

Crest Memorial School Curriculum and Pacing Guide	
Grade: Kindergarten	Subject Area: ELA ~ Writing
Adoption Date: March 22, 2022	Revision Date: August 2024

Mission and Vision Statements

Mission: The New Jersey Student Learning Standards for English Language Arts (NJSLS-ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life. They define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards. In service to that expectation, the Department recommends 90-minutes of uninterrupted literacy instruction for all students in grades K–5, and 80 minutes for grades 6 through 8

Vision: A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Integration of Technology

9.4.2.TL.1

21st Century Skills

9.4.8.CT.1, 9.4.2.CT.2

Career Education

9.1.2.CAP.1, 9.2.5.CAP.1

Interdisciplinary Connection

6.1.2.CivicsPR.3, 6.1.2.CivicsCM.3

Accommodations and Modifications

Special Education

- IEP accommodations
- Highlight important/ key words
- Modify amount of independent practice
- Simplify questions / make multiple choice
- Read tests aloud
- Shorten assignments to focus on mastery concept

English Language Learners

- Create visual word wall with labels
- Highlight and define important vocabulary
- Ask yes/no questions
- Create a word map

Students At-Risk of Failure

- Allow verbalization before writing

	<ul style="list-style-type: none"> ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Ask students higher level questions ● Provide opportunities for open-ended, self-directed activities ● Give students opportunities to mentor other students ● Offer higher-level learning opportunities ● Offer students opportunities to present their understanding of a topic in different ways
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> ● Classroom Discussion ● Think-Pair-Share ● Teacher Observation
Summative	<ul style="list-style-type: none"> ● Handwriting Letter Formation in Writing Journals ● Sentence Formation in Writing Journals with correct punctuation
Benchmark	<ul style="list-style-type: none"> ● MAP Testing (Fall, Winter, Spring) ● F & P Testing (Fall, Winter, Spring)
Alternative	<ul style="list-style-type: none"> ● Poetry Journals ● Writing Journals ● Writing Center Based Learning

Pacing Guide

Unit 1: The Writing Community	Number of days: 20 days
Unit 2: Getting Ideas	Number of days: 50 days
Unit 3: Telling More	Number of days: 20 days
Unit 4: Just the Facts	Number of days: 15 days
Unit 5: Exploring Words Through Poetry	Number of days: 15 days
Unit 6: Opinion Writing	Number of days: 10 days

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Read aloud texts ● Collaborative Classroom Learning Portal 	<ul style="list-style-type: none"> ● Writing Whiteboards with Dry Erase Markers ● Classroom Easel with Chart Paper ● Smart Notebook app on Smart Board ● Writing Journal ● Charts

Unit 1 Learning Goals

Students will be introduced to the Writing Community by writing their own developmentally appropriate “stories” (such as drawing or letter-like symbols).

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Getting Ideas for Writing <p>Develop and apply prewriting/brainstorming strategies</p>	<ul style="list-style-type: none"> ● W.WR.K.5., W.RW.K.7., W.NW.K.3, SL.ES.K.3., SL.UM.K.5., W.AW.K.1. 	<ul style="list-style-type: none"> ● Students will hear and discuss the poem, “Just Watch.” ● Students will generate ideas about things they can do. ● Students will write stories about things they can do.

<ul style="list-style-type: none"> • Day 2: Writing Stories <p>Use teacher modeling to draw pictures in journal about specific topics</p>	<ul style="list-style-type: none"> • W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5. 	<ul style="list-style-type: none"> • Students will hear and discuss the poem, “Somersaults.” • Students will generate ideas about things they can do. • Students will write stories about things they can do.
<ul style="list-style-type: none"> • Day 3: Writing Stories <p>Use teacher modeling to draw pictures in journal about specific topics</p>	<ul style="list-style-type: none"> • W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5. 	<ul style="list-style-type: none"> • Students will hear and discuss poems. • Students will generate ideas about things they can do. • Students will write stories about things they can do.

<ul style="list-style-type: none"> • Day 4: Sharing As a Community <p>Discuss the procedures for sharing a story</p>	<ul style="list-style-type: none"> • SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> • Students will share stories and get to know one another.
<ul style="list-style-type: none"> • Day 5: Sharing As a Community <p>Discuss the procedures for sharing a story</p>	<ul style="list-style-type: none"> • SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> • Students will share stories and get to know one another.
<ul style="list-style-type: none"> • Day 6: Getting Ideas for Writing <p>Develop and apply prewriting/brainstorming strategies</p>	<ul style="list-style-type: none"> • W.WR.K.5., W.RW.K.7., W.NW.K.3, SL.ES.K.3., SL.UM.K.5., W.AW.K.1. 	<ul style="list-style-type: none"> • Students will hear and discuss the story, “I Love School.” • Students will generate and visualize ideas about Kindergarten. • Students will draw and write stories about Kindergarten.

<ul style="list-style-type: none"> • Day 7: Writing Stories <p>Use teacher modeling to draw pictures in journal about specific topics</p>	<ul style="list-style-type: none"> • W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5. 	<ul style="list-style-type: none"> • Students will visualize story ideas. • Students will draw and write stories about Kindergarten.
<ul style="list-style-type: none"> • Day 8: Writing Stories <p>Use teacher modeling to draw pictures in journal about specific topics</p>	<ul style="list-style-type: none"> • W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5. 	<ul style="list-style-type: none"> • Students will visualize story ideas. • Students will draw and write stories about Kindergarten.
<ul style="list-style-type: none"> • Day 9: Sharing as a Community 	<ul style="list-style-type: none"> • SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> • Students will share stories and get to know one another.

