

## Kindergarten Weekly Pacing Guide

This helpful weekly pacing schedule is designed to serve as a guide for teachers in the daily routine of using this resource. It is NOT intended as non-negotiable, but as a guideline of instruction using given themes/topics or interchangeable with units of study or themes determined by the teacher. You will notice opportunities throughout the sequenced lessons to switch the topic to better suit your needs, but still teach the proposed skill. It's important to note that NO skill is ever a "one and done" lesson. Reinforcing the skill work repeatedly builds the necessary foundation for primary students. This repetition is embedded into this 30-week scope and sequence. Because of the spiraling nature of the instruction, you can progress at a pace that is consistent with the needs of your classroom. (For example, if you are on Week 6 at the 8th Week of school, NO WORRIES! We've provided 30 weeks of instruction out of 36 weeks of school knowing full well the demands of kindergarten.)

The included **Art Connection Lessons** will help make the transition from skill to guided practice, and application. When you introduce each lesson, use the main lesson plan as your guide, then when you're ready to develop or reinforce a skill, an Art Connection Lesson can follow. The Art Connection Lessons will be helpful in enhancing the follow-up opportunities. The more familiar you become with the skills, the more opportunities you will find to make this guide your own. Most importantly, we want you to feel as if the lessons are doable and not just "another thing to fit in the day." Coaching tips are added along the way to alleviate some of the questions that might arise. *(For more lessons paired with Getting Ready to Write for Kindergarten, check out our blog, "Love to Write and Read All Day".)*

**Coaching Tip:** *Whether introducing a skill or practicing at a later time, remember to always follow the Methodology. Use literature as a "jumping off" point to introduce and share a skill used by the author, then MODEL, MODEL, MODEL! MODELING is the teacher demonstrating for students exactly how authors use the skill being taught. And finally, during guided practice, students can practice either orally, drawing, as scripted by the teacher, through written samples, or a combination of these depending on their developmental level. All lesson objectives can be met by all learners - the expectations are adjusted based on developmental levels.*

**Coaching Tip: Response to Text:** *Students should be responding to text frequently throughout the year both orally and in writing. To support this work, feel free to access the Response to Text question cards located in the Planning Section of the HUB or on your link for the student page download.*

**BUILDING LITERACY ROUTINES: Genre/Summarizing:** The first section of the resource sets the stage for skill development in narrative, informational and opinion writing. Each time students are in front of text is an opportunity to discuss genre and author's purpose. This can be during reading, science, social studies or any content area. Each of the lessons in this section are introduced within a specific week, however, the expectation is that you'll continue to use these lessons throughout the year. By discussing genre and author's purpose consistently, students will anticipate what they'll find within any book, text or article thus enhancing their comprehension.

**Art Connections lessons** provide opportunities for application of skills. These are indicated in the pacing guide with a yellow header. Use these for application, differentiation or additional practice with a skill.

**Vocabulary Lessons** are to be used throughout the year for building powerful vocabulary. These are indicated with a pink header.

WEEK 1		
Section	Lesson	Target/Objective
<b>Genre/Summarizing</b>	Lesson 1: Genre/Author's Purpose	Introduce genre by defining and explaining author's purpose. Make predictions about genre based on book cover and title.
	Lesson 2: Informational and Narrative Book Covers	Recognize that book covers provide hints about genre. Make predictions about genre based on book cover and title.
<b>Coaching Tip: BUILDING LITERACY ROUTINES:</b> Predict genre each time you read throughout the day. Allow students time to practice sorting and categorizing books by making labels for each genre and using books or book covers. These foundational lessons should be continued throughout the week and throughout the year.		
WEEK 2		
Section	Lesson	Target/Objective
<b>Genre/Summarizing Section</b>	Lesson 3: Create Your Own Book Covers	Recognize author's purpose by designing a narrative and an informational book cover using a familiar story and paired informational text.  <i>Example: Read <u>Giraffes Can't Dance</u> by Giles</i>

		<i>Andreae and Giraffes by Laura Marsh for National Geographic. Use these side by side titles to create book covers.</i>
	Lesson 4: Narrative Story Patterns	Introduce First, Next, Last sequence pattern and make the connection to Beginning, Middle and End of story.

