



Recommended P3 / Grade 3 Curriculum Framework

Content: WRITING—P3 / Grade 3						
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>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</p>	<ul style="list-style-type: none"> • On-Demand Writing • Student Work Analysis using Kentucky Marker Papers 				

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<p>AH-E-3.1.31 Identify and discuss the dramatic elements (plot or story line, beginning, middle, end, dialogue, monologue, conflict) in plays.</p> <p>AH-E-3.1.32 Revise a short story passage into a simple dialogue format.</p> <p>AH-E-3.1.33 Identify and discuss elements of production (scenery, costumes, props, sound and music, makeup and roles) and elements of performance (character, movement, vocal expression, speaking style, listening, acting, storytelling) in a variety of work.</p> <p>AH-E-3.1.34 Identify and describe basic scenery, props, and costumes that would be appropriate for the plot and characters in a short story or script.</p> <p>Ah-E-3.1.35 Identify and describe characters, their relationships and their settings and environments, related to a script, scenario, or classroom</p>	<p>support ideas for specific 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>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 expression (e.g., brainstorming, freewriting, storytelling, 					

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<p>dramatization.</p> <p>Characteristics of a short story:</p> <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 	<p>reading).</p> <ul style="list-style-type: none"> Express thoughts/ideas through verbal and/or symbolic representation (e.g., pictures, scribbles, words). <p>POS-AH-P-Dr-1 Students will experience dramatic works with attention given to the elements of drama.</p> <p>POS-AH-P-Dr-2 Students will demonstrate an awareness of the elements of drama (plot, character, props, make-up) and acting (e.g., voice, expression, dictation, projection).</p> <p>POS-AH-P-Dr-3 Students will recognize elements of drama in dramatic works.</p> <p>POS-AH-P-Dr-4 Students will identify and use elements of drama in dramatic works.</p> <p>AE-2.22 Students create products and make presentations that convey concepts and feelings in the human experience through their</p>					

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<p>meaning for rhyme;</p> <ul style="list-style-type: none"> Includes sensory images; Uses strong verbs and precise nouns; 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 	<p>productions, performance, of interpretations.</p> <p>Demonstrators</p> <ul style="list-style-type: none"> Explore the elements and principles of dramatic forms. Create and/or perform original dramatic works. Discuss dramatic works using appropriate terminology. <p>AE- 2.23 Students analyze their own and others' artistic products and performances.</p> <p>Demonstrators</p> <ul style="list-style-type: none"> Observe and explore a variety of artistic styles and forms in dramatic arts. <p>A.E. 5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.</p>					

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<p>drama (stage directions, scene settings, asides).</p> <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>Narrowing the topic to establish a focus;</p> <p>Attempting to communicate with an audience for a specific purpose;</p> <p>Adhering to the characteristics (e.g., format, organization) of the form;</p> <p>Attempting to use a suitable tone or voice.</p> <p>Idea Development The writer develops and supports main ideas and deepens the audience's understanding by using:</p>						

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<p>Relevant details;</p> <p>Related connections and reflections;</p> <p>Idea development strategies (e.g., bulleted lists, definitions) appropriate for the form.</p> <p>Organization The writer creates unity and coherence to accomplish the focused purpose by:</p> <p>Engaging the audience and establishing a context for reading;</p> <p>Placing ideas and support in a meaningful order with few lapses;</p> <p>Guiding the reader through the piece with transitions;</p> <p>Attempting to provide effective closure.</p> <p>Sentences The writer creates effective sentences that are:</p> <p>Varied in structure and length;</p>						

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<p>Complete and correct.</p> <p>Language The writer demonstrates:</p> <p>A variety of word choices;</p> <p>Strong verbs and nouns;</p> <p>Concrete and/or sensory details;</p> <p>Some evidence of language appropriate to the content, purpose, and audience;</p> <p>Few lapses in correct usage/grammar.</p> <p>Correctness The writer demonstrates:</p> <p>Some errors in spelling, punctuation, and capitalization that do not interfere with meaning;</p> <p>An attempt to document (e.g., citing authors or titles within the text, listing sources) ideas and information from outside sources.</p>						

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