Discuss the procedures for sharing a story		
<ul style="list-style-type: none"> Day 10: Sharing as a Community <p>Discuss the procedures for sharing a story</p>	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> Students will share stories and get to know one another.
<ul style="list-style-type: none"> Day 11: Getting Ideas for Writing Stories <p>Develop and apply prewriting/brainstorming strategies</p>	<ul style="list-style-type: none"> W.WR.K.5., W.RW.K.7., W.NW.K.3, SL.ES.K.3., SL.UM.K.5., W.AW.K.1. 	<ul style="list-style-type: none"> Students will learn “turn to your partner.” Students will hear and discuss the story, “Titch.” Students will generate ideas about fun things they do with family. Students will draw and write about fun things they do with family.
<ul style="list-style-type: none"> Day 12: Writing Stories <p>Use teacher modeling to draw pictures in journal about specific topics</p>	<ul style="list-style-type: none"> W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5. 	<ul style="list-style-type: none"> Students will talk in pairs about story ideas. Students will draw and write stories about fun things they do with family.
<ul style="list-style-type: none"> Day 13: Writing Stories <p>Use teacher modeling to draw pictures in journal about specific topics</p>	<ul style="list-style-type: none"> W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5. 	<ul style="list-style-type: none"> Students will talk in pairs about story ideas. Students will draw and write stories about fun things they do with family.
<ul style="list-style-type: none"> Day 14: Sharing as a Community <p>Discuss the procedures for sharing a story</p>	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> Students will share stories and get to know one another.
<ul style="list-style-type: none"> Day 15: Sharing as a Community <p>Discuss the procedures for sharing a story</p>	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> Students will share stories and get to know one another.
<ul style="list-style-type: none"> Day 16: Getting Ideas for Writing <p>Develop and apply prewriting/brainstorming strategies</p>	<ul style="list-style-type: none"> W.WR.K.5., W.RW.K.7., W.NW.K.3, SL.ES.K.3., SL.UM.K.5., W.AW.K.1. 	<ul style="list-style-type: none"> Students will hear and discuss the story, “When I Get Bigger.” Students will generate ideas about what they will do when they get bigger. Students will draw and write stories about what they will do when they get bigger.
<ul style="list-style-type: none"> Day 17: Writing Stories <p>Use teacher modeling to draw pictures in</p>	<ul style="list-style-type: none"> W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5. 	<ul style="list-style-type: none"> Students will talk in pairs about story ideas. Students will draw and write stories about what they will do when they get bigger.

journal about specific topics		
<ul style="list-style-type: none"> Day 18: Writing Stories <p>Use teacher modeling to draw pictures in journal about specific topics</p>	<ul style="list-style-type: none"> W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5. 	<ul style="list-style-type: none"> Students will talk in pairs about story ideas. Students will draw and write stories about what they will do when they get bigger.
<ul style="list-style-type: none"> Day 19: Sharing in Pairs <p>Discuss the procedures for sharing in pairs</p>	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> Students will take turns sharing stories in pairs.
<ul style="list-style-type: none"> Day 20: Sharing in Pairs <p>Discuss the procedures for sharing in pairs</p>	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> Students will take turns sharing stories in pairs.

Unit 2 Learning Goals

Students will listen to read-aloud books to generate ideas for writing.
 Students will practice writing letters in their Writing Journals and familiarize themselves with the Word Wall.

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> Day 1: Getting Ideas for Writing <p>Develop and apply prewriting/brainstorming strategies</p>	<ul style="list-style-type: none"> W.WR.K.5., W.RW.K.7., W.NW.K.3, SL.ES.K.3., SL.UM.K.5., W.AW.K.1. 	<ul style="list-style-type: none"> Students will hear and discuss the story, "City Signs." Students will free write and draw.
<ul style="list-style-type: none"> Day 2: Writing Stories <p>Use teacher modeling to draw pictures in journal about specific topics</p>	<ul style="list-style-type: none"> W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5. 	<ul style="list-style-type: none"> Students will tell ideas before writing. Students will draw and write about places they like to go.
<ul style="list-style-type: none"> Day 3: Writing Stories <p>Use teacher modeling to draw pictures in journal about specific topics</p>	<ul style="list-style-type: none"> W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5. 	<ul style="list-style-type: none"> Students will tell ideas before writing. Students will draw and write about places they like to go.

<ul style="list-style-type: none"> Day 4: Sharing in Pairs 	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> Students will take turns sharing stories in
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Discuss the procedures for sharing in pairs		pairs.
<ul style="list-style-type: none"> Day 5: Sharing in Pairs <p>Discuss the procedures for sharing in pairs</p>	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> Students will take turns sharing stories in pairs.
<ul style="list-style-type: none"> Day 6: Getting Ideas for Writing <p>Develop and apply prewriting/brainstorming strategies</p>	<ul style="list-style-type: none"> W.WR.K.5., W.RW.K.7., W.NW.K.3, SL.ES.K.3., SL.UM.K.5., W.AW.K.1. 	<ul style="list-style-type: none"> Students will hear and discuss the story, "Red Is A Dragon." Students will learn <i>think, pair, share</i>. Students will participate in a shared writing activity about colors.

<ul style="list-style-type: none"> Day 7: Writing Stories <p>Use teacher modeling to draw pictures in journal about specific topics</p>	<ul style="list-style-type: none"> W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5. 	<ul style="list-style-type: none"> Students will tell ideas before writing. Students will draw and write about colors.
<ul style="list-style-type: none"> Day 8: Writing Stories <p>Use teacher modeling to draw pictures in journal about specific topics</p>	<ul style="list-style-type: none"> W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5. 	<ul style="list-style-type: none"> Students will tell ideas before writing. Students will draw and write about colors.
<ul style="list-style-type: none"> Day 9: Sharing in Pairs <p>Discuss the procedures for sharing in pairs</p>	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> Students will take turns sharing stories in pairs.
<ul style="list-style-type: none"> Day 10: Sharing in Pairs <p>Discuss the procedures for sharing in pairs</p>	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> Students will take turns sharing stories in pairs.
<ul style="list-style-type: none"> Day 11: Getting Ideas for Writing <p>Develop and apply prewriting/brainstorming strategies</p>	<ul style="list-style-type: none"> W.WR.K.5., W.RW.K.7., W.NW.K.3, SL.ES.K.3., SL.UM.K.5., W.AW.K.1. 	<ul style="list-style-type: none"> Students will hear and discuss a story, "Round is A Mooncake." Students will do a shared writing about shapes.
<ul style="list-style-type: none"> Day 12: Writing Stories 	<ul style="list-style-type: none"> W.AW.K.1., W.WP.K.4., W.RW.K.7., 	<ul style="list-style-type: none"> Students will tell ideas before writing.