**Coaching Tip: BUILDING LITERACY ROUTINES:** Use the Beginning, Middle, End template from Lesson 4 to model and provide guided practice after reading a story. Students will draw a picture for each portion. Continue these lessons throughout the year using a variety of texts and topics, eventually transitioning from drawing to writing.

<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Art Connections Lessons for Application</u></b>	Art Connection, Lesson 3: First, Next, Last	Students will create their own First, Next, Last story on the template using a variety of topics. Choose one topic to Model and have students choose one for guided practice.

### WEEK 3

<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Genre/Summarizing Section</u></b>	Lesson 5: Narrative Story Summaries and Introduction to the Simplified Writing Diamond	Introduce the Simplified Writing Diamond as the shape and proportion of story. Summarize stories and identify the problem or experience.
	Lesson 6: Beginning, Middle, End	Identify the beginning, middle and end of a picture book. Use the summarizing framework to summarize the story either orally or written. This same summary can be used for students to plan for their own stories in the

		future.
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<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Vocabulary Section</u></b>	Lesson 1: Top Banana	Students share positive attributes of a chosen classmate and learn powerful alternatives to redundant sentence structure through the use of sentence starters. Continue this lesson throughout the year giving each student a chance to be the “Top Banana.”.

<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Art Connections Lessons for Application</u></b>	Art Connection, Lesson 4: Beginning, Middle, End	Recognize the beginning, middle, end pattern in story. Use one of the stories from the lesson, <u>Bear Snores On</u> or <u>Owl Babies</u> for application of the skill.

<b>WEEK 4</b>
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<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Genre/Summarizing Section</u></b>	Lesson 7: Summarizing Narrative Stories - Character/Problem/Solution or Personal Experience	Summarize narrative stories, either character, problem, solution or personal experience. This sets the stage for pre-writing as well as aids in comprehension.

<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Vocabulary Section</u></b>	Lesson 3: No Go Game	Introduce alternatives to “go” and “went” by substituting vivid active verbs. Students move according to the word card creating a multi-sensory approach to vocabulary

		building.
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<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Art Connections Lessons for Application</u></b>  <b>Choose One or Use your own literature to stretch out the middle</b>	Art Connections Lesson 5: Narrative/Summarizing Frameworks  Art Connections Lesson 6: Stretching Out the Middle  Art Connections Lesson 7: Silly Summarizing	Recognize that the middle is the longest most important part of the story. Students will “ <i>stretch out the middle</i> ” of the story by writing the details

**Coaching Tip: BUILDING LITERACY ROUTINES:** Students are getting comfortable predicting genre and author’s purpose.

#### WEEK 5

<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Genre/Summarizing</u></b>	Lesson 3: Create Your Own Book Covers - <i>Repeat this lesson</i> using another familiar story and paired informational text to create book covers.	Recognize author's purpose by designing a narrative and an informational book cover using a familiar story and paired informational text
	Lesson 8: Introduction to the Simplified Informational Pillar	Recognize the structure of informational writing and uncover the author’s pre-writing plan.
	Lesson 9: Summarizing Informational Writing	Recognize how authors organize informational writing and summarize an informational text orally. Uncover the topic and simple facts about the topic as they relate to the pillar. Introduce <i>Key Vocabulary</i> for informational text.

<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
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<b><u>Art Connections Lessons for Application</u></b>	Art Connection Lesson 8: Informational Summarizing Framework	Summarize an informational text orally or written
<b>Choose One or Use your own text/topic to summarize</b>	Art Connection Lesson 9: Seashore Summarizing	
	Art Connection Lesson 10: Creepy Crawly Summarizing	
	<b>Optional: Complete one of these for application of the “No Go Game”</b>	Art Connections Lesson 47: Vocabulary on the Go
Art Connections Lesson 48: Giraffes On the Move		
Art Connections Lesson 49: Bugs in Motion		

**Coaching Tip: BUILDING LITERACY ROUTINES:** Students have been introduced to the Simplified Diamond and Simplified Pillar along with learning to summarize at this point. The diamond and the pillar should be posted in the classroom for student reference. Additionally, create anchor charts for summarizing stories as well as informational text and post these in the classroom for use with every text experience. These important literacy concepts should be continued throughout the year.

