



Recommended P1 / Grade 1 Curriculum Framework

Content: WRITING—P1 / Grade 1						
Topic: Literary Writing: Short Story, Poem, or Script (Weeks 15-18)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Content Connection (How will you integrate other content areas into Literacy Core Content?)
<p>Literary Writing</p> <p>WR-E-1.3 Literary Writing artfully communicates with the reader about the human condition. Literary forms in the portfolio include poems, short stories, and scripts.</p> <p>Characteristics of literary writing may include: literary elements of the selected form (e.g., short story-character, poem-rhythm, script- stage directions), descriptive language, literary devices (e.g., personification, end rhyme, similes, metaphors), effective ordering of events, impressions and descriptions, cause and effect (e.g., comedy, suspense, horror), and focus on engaging an audience.</p> <p>Characteristics of a short story:</p>	<p>POS-ELA-P-W-1 Students will produce, through drawing, symbols, and letters, writing which has meaning to the student.</p> <p>POS-ELA-P-W-2 Students will produce, through drawings, symbols, and letters, writing which has meaning that remains constant.</p> <p>POS-ELA-P-W-3 Students will develop ideas in writing in response to peer and teacher feedback.</p> <p>POS-ELA-P-W-4 Students will recognize and develop ideas to support needs of audiences.</p> <p>POS-ELA-P-W-5 Students will use details, explanations, and examples to support ideas for specific</p>	<ul style="list-style-type: none"> • On-Demand Writing • Student Work Analysis using Kentucky Marker Papers 				

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<ul style="list-style-type: none"> Weaves details of the setting into the text; Develops at least one character through the character's words, thoughts, and actions through the words of other characters and/ or the writer; Has a problem/ conflict, climax; Includes a conclusion which explains what happened after a problem was resolved and what lesson was learned by the main character; Uses literary devices such as snapshots (things for the reader to visualize) and thoughtshots (characters' thoughts). <p>Characteristics of a poem:</p> <ul style="list-style-type: none"> Has a focused purpose (paints a picture, recreates a feeling, tells a story, captures a moment); Does not sacrifice meaning for rhyme; Includes sensory images; Uses strong verbs 	<p>audiences and purposes.</p> <p>POS-ELA-P-W-6 Students will use appropriate details, examples, and explanations to meet needs of audiences for authentic purposes in a variety of forms.</p> <p>POS-AH-P-Dr-1 Students will experience dramatic works with attention given to the elements of drama.</p> <p>AE 1.1 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p>Demonstrators</p> <ul style="list-style-type: none"> Establish and use criteria for effective writing. Use writing as a learning tool. Write for a variety of purposes and forms to a variety of audiences. Use a process approach to writing. Exhibit fluency. Generate ideas that stimulate language 					

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<p>and precise nouns;</p> <ul style="list-style-type: none"> Employs a variety of types of poetic language-similes, metaphors and/ or personification; Uses literary devices such as snapshots (things for the reader to visualize) and thoughtshots (characters' thoughts); Uses different poetic devices such as rhythm, repetition, alliteration; Uses line breaks and punctuation effectively. <p>Characteristics of a script:</p> <ul style="list-style-type: none"> Follow the short story format (plot, conflict, climax); Organized into acts or scenes as transitional devices; Use effective dialogue through which characters are revealed; Use conventions of drama (stage directions, scene settings, asides). 	<ul style="list-style-type: none"> expression (e.g., brainstorming, freewriting, storytelling, reading). Express thoughts/ideas through verbal and/or symbolic representation (e.g., pictures, scribbles, words). <p>AE 5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.</p> <p>AE 2.22 Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations.</p> <p>Demonstrators</p> <ul style="list-style-type: none"> Explore the elements and principles of dramatic forms. Create or perform original or existing dramatic pieces. 					

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<p>WR-E-1 WRITING CRITERIA</p> <p>Purpose/Audience The writer establishes and maintains a focused purpose to communicate with an audience by:</p> <p>Choosing topics from experiences, interests, and concerns;</p> <p>Attempting to focus on a topic;</p> <p>Writing to an audience other than the teacher;</p> <p>Adhering to some of the characteristics (e.g., format, organization) of the form;</p> <p>Beginning to show some evidence of individual voice.</p> <p>Idea Development The writer develops and supports main ideas and deepens the audience's understanding by using:</p> <p>Pictures, phrases, and simple sentences;</p> <p>Including one or two details.</p>						

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<p>Organization The writer creates unity and coherence to accomplish the focused purpose by:</p> <p>Using principles of directionality;</p> <p>Demonstrating some logical order;</p> <p>Borrowing form and structure of pieces from models;</p> <p>Attempting to write an lead and conclusion.</p> <p>Sentences The writer creates effective sentences that are;</p> <p>Simple;</p> <p>Complete.</p> <p>Language The writer demonstrates:</p> <p>Writing in first person;</p> <p>Use of some descriptive language;</p> <p>Some evidence of correct word</p>						

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usage; An attempt to use a variety of words. Correctness The writer demonstrates: Consistent use of spaces between words; Use of capital letters at the beginning of sentences; Use of ending punctuation; Conventional spelling of High Frequency Words and those found in environmental print; Use of sound/ letter correspondence to spell words.						