<p>Add letters to drawings with use of alphabet chart</p>	<p>SL.UM.K.5.</p>	<ul style="list-style-type: none"> • Students will draw and write about shapes. • Students will label with letters or words.
<ul style="list-style-type: none"> • Day 13: Writing Stories <p>Add letters to drawings with use of alphabet chart</p>	<ul style="list-style-type: none"> • W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5. 	<ul style="list-style-type: none"> • Students will tell ideas before writing. • Students will draw and write about shapes. • Students will label with letters or words.
<ul style="list-style-type: none"> • Day 14: Sharing in Pairs <p>Discuss the procedures for sharing in pairs</p>	<ul style="list-style-type: none"> • SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> • Students will take turns sharing stories in pairs.
<ul style="list-style-type: none"> • Day 15: Sharing in Pairs <p>Discuss the procedures for sharing in pairs</p>	<ul style="list-style-type: none"> • SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> • Students will take turns sharing stories in pairs.
<ul style="list-style-type: none"> • Day 16: Getting Ideas for Writing <p>Develop and apply writing strategies with use of alphabet chart</p>	<ul style="list-style-type: none"> • W.WR.K.5., W.RW.K.7., W.NW.K.3., SL.ES.K.3., SL.UM.K.5., W.AW.K.1. 	<ul style="list-style-type: none"> • Students will listen to a story, "I Love My Hair!" • Students will generate ideas about things they love about themselves. • Students will learn writing from left to right. • Students will write multiple letters.
<ul style="list-style-type: none"> • Day 17: Writing Stories <p>Add letters/words to drawings with use of alphabet chart/word wall</p>	<ul style="list-style-type: none"> • W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5. 	<ul style="list-style-type: none"> • Students will tell ideas before writing. • Students will draw and write about things they love about themselves. • Students will explore sound/letter relationships.
<ul style="list-style-type: none"> • Day 18: Writing Stories <p>Add letters/words to drawings with use of alphabet chart/word wall</p>	<ul style="list-style-type: none"> • W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5. 	<ul style="list-style-type: none"> • Students will tell ideas before writing. • Students will draw and write about things they love about themselves. • Students will explore sound/letter relationships.
<ul style="list-style-type: none"> • Day 19: Sharing in Pairs <p>Discuss the procedures for sharing in pairs</p>	<ul style="list-style-type: none"> • SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> • Students will take turns sharing stories in pairs.

<ul style="list-style-type: none"> ● Day 20: Sharing in Pairs <p>Discuss the procedures for sharing in pairs</p>	<ul style="list-style-type: none"> ● SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> ● Students will take turns sharing stories in pairs.
<ul style="list-style-type: none"> ● Day 21: Getting Ideas for Writing <p>Develop and apply writing strategies with use of alphabet chart</p>	<ul style="list-style-type: none"> ● W.WR.K.5., W.RW.K.7., W.NW.K.3, SL.ES.K.3., SL.UM.K.5., W.AW.K.1. 	<ul style="list-style-type: none"> ● Students will listen to a story, “Freight Trains.” ● Students will generate ideas about interesting things. ● Students will write from left to right. ● Students will write multiple letters.
<ul style="list-style-type: none"> ● Day 22: Writing Stories <p>Add letters/words to drawings with use of alphabet chart/word wall Learn and practice phonetic spelling to beginning sounding out words</p>	<ul style="list-style-type: none"> ● W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5. 	<ul style="list-style-type: none"> ● Students will tell ideas before writing. ● Students will explore letter-sound relationships. ● Students will draw and write about things they like. ● Students will practice using the word wall.
<ul style="list-style-type: none"> ● Day 23: Writing Stories <p>Add letters/words to drawings with use of alphabet chart/word wall Learn and practice phonetic spelling to beginning sounding out words</p>	<ul style="list-style-type: none"> ● W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5. 	<ul style="list-style-type: none"> ● Students will tell ideas before writing. ● Students will explore letter-sound relationships. ● Students will draw and write about things they like. ● Students will practice using the word wall.
<ul style="list-style-type: none"> ● Day 24: Sharing in Pairs <p>Discuss the procedures for sharing in pairs</p>	<ul style="list-style-type: none"> ● SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> ● Students will take turns sharing stories in pairs.
<ul style="list-style-type: none"> ● Day 25: Sharing in Pairs <p>Discuss the procedures for sharing in pairs</p>	<ul style="list-style-type: none"> ● SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> ● Students will take turns sharing stories in pairs.
<ul style="list-style-type: none"> ● Day 26: Getting Ideas for Writing <p>Develop and apply writing strategies with use of alphabet chart</p>	<ul style="list-style-type: none"> ● W.WR.K.5., W.RW.K.7., W.NW.K.3, SL.ES.K.3., SL.UM.K.5., W.AW.K.1. 	<ul style="list-style-type: none"> ● Students will listen to a story, “I Went Walking.” ● Students will generate ideas while taking a walk. ● Students will leave spaces between words.