WEEK 6		
<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<u>Genre/Summarizing</u>	Lesson 10: Introduction to the Simplified Opinion Pillar	Recognize the structure of opinion writing and uncover the author's pre-writing plan. Introduce <i>Key Vocabulary</i> for opinion writing.
	Lesson 11: Summarizing Opinion Pieces	Recognize how authors organize opinion writing and summarize an opinion text orally.
<b>Coaching Tip: BUILDING LITERACY ROUTINES:</b> All lessons in the Genre/Summarizing		

*Section have been introduced at this point. Continue to use these concepts throughout the year as students become more adept readers and writers.*

#### **WEEKS 7-8**

**Use these two weeks to assess areas of weakness and/or concepts that need additional instruction. Address these needs through the use of the Art Connections lessons that haven't been used or by using your favorite literature or designated themes as you continue Building Literacy Routines.**

***Coaching Tip: BUILDING LITERACY ROUTINES:*** *All lessons in the first section of the resource have been introduced. Students are ready to move into the skills of narrative, informational and opinion writing. Continue to have genre and author's purpose conversations with all text experiences across the year. The foundational lessons presented here can and should be revisited often.*

**SKILL DEVELOPMENT:** The focus will now shift to developing the skills of each genre - narrative, informational and opinion. Remember that the lessons are never one and done, rather, we encourage you to use the lessons with your own content and topics over the course of the year.

*NOTE: The order of the genre focus is flexible if district pacing differs from the EW Pacing. For example, if in Week 9, your local pacing guideline suggests Informational, you can easily begin with informational skills and pick up the narrative and opinion skills in correlation with district pacing schedules.*

**FOCUS GENRE: NARRATIVE WRITING:** The focus will now shift to narrative writing which is written for the purpose of entertaining an audience of others. Through the study of narrative writing students will learn the power of elaboration, practice using their five senses, understand the nature of general versus specific language and create segments of elaborative detail and suspense.

WEEK 9		
<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<u>Narrative Writing</u>	Lesson 1: Identifying Story Critical Elements	Recognize and identify story critical elements worthy of description in a picture book: Who, Where, What. This is a precursor to determining an element to describe in a story versus an indiscriminate detail.
	Lesson 1: Identifying Story Critical Elements - EXTENSION ACTIVITY - Trifold	Identify the story critical elements from a picture book. Draw and label/write a sentence.
	Lesson 1: Identifying Story Critical Elements - EXTENSION ACTIVITY - Class Flipbook	Create a flipbook of story critical elements to be used throughout the year. This can be done over three days. Focus on one element each day.
<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<u>Vocabulary</u>	Lesson 2: Put Said to Bed	Recognize that an author uses many different words to mean "SAID" and that these



		words change the meaning in ways that demonstrate the main character's feelings.
<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Art Connections Lessons for Application</u></b>  <b>Optional: Complete one of these lessons for application of Who, Where, What</b>	Art Connection Lesson 30: Who, Where, What Oinkers  Art Connection Lesson 31: Who, Where, What Squirrels	Identify story critical elements using a variety of literature.
<b><i>Coaching Tip: SKILL DEVELOPMENT: The vocabulary lessons are perfect for an on-the-go review or reinforcement of powerful language. As you head out to music, art or PE pull out the No GO words and move down the hall in creative ways. Or revisit a favorite picture book and point out the PUT SAID TO BED words the author used and then as students answer questions throughout the day, have them speak in different ways according to the nature of the response. Encourage students to use these new words often in speaking and in writing.</i></b>		

WEEKS 10-11		
<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Narrative Writing</u></b>	Lesson 2: Magic Camera: Focusing on Details	<i>This is a five day lesson where you will focus on one sense each day.</i> Recognize specific sensory details of a story critical setting. Students verbalize their ideas with the teacher translating these into sentences, then they will create sentences using modeled examples and sentence starters for support.

