and *Flip Chart*.

- **Teaching Point: Dictate or Write a Literature Response –** Use *You Can Do It, Curious George!* to model a literature response. T213
Independent Writing – Students use *You Can Do It, Curious George!* to complete a literature response.

Grammar:

- **Teaching Point: Past, Present, and Future Tense Verbs that Match Subjects** – T180, 196, 204, 212, 218

Resources:

Week 28 – Lesson 28 in Journeys

- Mentor Text: *The Little Engine That Could* by Watty Piper
- Projectable 28.1

- Mentor Text: *The Little Engine That Could* by Watty Piper
- Projectable 28.1
- Mentor Text: *You Can Do It, Curious George!* by Margaret & H. A. Reys

- Mentor Text: *You Can Do It, Curious George!* by Margaret & H. A. Reys
- Model Literature Response

- Mentor Text: *You Can Do It, Curious George!* by Margaret & H. A. Reys
- Model Literature Response
- Flip Chart pg. 63

- Mentor Text: *You Can Do It, Curious George!* by Margaret & H. A. Reys
- Model Literature Response
- Completed Student Literature Response

- *The Little Engine That Could* and *You Can Do It, Curious George!*
- Projectable 28.3
- Flip Chart pg. 64

Pemberton Township School District

Kindergarten Writing

Learning Opportunities/Strategies:

Week 29 – Lesson 29

Poems:

- **Teaching Point: Generating Rhyming Lines for a Poem** – Use a model poem and *Poems* to model writing rhyming lines for a poem. T261
Shared Writing – Students generate new lines for a poem.

- **Teaching Point: Generating Rhyming Lines for a Poem** – Use *Poems* to model brainstorming rhyming words for lines in a poem. T277
Shared Writing – Students practice brainstorming words that rhyme with fish.

- **Teaching Point: Generating Rhyming Lines for a Poem** – Use *Look At Us* to model writing a poem. T285
Guided Writing – Students brainstorm rhyming words and dictate a poem.

- **Teaching Point: Dictate Rhyming Sentences to Write a Poem** – Model writing a poem about foods. T293
Guided Writing – Students use *Flip Chart – Our Class Poem* to model writing a poem.

- **Teaching Point: Dictate or Write a Poem** – Display poems, reread, and discuss. T299
Independent Writing – Students write an illustrate a rhyming poem about a pet or animal.

Grammar:

- **Teaching Point: Prepositions** – Use prepositions *for, to, and, and with*. T260, 276, 284, 292, 298

Resources:

Week 29 – Lesson 29

- Model Poem
- Projectable 29.1

- Projectable 29.1

- Mentor Text: *Look At Us*

- Model Poem
- Flip Chart pg. 70

- Model Poems
- Completed Student Poem with Illustration

- *Baby Brains* and *Look At Us*
- Projectable 29.3
- Flip Chart pg. 71

Pemberton Township School District

Kindergarten Writing

Learning Opportunities/Strategies:

Week 30 – Lesson 30

Poems:

- **Teaching Point: Generate Ideas for Writing a Poem** – Use *Poem* to model how to select a topic for a poem. T341
Independent Writing – Students think of topics for their poem and write or draw pictures for each idea.
- **Teaching Point: Develop Draft of a Poem** – Use *Poems* to model how to think of rhyming words to use in a poem. T359
Independent Writing – Students think of rhyming words and write a draft of their poem.
- **Teaching Point: Revise Draft of a Poem** – Model how to add details to the draft poem. T367
Independent Writing – Students think of details they can add to make their draft better and rewrite their poem.
- **Teaching Point: Edit Draft of a Poem** – Model editing the draft poem. T375
Independent Writing – Students edit sentences using the *Flip Chart – Our Poem About Kindergarteners* and then edit their poem.
- **Teaching Point: Publish and Share Story** – Model writing a final copy of the poem. T381
Independent Writing – Students write a final copy of their poem, illustrate and share.

Grammar:

- **Teaching Point: Prepositions** – Use prepositions *in, on, up, and out*. T340, 358, 366, 374, 380

Resources:

Week 30 – Lesson 30

- Projectable 30.1
- Student Practice Workbook pg. 96
- Projectable 30.1
- Student Practice Workbook pg. 98
- Poem Draft
- Student Practice Workbook pg. 101
- Poem Draft
- Student Draft
- Student Practice Workbook pg. 102
- Model Poem
- Student Practice Workbook pg. 105
- *Pet Show* by Ezra Jack Keats
- *Miss Bindergarten Celebrates the Last Day of Kindergarten* by Joseph Slate
- Projectable 30.3
- Flip Chart pg. 78

Pemberton Township School District Kindergarten Writing

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> Model and demonstrate using a Think Aloud approach Minilesson Strategy Charts Provide writing exemplars Utilize technology Feedback to maintain above grade level proficiency Rubrics and Writer's Checklists 	<ul style="list-style-type: none"> Model and demonstrate using a Think Aloud approach Minilesson Strategy Charts Provide writing exemplars Utilize technology Feedback to maintain on grade level proficiency Prewriting Graphic Organizers Peer editing and revising Rubrics and Writer's Checklists 	<ul style="list-style-type: none"> Model and demonstrate using a Think Aloud approach Minilesson Strategy Charts Provide writing exemplars Utilize technology Small-group lessons during all phases of the writing process Prewriting – Quick drawing to develop ideas and details Use of sentence frames to jumpstart writing Portable word wall with sequencing & transition words Rubrics and Writer's Checklists Flexible time allotment 	<ul style="list-style-type: none"> Model and demonstrate using a Think Aloud approach Minilesson Strategy Charts Provide writing exemplars Utilize technology Small-group lessons during all phases of the writing process Prewriting – Quick drawing/talk out loud to develop ideas Use of sentence frames to jumpstart writing Spell-checkers Rubrics & Writer's Checklists Flexible time allotment Journeys ELL Scaffolds