<ul style="list-style-type: none"> Day 27: Writing Stories <p>Add letters/words to drawings with use of alphabet chart/word wall Learn and practice phonetic spelling to beginning sounding out words</p>	<ul style="list-style-type: none"> W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5. 	<ul style="list-style-type: none"> Students will tell ideas before writing. Students will draw and write about things in the classroom. Students will add words to the word wall.
<ul style="list-style-type: none"> Day 28: Writing Stories <p>Add letters/words to drawings with use of alphabet chart/word wall Learn and practice phonetic spelling to beginning sounding out words</p>	<ul style="list-style-type: none"> W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5. 	<ul style="list-style-type: none"> Students will tell ideas before writing. Students will draw and write about things in the classroom. Students will add words to the word wall.
<ul style="list-style-type: none"> Day 29: Sharing in Pairs <p>Discuss the procedures for sharing in pairs</p>	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> Students will take turns sharing stories in pairs.
<ul style="list-style-type: none"> Day 30: Sharing in Pairs <p>Discuss the procedures for sharing in pairs</p>	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> Students will take turns sharing stories in pairs.
<ul style="list-style-type: none"> Day 31: Getting Ideas for Writing <p>Develop and apply writing strategies with use of alphabet chart</p>	<ul style="list-style-type: none"> W.WR.K.5., W.RW.K.7., W.NW.K.3, SL.ES.K.3., SL.UM.K.5., W.AW.K.1. 	<ul style="list-style-type: none"> Students will listen to a story, "Lunch." Students will generate ideas about foods. Students will visualize to get ideas. Students will think, pair, share.
<ul style="list-style-type: none"> Day 32: Writing Stories <p>Add words to drawings with use of word wall Learn and practice phonetic spelling to beginning sounding out words</p>	<ul style="list-style-type: none"> W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5., L.WF.K.2 	<ul style="list-style-type: none"> Students will draw and write about foods. Students will tell ideas before writing. Students will add to the word wall. Students will use phonetic spelling.
<ul style="list-style-type: none"> Day 33: Writing Stories <p>Add words to drawings with use of word wall Learn and practice phonetic spelling to beginning sounding out words</p>	<ul style="list-style-type: none"> W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5., L.WF.K.2 	<ul style="list-style-type: none"> Students will draw and write about foods. Students will tell ideas before writing. Students will add to the word wall. Students will use phonetic spelling.
<ul style="list-style-type: none"> Day 34: Sharing as a Community 	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> Students will share stories and get to know

Discuss the procedures for sharing as a community		one another.
<ul style="list-style-type: none"> Day 35: Sharing as a Community <p>Discuss the procedures for sharing as a community</p>	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> Students will share stories and get to know one another.
<ul style="list-style-type: none"> Day 36: Getting Ideas for Writing <p>Develop and apply writing strategies with use of alphabet chart</p>	<ul style="list-style-type: none"> W.WR.K.5., W.RW.K.7., W.NW.K.3, SL.ES.K.3., SL.UM.K.5., W.AW.K.1. 	<ul style="list-style-type: none"> Students will listen to a story, "My Friends." Students will generate ideas about friends. Students will treat one another as friends.
<ul style="list-style-type: none"> Day 37: Writing Stories <p>Add words to drawings with use of word wall Learn and practice phonetic spelling to beginning sounding out words</p>	<ul style="list-style-type: none"> W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5., L.WF.K.2 	<ul style="list-style-type: none"> Students will draw and write about friends. Students will add to the word wall. Students will use phonetic spelling.
<ul style="list-style-type: none"> Day 38: Writing Stories <p>Add words to drawings with use of word wall Learn and practice phonetic spelling to beginning sounding out words</p>	<ul style="list-style-type: none"> W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5., L.WF.K.2 	<ul style="list-style-type: none"> Students will draw and write about friends. Students will add to the word wall. Students will use phonetic spelling.
<ul style="list-style-type: none"> Day 39: Sharing as a Community <p>Discuss the procedures for sharing as a community</p>	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> Students will share stories and get to know one another.
<ul style="list-style-type: none"> Day 40: Sharing as a Community <p>Discuss the procedures for sharing as a community</p>	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> Students will share stories and get to know one another.
<ul style="list-style-type: none"> Day 41: Getting Ideas for Writing <p>Develop and apply writing strategies with use of alphabet chart</p>	<ul style="list-style-type: none"> W.WR.K.5., W.RW.K.7., W.NW.K.3, SL.ES.K.3., SL.UM.K.5., W.AW.K.1. 	<ul style="list-style-type: none"> Students will listen to a story, "My Favorite Bear." Students will generate ideas about animals. Students will visualize to get ideas.

<ul style="list-style-type: none"> ● Day 42: Writing Stories <p>Add words to drawings with use of word wall Learn and practice phonetic spelling to beginning sounding out words</p>	<ul style="list-style-type: none"> ● W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5., L.WF.K.2 	<ul style="list-style-type: none"> ● Students will draw and write about animals. ● Students will add to the word wall. ● Students will use phonetic spelling.
<ul style="list-style-type: none"> ● Day 43: Writing Stories <p>Add words to drawings with use of word wall Learn and practice phonetic spelling to beginning sounding out words</p>	<ul style="list-style-type: none"> ● W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5., L.WF.K.3 	<ul style="list-style-type: none"> ● Students will draw and write about animals. ● Students will add to the word wall. ● Students will use phonetic spelling.
<ul style="list-style-type: none"> ● Day 44: Sharing as a Community <p>Discuss the procedures for sharing as a community</p>	<ul style="list-style-type: none"> ● SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> ● Students will share stories and get to know one another.
<ul style="list-style-type: none"> ● Day 45: Sharing as a Community <p>Discuss the procedures for sharing as a community</p>	<ul style="list-style-type: none"> ● SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> ● Students will share stories and get to know one another.
<ul style="list-style-type: none"> ● Day 46: Getting Ideas for Writing <p>Develop and apply writing strategies with use of alphabet chart</p>	<ul style="list-style-type: none"> ● W.WR.K.5., W.RW.K.7., W.NW.K.3, SL.ES.K.3., SL.UM.K.5., W.AW.K.1. 	<ul style="list-style-type: none"> ● Students will listen to a story, "I Have Feelings." ● Students will generate ideas about feelings.
<ul style="list-style-type: none"> ● Day 47: Writing Stories <p>Add words to drawings with use of word wall Learn and practice phonetic spelling to beginning sounding out words</p>	<ul style="list-style-type: none"> ● W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5., L.WF.K.2 	<ul style="list-style-type: none"> ● Students will draw and write about feelings. ● Students will add to the word wall. ● Students will use phonetic spelling.
<ul style="list-style-type: none"> ● Day 48: Writing Stories <p>Add words to drawings with use of word wall Learn and practice phonetic spelling to beginning sounding out words</p>	<ul style="list-style-type: none"> ● W.AW.K.1., W.WP.K.4., W.RW.K.7., SL.UM.K.5., L.WF.K.2 	<ul style="list-style-type: none"> ● Students will draw and write about feelings. ● Students will add to the word wall. ● Students will use phonetic spelling.
<ul style="list-style-type: none"> ● Day 49: Sharing as a Community <p>Discuss the procedures for sharing as a</p>	<ul style="list-style-type: none"> ● SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> ● Students will share stories and get to know one another.