<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b>Art Connections Lessons for Application</b>  <b>Optional: Choose one for application of Put Said to Bed.</b>	Art Connection Lesson 45: All the Ways to Say It  Art Connection Lesson 46: Say What?	Recognize that an author uses many different words to mean "SAID" and that these words change the meaning in ways that demonstrate the main character's feelings.

WEEK 12		
<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Narrative Writing</u></b>	Lesson 3: Using the Five Senses to Understand and Appreciate Elaborative Detail	Identify and distinguish between the 5 senses. By verbalizing student responses, gestures, and expressions, you begin to develop the language of elaborative detail. <i>This lesson can be done in a whole group or small group setting depending on the needs of your class.</i>
	Lesson 4: Listen and Imagine	Identify the details using the five senses as a segment is read. Recognize the power of elaboration and the difference between general vs. specific details. This is a layered lesson that is reflected in the lesson plan. This week, read several segments and use steps 1-2. Then, we'll revisit this lesson next week.

	Lesson 5: 5 Senses Bingo	Students participate in a bingo game to recognize each of the five senses in an descriptive segment. <i>This can be done in a whole class or small group setting.</i>
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**Coaching Tip: SKILL DEVELOPMENT:** As students develop their understanding of the 5 senses, this is a great time to find segments that use the 5 senses in literature. Point these out as you read and ask students to determine which sense is being used. The power of sensory details in story allows us, as readers, to experience the story world.

WEEK 13		
<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Narrative Writing</u></b>	Lesson 4: Listen and Imagine	Identify the details using the five senses as a segment is read. Recognize the power of elaboration and the difference between general vs. specific details. This is a layered lesson that is reflected in the lesson plan. This week, use steps 3-7 plus the Alternate Activity for additional practice.
	Lesson 6: Describing Using the Five Senses	Author's use sensory information to write vivid description. Students will identify how an author uses the 5 senses in literature and write about each sense.
<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Art Connections Lessons for Application</u></b>	Art Connection Lesson 32: Sensory Details	Identify and distinguish between the 5 senses using

Optional: Use one for application as you see fit	Art Connection Lesson 33: Using the Five Senses - Pop!	a variety of literature.
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**Coaching Tip: SKILL DEVELOPMENT:** As students develop their understanding of the 5 senses, this is a great time to find segments that use the 5 senses in literature. Point these out as you read and ask students to determine which sense is being used. The power of sensory details in story allows us, as readers, to experience the story world.

WEEK 14		
Section	Lesson	Target/Objective
<b><u>Narrative Writing</u></b>	Lesson 7: Modeling Elaborative Detail	Description is specific vs. general. Students will participate during a modeling session by asking and answering a series of productive questions that lead to writing specific details. They will move to guided practice after the modeling component.

**Coaching Tip: SKILL DEVELOPMENT: Narrative Writing:** This lesson should be repeated multiple times this week using any of the story critical elements that are within the lesson. You can also use any literature you're reading for a jumping off point. Use the Make it Your Own productive questions with your own content.

WEEK 15		
Section	Lesson	Target/Objective
<b><u>Narrative Writing</u></b>	Lesson 7: Modeling Elaborative Detail	Use at least one of the Art Connections lessons this week to continue modeling elaborative detail.

<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Art Connections Lessons for Application</u></b>  <b>Choose one during this week to Model and provide Guided Practice. Use the others for additional practice over the course of the year.</b>	Art Connection Lesson 34: Elaborative Detail - Describing Teddy  Art Connection Lesson 35: Canine Fashion  Art Connection Lesson 36: Painting Details	Each of the lessons uses literature as a jumping off point and a series of productive questions to create an elaborative detail segment. Be sure to Model followed by Guided Practice as this is the best way to help your students gain confidence in their writing.

**Coaching Tip: SKILL DEVELOPMENT:** This lesson should be repeated multiple times this week using any of the story critical elements that are within the lesson. You can also use any literature you're reading for a jumping off point. Use the Make it Your Own productive questions with your own content.