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<ul style="list-style-type: none"> Day 50: Sharing as a Community <p>Discuss the procedures for sharing as a community</p>	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> Students will share stories and get to know one another.

Unit 3 Learning Goals

Students will explore telling more by adding more detail to their illustrations in writing.
Students will share their own writing in the Author's Chair.

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> Day 1: Choosing Topics and Writing Stories <p>Apply letters and words to drawings with visualizations</p>	<ul style="list-style-type: none"> W.NW.K.3, W.WP.K.4, W.WR.K.5, W.RW.K.7 	<ul style="list-style-type: none"> Students will contribute to a shared story. Students will visualize and write about topics they choose.
<ul style="list-style-type: none"> Day 2: Rereading and Telling More <p>Brainstorm ideas to practice adding more to sentences using word wall</p>	<ul style="list-style-type: none"> W.NW.K.3, W.WP.K.4, W.WR.K.5, W.RW.K.7 	<ul style="list-style-type: none"> Students will reread and add to stories. Students will approximate spelling and use word wall.
<ul style="list-style-type: none"> Day 3: Rereading and Telling More <p>Brainstorm ideas to practice adding more to sentences using word wall</p>	<ul style="list-style-type: none"> W.NW.K.3, W.WP.K.4, W.WR.K.5, W.RW.K.7 	<ul style="list-style-type: none"> Students will use the learning prompt <i>I want to know...</i> Students will draw and write freely.

<ul style="list-style-type: none"> Day 4: Sharing as a Community <p>Discuss the procedures for sharing as a community</p>	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6., SL.ES.K.3 	<ul style="list-style-type: none"> Students will learn the prompt <i>I found out....</i> Students will share stories and get to know one another.
<ul style="list-style-type: none"> Day 5: Sharing as a Community <p>Discuss the procedures for sharing as a</p>	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6., SL.ES.K.3 	<ul style="list-style-type: none"> Students will learn the prompt <i>I found out....</i> Students will share stories and get to know one another.

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<ul style="list-style-type: none"> Day 6: Choosing Topics and Writing Stories <p>Apply letters and words to drawings with visualizations Develop and apply strategies to learn sentence structure</p>	<ul style="list-style-type: none"> W.NW.K.3, W.WP.K.4, W.WR.K.5, W.RW.K.7 	<ul style="list-style-type: none"> Students will contribute to a shared story. Students will visualize and write about topics they choose. Students will learn to capitalize and punctuate sentences.
<ul style="list-style-type: none"> Day 7: Rereading and Telling More <p>Brainstorm ideas to practice adding more to sentences using word wall</p>	<ul style="list-style-type: none"> W.NW.K.3, W.WP.K.4, W.WR.K.5, W.RW.K.7 	<ul style="list-style-type: none"> Students will reread and add to stories. Students will use phonetic spelling and use the word wall.
<ul style="list-style-type: none"> Day 8: Rereading and Telling More <p>Brainstorm ideas to practice adding more to sentences using word wall</p>	<ul style="list-style-type: none"> W.NW.K.3, W.WP.K.4, W.WR.K.5, W.RW.K.7 	<ul style="list-style-type: none"> Students will reread and add to stories. Students will use phonetic spelling and use the word wall.
<ul style="list-style-type: none"> Day 9: Sharing as a Community <p>Discuss the procedures for sharing as a community</p>	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6., SL.ES.K.3 	<ul style="list-style-type: none"> Students will learn the prompt <i>I want to know....</i> Students will share stories and get to know one another.
<ul style="list-style-type: none"> Day 10: Sharing as a Community <p>Discuss the procedures for sharing as a community</p>	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6., SL.ES.K.3 	<ul style="list-style-type: none"> Students will learn the prompt <i>I want to know....</i> Students will share stories and get to know one another.
<ul style="list-style-type: none"> Day 11: Writing Stories <p>Apply letters and words to drawings with visualizations Develop and apply strategies to learn sentence structure</p>	<ul style="list-style-type: none"> W.NW.K.3, W.WP.K.4, W.WR.K.5, W.RW.K.7 	<ul style="list-style-type: none"> Students will listen to a story, "Cookie's Week." Students will contribute to a shared story. Students will explore how a professional author tells more. Students will visualize and write about weekly activities.
<ul style="list-style-type: none"> Day 12: Rereading and Telling More <p>Brainstorm ideas to practice adding more to sentences using word wall</p>	<ul style="list-style-type: none"> W.NW.K.3, W.WP.K.4, W.WR.K.5, W.RW.K.7 	<ul style="list-style-type: none"> Students will reread and add to stories. Students will use phonetic spelling and use the word wall.

<ul style="list-style-type: none"> Day 13: Rereading and Telling More <p>Brainstorm ideas to practice adding more to sentences using word wall</p>	<ul style="list-style-type: none"> W.NW.K.3, W.WP.K.4, W.WR.K.5, W.RW.K.7 	<ul style="list-style-type: none"> Students will reread and add to stories. Students will use phonetic spelling and use the word wall.
<ul style="list-style-type: none"> Day 14: Author's Chair <p>Discuss the procedures for sharing from the Author's Chair</p>	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> Students will share stories from the Author's Chair.
<ul style="list-style-type: none"> Day 15: Author's Chair <p>Discuss the procedures for sharing from the Author's Chair</p>	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> Students will share stories from the Author's Chair.
<ul style="list-style-type: none"> Day 16: Writing Stories <p>Apply letters and words to drawings with visualizations Develop and apply strategies to learn sentence structure</p>	<ul style="list-style-type: none"> W.NW.K.3, W.WP.K.4, W.WR.K.5, W.RW.K.7 	<ul style="list-style-type: none"> Students will listen to a story, "When Sophie Gets Angry, Really, Really Angry." Students will explore how a professional author tells more. Students will visualize and write about a time they have been 'really, really angry.'
<ul style="list-style-type: none"> Day 17: Rereading and Telling More <p>Brainstorm ideas to practice adding more to sentences using word wall</p>	<ul style="list-style-type: none"> W.NW.K.3, W.WP.K.4, W.WR.K.5, W.RW.K.7 	<ul style="list-style-type: none"> Students will reread and add to stories. Students will use phonetic spelling and the word wall.
<ul style="list-style-type: none"> Day 18: Rereading and Telling More <p>Brainstorm ideas to practice adding more to sentences using word wall</p>	<ul style="list-style-type: none"> W.NW.K.3, W.WP.K.4, W.WR.K.5, W.RW.K.7 	<ul style="list-style-type: none"> Students will reread and add to stories. Students will use phonetic spelling and the word wall.
<ul style="list-style-type: none"> Day 19: Author's Chair <p>Discuss the procedures for sharing from the Author's Chair</p>	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> Students will share stories from the Author's Chair.
<ul style="list-style-type: none"> Day 20: Author's Chair <p>Discuss the procedures for sharing from the Author's Chair</p>	<ul style="list-style-type: none"> SL.PE.K.1., SL.II.K.2., SL.AS.K.6. 	<ul style="list-style-type: none"> Students will share stories from the Author's Chair.

Unit 4 Learning Goals

Students will explore nonfiction writing.
 Students will become successful at writing about their classroom and foods they enjoy.

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> Day 1: Exploring Nonfiction <p>Learn and explore nonfiction texts and apply knowledge to writing with teacher modeling</p>	<ul style="list-style-type: none"> W.IW.K.2, W.SE.K.6, W.NW.K.3 	<ul style="list-style-type: none"> Students will listen to a nonfiction story, "What Happens At An Airport." Students will explore nonfiction about a place. Students will make decisions together. Students will draw and write freely.
<ul style="list-style-type: none"> Day 2: Writing Nonfiction <p>Apply writing strategies with use of word wall and phonetic spelling</p>	<ul style="list-style-type: none"> W.IW.K.2, W.SE.K.6, W.NW.K.3 	<ul style="list-style-type: none"> Students will generate facts about the classroom. Students will write facts about the classroom and illustrate them. Students will write and punctuate sentences.
<ul style="list-style-type: none"> Day 3: Writing Nonfiction <p>Apply writing strategies with use of word wall and phonetic spelling</p>	<ul style="list-style-type: none"> W.IW.K.2, W.SE.K.6, W.NW.K.3 	<ul style="list-style-type: none"> Students will generate facts about a nonfiction topic. Students will write facts about nonfiction topics of choice. Students will write and punctuate sentences.
<ul style="list-style-type: none"> Day 4: Author's Chair <p>Discuss the procedures for sharing from the Author's Chair</p>	<ul style="list-style-type: none"> SL.PI.K.4, SL.PE.K.1, SL.ES.K.3, SL.AS.K.6 	<ul style="list-style-type: none"> Students will express interest in one another's writing.
<ul style="list-style-type: none"> Day 5: Author's Chair <p>Discuss the procedures for sharing from the Author's Chair</p>	<ul style="list-style-type: none"> SL.PI.K.4, SL.PE.K.1, SL.ES.K.3, SL.AS.K.6 	<ul style="list-style-type: none"> Students will express interest in one another's writing.
<ul style="list-style-type: none"> Day 6: Exploring Nonfiction 	<ul style="list-style-type: none"> W.IW.K.2, W.SE.K.6, W.NW.K.3 	<ul style="list-style-type: none"> Students will listen to a nonfiction story, "I Want To Be A Chef."