WEEK 16		
<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Narrative Writing</u></b>	Lesson 8: Activities for "Showing Rather than Telling"	Students will recognize that facial expressions and body language represent character emotions. Students can use pantomime to explore emotions and write several phrases that "show" how a person feels.
	Lesson 9: Scenario Cards	Students will act out scenarios and discuss how using facial expressions and body language help us determine how someone is feeling.
<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>

<b><u>Art Connections Lessons for Application</u></b>	Lesson 39: Feelings!	
Use this lesson for application		

  

<b><u>Section</u></b>	<b><u>Lesson</u></b>	<b><u>Target/Objective</u></b>
<b><u>Vocabulary</u></b>	Lesson 4: Adverb Game	Introduce adverbs to describe action.

**Coaching Tip: SKILL DEVELOPMENT:** *This week you'll introduce students to "What do Feelings Look Like?" by developing their ability to infer an emotion based on facial expressions and body language. This key skill taps into social-emotional learning and allows students to empathize with people and characters.*

*The vocabulary games have all been introduced at this point and should be used on an ongoing basis throughout the year to build powerful language.*

<b>WEEK 17</b>		
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<b><u>Section</u></b>	<b><u>Lesson</u></b>	<b><u>Target/Objective</u></b>
<b><u>Narrative Writing</u></b>	Lesson 10: Feelings Posters	Students continue to explore "What do Feelings Look Like" by creating posters using drawings and phrases to describe emotions. This is a great small group activity.
	Lesson 11: Lift the Flap Emotions	Continue to describe emotions by creating a drawing with a description of the emotion. Hide the emotion word and have students "guess" the emotion using the description.

  

<b><u>Section</u></b>	<b><u>Lesson</u></b>	<b><u>Target/Objective</u></b>
<b><u>Art Connections Lessons</u></b>	Lesson 40: More Fun with	Practice identifying feelings

<u><b>for Application</b></u>  <b>Choose One</b>	Feelings  Lesson 41: How Characters Feel	by using either of these lessons.
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**Coaching Tip: SKILL DEVELOPMENT:** Continue to practice identifying feelings. Find passages in literature where the author used “show don’t tell” to share a character emotion.

WEEK 18		
<u><b>Section</b></u>	<u><b>Lesson</b></u>	<u><b>Target/Objective</b></u>
<u><b>Narrative Writing</b></u>	Lesson 12: Word Referent Activity	Use literature as a jumping off point for finding ways that an author uses suspense. Then, identify a character and create a series of word referents that refer to that character without naming it. This develops a sense of anticipation and is a way to include powerful vocabulary instruction.
	Lesson 13: Suspenseful Riddle Activity	This lesson is a great bridge between elaborative detail and suspense. You’ll read several suspenseful segments and have students guess the revelation. Move this lesson from oral language development into modeling with guided practice when students are ready.
<u><b>Section</b></u>	<u><b>Lesson</b></u>	<u><b>Target/Objective</b></u>
<u><b>Art Connections Lessons for Application</b></u>	Lesson 42: Word Referents - Furry Friends!	Practice working with word referents.

<b>Choose 1 for application</b>	Lesson 44: Suspenseful Riddles  Lesson 45: Suspenseful Patterns	These lessons continue the work with suspense.
<p><b>Coaching Tip: SKILL DEVELOPMENT:</b> <i>You'll move from elaborative detail to suspense this week. Suspense is a skill within the middle portion of the diamond and includes these strategies: story questions and word referents. Students will participate in creating word referents for a given noun, recognize the way an author uses them and then use word referents to write a riddle when ready.</i></p>		

**FOCUS GENRE: INFORMATIONAL WRITING:** The focus will now shift to informational writing. You'll start by sorting details as the foundation of informational writing. Then, you'll dive a little deeper as you move to writing informational sentences. During this unit, be sure to capitalize on opportunities to continue using the narrative skills you've instructed. For example, you can write informational sentences about a topic and do an elaborative detail segment about the same topic. In this way, learning information about a topic informs narrative writing. *Ex. Topic: Polar Bears - write several informational sentences and do an elaborative detail segment about a polar bear.*

WEEK 19		
<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Informational Writing</u></b>	Lesson 1: Sorting Details	Sort and categorize a collection of details based on a given topic. When an author plans for an informational piece, they need to determine the key details that support the topic.
	Lesson 2: Information Detectives - Diagrams with Labels	Authors use diagrams with labels to allow the reader to understand the topic more deeply. Students will create diagrams with labels in this lesson based on a given topic.