Learn and explore nonfiction texts and apply knowledge to writing with teacher modeling		<ul style="list-style-type: none"> • Students will explore nonfiction about an occupation. • Students will discuss and use question words. • Students will write and draw freely.
<ul style="list-style-type: none"> • Day 7: Writing Nonfiction <p>Apply writing strategies with use of word wall and phonetic spelling</p>	<ul style="list-style-type: none"> • W.IW.K.2, W.SE.K.6, W.NW.K.3 	<ul style="list-style-type: none"> • Students will interview a school employee of choice. • Students will write facts about the person they interviewed and illustrate them
<ul style="list-style-type: none"> • Day 8: Writing Nonfiction <p>Apply writing strategies with use of word wall and phonetic spelling</p>	<ul style="list-style-type: none"> • W.IW.K.2, W.SE.K.6, W.NW.K.3 	<ul style="list-style-type: none"> • Students will interview a partner. • Students will write facts about their partner and illustrate them.
<ul style="list-style-type: none"> • Day 9: Writing Nonfiction <p>Apply writing strategies with use of word wall and phonetic spelling</p>	<ul style="list-style-type: none"> • W.IW.K.2, W.SE.K.6, W.NW.K.3 	<ul style="list-style-type: none"> • Students will write about nonfiction topics of their choice.
<ul style="list-style-type: none"> • Day 10: Author's Chair <p>Discuss the procedures for sharing from the Author's Chair</p>	<ul style="list-style-type: none"> • SL.PI.K.4, SL.PE.K.1, SL.ES.K.3, SL.AS.K.6 	<ul style="list-style-type: none"> • Students will express interest in one another's writing.
<ul style="list-style-type: none"> • Day 11: Exploring Nonfiction <p>Learn and explore nonfiction texts and apply knowledge to writing with teacher modeling</p>	<ul style="list-style-type: none"> • W.IW.K.2, W.SE.K.6, W.NW.K.3 	<ul style="list-style-type: none"> • Students will listen to a nonfiction story, "Vegetables." • Students will explore nonfiction about a food. • Students will write and draw freely.
<ul style="list-style-type: none"> • Day 12: Writing Nonfiction <p>Apply writing strategies with use of word wall and phonetic spelling</p>	<ul style="list-style-type: none"> • W.IW.K.2, W.SE.K.6, W.NW.K.3 	<ul style="list-style-type: none"> • Students will examine and generate facts about a food. • Students will write about a food and illustrate. • Students will write and punctuate sentences.
<ul style="list-style-type: none"> • Day 13: Writing Nonfiction <p>Apply writing strategies with use of word wall and phonetic spelling</p>	<ul style="list-style-type: none"> • W.IW.K.2, W.SE.K.6, W.NW.K.3 	<ul style="list-style-type: none"> • Students will examine and generate facts about a food. • Students will write facts about a food.

<ul style="list-style-type: none"> Day 14: Writing Nonfiction <p>Apply writing strategies with use of word wall and phonetic spelling</p>	<ul style="list-style-type: none"> W.IW.K.2, W.SE.K.6, W.NW.K.3 	<ul style="list-style-type: none"> Students will examine and generate facts about a food. Students will write facts about a food.
<ul style="list-style-type: none"> Day 15: Sharing in Pairs <p>Discuss the procedures for sharing in pairs</p>	<ul style="list-style-type: none"> SL.PI.K.4, SL.PE.K.1, SL.ES.K.3, SL.AS.K.6 	<ul style="list-style-type: none"> Students will share writing in pairs.

Unit 5 Learning Goals

Students will visualize and act out poems.
 Students will explore words they hear in poems and generate words to use in their own poems.

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> Day 1: Exploring Poems <p>Learn and explore poems</p>	<ul style="list-style-type: none"> W.WP.K.4, W.RW.K.7, SL.UM.K.5 	<ul style="list-style-type: none"> Students will listen to poems, “Shore”, “Bubbles”, and “Wide Awake.” Students will act out and visualize poems. Students will write and draw freely.
<ul style="list-style-type: none"> Day 2: Exploring Poems and Words <p>Learn and explore poems</p>	<ul style="list-style-type: none"> W.WP.K.4, W.RW.K.7, SL.UM.K.5 	<ul style="list-style-type: none"> Students will listen to poems, “Toaster Time”, and “The Frog on the Log.” Students will visualize poems. Students will explore interesting words in poems. Students will write and draw freely.
<ul style="list-style-type: none"> Day 3: Exploring Poems <p>Learn and explore poems</p>	<ul style="list-style-type: none"> W.WP.K.4, W.RW.K.7, SL.UM.K.5 	<ul style="list-style-type: none"> Students will listen to the poem, “Chums.” Students will visualize poems. Students will draw and write about visualizations.

<ul style="list-style-type: none"> Day 4: Free Writing <p>Apply writing strategies with use of word wall and phonetic spelling</p>	<ul style="list-style-type: none"> W.RW.K.7 	<ul style="list-style-type: none"> Students will write freely about topics of choice.
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<ul style="list-style-type: none"> ● Day 5: Author's Chair <p>Discuss the procedures for sharing from the Author's Chair</p>	<ul style="list-style-type: none"> ● SL.PI.K.4, SL.PE.K.1, SL.ES.K.3, SL.AS.K.6 	<ul style="list-style-type: none"> ● Students will share visualizations.
<ul style="list-style-type: none"> ● Day 6: Exploring Poems and Words <p>Learn and explore poems Apply knowledge to writing shared poems together</p>	<ul style="list-style-type: none"> ● W.WP.K.4, W.RW.K.7, SL.UM.K.5 	<ul style="list-style-type: none"> ● Students will listen to the poem, "Mice." ● Students will explore descriptive words. ● Students will generate descriptive words about animals. ● Students will contribute to a shared poem ● Students will write and draw freely.
<ul style="list-style-type: none"> ● Day 7: Writing Poems <p>Apply writing strategies with use of word wall, phonetic spelling, and teacher modeling</p>	<ul style="list-style-type: none"> ● W.WP.K.4, W.RW.K.7, SL.UM.K.5 	<ul style="list-style-type: none"> ● Students will listen to the poem, "Fish." ● Students will explore movement words. ● Students will generate movement words about animals. ● Students will share favorite words.
<ul style="list-style-type: none"> ● Day 8: Writing Poems <p>Apply writing strategies with use of word wall, phonetic spelling, and teacher modeling</p>	<ul style="list-style-type: none"> ● W.WP.K.4, W.RW.K.7, SL.UM.K.5 	<ul style="list-style-type: none"> ● Students will listen to the poem, "The Squirrel." ● Students will explore descriptive words. ● Students will write poems about animals. ● Students will share favorite words.
<ul style="list-style-type: none"> ● Day 9: Free Writing <p>Apply writing strategies with use of word wall and phonetic spelling</p>	<ul style="list-style-type: none"> ● W.RW.K.7 	<ul style="list-style-type: none"> ● Students will write poems freely about topics of their choice.
<ul style="list-style-type: none"> ● Day 10: Author's Chair <p>Discuss the procedures for sharing from the Author's Chair</p>	<ul style="list-style-type: none"> ● SL.PI.K.4, SL.PE.K.1, SL.ES.K.3, SL.AS.K.6 	<ul style="list-style-type: none"> ● Students will share poems from the Author's Chair.
<ul style="list-style-type: none"> ● Day 11: Exploring Poems and Words <p>Learn and explore poems Apply knowledge to writing shared poems together</p>	<ul style="list-style-type: none"> ● W.WP.K.4, W.RW.K.7, SL.UM.K.5 	<ul style="list-style-type: none"> ● Students will listen to the poem, "The Meal", and "Crunch and Lick." ● Students will explore descriptive words. ● Students will generate descriptive words about animals. ● Students will contribute to a shared poem.

<ul style="list-style-type: none"> Day 12: Writing Poems <p>Apply writing strategies with use of word wall, phonetic spelling, and teacher modeling</p>	<ul style="list-style-type: none"> W.WP.K.4, W.RW.K.7, SL.UM.K.5 	<ul style="list-style-type: none"> Students will listen to the poem, “Yellow Butter.” Students will explore color words in a poem. Students will write poems about food. Students will share favorite words.
<ul style="list-style-type: none"> Day 13: Free Write <p>Apply writing strategies with use of word wall and phonetic spelling</p>	<ul style="list-style-type: none"> W.RW.K.7 	<ul style="list-style-type: none"> Students will write poems freely about topics of their choice.
<ul style="list-style-type: none"> Day 14: Author’s Chair <p>Discuss the procedures for sharing from the Author’s Chair Learn and apply new response prompts</p>	<ul style="list-style-type: none"> SL.PI.K.4, SL.PE.K.1, SL.ES.K.3, SL.AS.K.6 	<ul style="list-style-type: none"> Students will share poems from the Author’s Chair. Students will learn the prompt “I imagined...” Students will write and draw freely.

Unit 6 Learning Goals

Students will discuss opinion writing.
Students will generate opinions and write about different topics.

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> Day 1: Exploring Opinion Writing <p>Learn and explore the concepts of opinions</p>	<ul style="list-style-type: none"> W.AW.K.1, W.WP.K.4, W.RW.K.7 	<ul style="list-style-type: none"> Students will listen to the story, “Alligators Are Unfriendly.” Students will learn what an opinion is. Students will hear and discuss an author’s opinion. Students will write and draw freely.
<ul style="list-style-type: none"> Day 2: Exploring Opinion Writing <p>Learn and explore the concepts of opinions Apply learned writing strategies about opinions using teacher modeling, phonetic spelling and word wall</p>	<ul style="list-style-type: none"> W.AW.K.1, W.WP.K.4, W.RW.K.7 	<ul style="list-style-type: none"> Students will generate opinions about animals that would not make good pets. Students will write opinion pieces stating their opinions and providing reasons to support their thinking.
<ul style="list-style-type: none"> Day 3: Exploring Opinion Writing 	<ul style="list-style-type: none"> W.AW.K.1, W.WP.K.4, W.RW.K.7 	<ul style="list-style-type: none"> Students will generate opinions about animals that would make good pets.

<p>Learn and explore the concepts of opinions Apply learned writing strategies about opinions using teacher modeling, phonetic spelling and word wall</p>		<ul style="list-style-type: none"> • Students will write opinion pieces stating their opinions and providing reasons to support their thinking.
<ul style="list-style-type: none"> • Day 4: Free Writing <p>Apply writing strategies with use of word wall and phonetic spelling</p>	<ul style="list-style-type: none"> • W.RW.K.7 	<ul style="list-style-type: none"> • Students will write freely about topics of choice.
<ul style="list-style-type: none"> • Day 5: Free Writing <p>Apply writing strategies with use of word wall and phonetic spelling</p>	<ul style="list-style-type: none"> • W.RW.K.7 	<ul style="list-style-type: none"> • Students will write freely about topics of choice.
<ul style="list-style-type: none"> • Day 6: Exploring Opinion Writing <p>Learn and explore the concepts of opinions Apply learned writing strategies about opinions using teacher modeling, phonetic spelling and word wall</p>	<ul style="list-style-type: none"> • W.AW.K.1, W.WP.K.4, W.RW.K.7 	<ul style="list-style-type: none"> • Students will listen to the story, "I Love School!" • Students will identify and discuss opinions. • Students will generate ideas about a fun activity. • Students will write opinion pieces stating their opinions and providing reasons to support their thinking.
<ul style="list-style-type: none"> • Day 7: Exploring Opinion Writing <p>Learn and explore the concepts of opinions Apply learned writing strategies about opinions using teacher modeling, phonetic spelling and word wall</p>	<ul style="list-style-type: none"> • W.AW.K.1, W.WP.K.4, W.RW.K.7 	<ul style="list-style-type: none"> • Students will generate opinions about a celebration idea. • Students will write opinion letters stating their opinions and providing reasons to support their thinking.
<ul style="list-style-type: none"> • Day 8: Free Writing <p>Apply writing strategies with use of word wall and phonetic spelling</p>	<ul style="list-style-type: none"> • W.RW.K.7 	<ul style="list-style-type: none"> • Students will write freely about topics of choice.
<ul style="list-style-type: none"> • Day 9: Free Writing <p>Apply writing strategies with use of word wall and phonetic spelling</p>	<ul style="list-style-type: none"> • W.RW.K.7 	<ul style="list-style-type: none"> • Students will write freely about topics of choice.

<ul style="list-style-type: none">• Day 10: Author's Chair <p>Discuss the procedures for sharing from the Author's Chair</p>	<ul style="list-style-type: none">• SL.PI.K.4, SL.PE.K.1, SL.ES.K.3, SL.AS.K.6	<ul style="list-style-type: none">• Students will share opinions letters from the Author's Chair• Students will write and draw freely.
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Inclusive concepts

- The Writing Community allows for all levels to work together at their individual pace and level.