<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Art Connections Lessons for Application</u></b>	Lesson 17: Sorting at the Zoo	Continue diagramming with labels using any of these topics.
<b>Choose 1 for application</b>	Lesson 18: Sorting Through the Year	
	Lesson 19: Sorting Out Bugs	
<b>Choose 1 for application</b>	Lesson 20: Information Detectives: Giraffes	
	Lesson 21: Information Detectives: At the Beach	
	Lesson 22: Information Detectives: Butterflies	

**Coaching Tip: SKILL DEVELOPMENT:** This week you'll introduce students to the first set of informational lessons including sorting details. This is a key foundational skill for writing in the informational genre as students learn that author's need to decide on the key details that will support the topic and avoid extraneous details. Use one of the topics provided to begin this process and then, this same skill can be continued with your own topics using the blank pillar.

Use the diagram with labels lesson with your own topics. Think about how to capitalize on the opportunity to do so based on your reading adoption topics, science or social studies. Think about what you can diagram and label based on your own topics.

WEEK 20		
<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Informational Writing</u></b>	Lesson 3: Informational Sentences Using Details	Students will use a current topic to write a series of informational sentences using sentence starters for sentence variety.
	Lesson 4: Response to Informational Text	The cards included in this lesson can be used with any topic you're studying. The informative verbs introduced

		will help students to frame up their informational sentences and provide vivid vocabulary. Use these orally or written.
	Lesson 5: Informational Text Features - Pictures and Captions	Students will become aware of the text features that author's use to share information by reading several informational texts. Then, they'll create a drawing with a caption.
<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Art Connections Lessons for Application</u></b>	Lesson 23: Informational Sentences - Baby Animals	Continue writing informational sentences
<b>Choose 1 for application</b>	Lesson 24: Informational Sentences - Diggers	
<b><i>Coaching Tip: SKILL DEVELOPMENT:</i></b> Use the response to text cards frequently. They can be used orally for a quick comprehension check or in written expression.		

WEEK 21		
<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Informational Writing</u></b>	Lesson 4: Response to Informational Text	Continue to use the cards included in this lesson with any topic you're studying. The informative verbs introduced will help students to frame up their informational sentences and provide vivid vocabulary. Use these orally or written.
	Lesson 6: What Informational Books Tell Us	Explore informational text(s) to take notes in bullet point form.
	Lesson 7: Research - Let's	Engage students in thinking

	Find Out!	about a topic and helping them to come up with questions to answer based on the topic. Then conduct shared research.
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<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Art Connections Lessons for Application</u></b>  <b>Choose 1 or more for application of Response to Text</b>          <b>Use either of the lessons in place of the research lessons above.</b>	Lesson 25: Response to Text - Chicken and Egg  Lesson 26: Response to Text - On Track With Trains  Lesson 27: There She Blows   Lesson 28: Research Finding out About Apples  Lesson 29: Research - Finding out About Our Flag	Each lesson includes a text connection along with an art piece. Feel free to use any of these in place of Lesson 4.          Use specific topics to learn how to research and take notes.

**Coaching Tip: SKILL DEVELOPMENT:** Each of the lessons this week can be used to inform and enhance any research topic.

WEEK 22		
<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Informational Writing</u></b>	Lesson 8: Using Digital Technology to Enhance Writing	Use a search engine to enhance your research to find realistic photos to add to the writing.
	Lesson 9: Create a Class PowerPoint	As an alternative to writing, create a class PowerPoint on a specific topic. Have students choose images and write captions to enhance the slides.

**Coaching Tip: SKILL DEVELOPMENT:** These two lessons can be used with any topic you're

studying and can be used in conjunction with any of the previous informational lessons.

### WEEK 23

Use this week to continue any of the informational and/or research lessons and “wrap up” your informational skills. Assess areas of weakness and/or concepts that need additional instruction. Address these needs through the use of the Art Connections lessons that haven’t been used or by using your own topics.

**Coaching Tip: SKILL DEVELOPMENT:** To create a final “product,” start by doing some research, take notes and gather images or have students draw and label some part of the topic. Then, put a “mini-book” together with the drawings, bullet point notes and informational sentences.

Students have completed all informational and research lessons. Be sure to continue to use these as opportunities present themselves through the remainder of the year.

**FOCUS GENRE: OPINION WRITING:** The focus will now shift to opinion writing. During this unit, be sure to capitalize on any opportunities to review the lessons from narrative and informational writing. Think about ways you can use what students already know and reinforce their writing skills.

### WEEK 24

<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<u>Opinion Writing</u>	Lesson 10: Exploring Opinions	Students are introduced to opinion language and learn to verbalize their opinions using sentence starters. This oral language lesson is foundational to opinion writing. For students who are ready to write, the extension portion moves to written expression.
	Lesson 11: Opinion Cards	This is a series of lessons to introduce students to opinion writing. Each set of cards introduces a different concept within opinion writing to help students verbalize their opinions. Use

		the cards as an oral exercise at first and then model and provide guided practice when students are ready.
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<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Art Connections Lessons for Application</u></b>	Lesson 11: Expressing Opinions	These lessons explore opinion writing using a variety of topics.
<b>Choose one for application</b>	Lesson 12: Summarizing Opinion Pieces	

**Coaching Tip: SKILL DEVELOPMENT:** *Students likely have many opinions and can learn to voice those opinions by supplying reasons to back them up. Opinion writing is based on personal choice and belief. As students become adept at sharing their opinions based on personal choice, feel free to read about a topic and use the information to explore how to back up an opinion with research and information.*

WEEK 25		
<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
<b><u>Opinion Writing</u></b>	Lesson 12: Opinion Writing About a Topic	Students will express opinions and reasons about a topic, My Favorite Animal, both orally and in writing. To extend the learning, use the productive questions to come up with reasons why they might like a specific animal.
	Lesson 13: Opinion Writing About a Book (2-Day Lesson)	Students will express opinions based on a narrative story. Begin whole class by reading a story and then have students express their opinion about their favorite part of the story. Model and provide guided

		practice.
<b><u>Section</u></b>	<b><u>Lesson</u></b>	<b><u>Target/Objective</u></b>
<b><u>Art Connections Lessons for Application</u></b>  <b>Choose one or more for application</b>	Lesson 13: Tallying Opinions  Lesson 14: Favorite Pets	Using a variety of literature, students will determine their opinions and write about them.
<b><i>Coaching Tip: SKILL DEVELOPMENT:</i></b> The Art Connections Lessons include plenty of literature suggestions. Use the suggested titles or your own to make this authentic for students. For instance, if you're doing an "Author Study," use those titles to create an opinion piece.		

WEEK 26		
<b><u>Section</u></b>	<b><u>Lesson</u></b>	<b><u>Target/Objective</u></b>
<b><u>Opinion Writing</u></b>	Lesson 13: Opinion Writing About a Topic	Continue to use this lesson for a variety of opinion topics.
	Lesson 14: Opinion Writing About a Book (2-Day Lesson)	Continue to use this with a variety of books.
<b><i>Coaching Tip: SKILL DEVELOPMENT:</i></b> This wraps up the opinion unit. Continue to use any of the lessons throughout the year to develop opinions on a variety of topics.		

**END OF YEAR WRITING:** During the remainder of the year take time to write in any genre and review/reinforce skills learned over the course of the year. Use a current theme to do some research and write an informational piece. Use that same theme to discuss and explore any opinions students might have and write a narrative based on that theme. Remember that the lessons presented over the course of the year are meant to be done on a recursive basis using your own content and topics. Now is a great time to explore writing using one of your themes.

WEEKS 27-30
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<u>Section</u>	<u>Lesson</u>	<u>Target/Objective</u>
	Review Lessons as Needed	