



Recommended Kindergarten Curriculum Framework

Content: WRITING--Kindergarten						
Topic: Reflective Writing: (Week 19)						
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>Reflective Writing</p> <p>WR-E-1.1 Reflective Writing includes the writer's examination of his/her writing skills, abilities, approaches, and products. The reflective form in the portfolio is the letter to the reviewer.</p> <p>Characteristics of the letter to the reviewer:</p> <ul style="list-style-type: none"> Engages the reader with an interesting beginning (lead) which gives some context/ reason for the information which follows; Reflects upon the writer's growth as a writer; Supports growth statements with specific examples from the portfolio; 	<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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<ul style="list-style-type: none"> Develops ideas with specific, relevant details; Moves the reader(s) through the piece with logical, appropriate transition strategies; Leaves the reader with something to think about at the end. <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 and interests;</p> <p>Beginning to focus on a topic;</p> <p>Engaging in writing and experimenting with marks on a page;</p> <p>Attempting to write lists, messages, narratives, stories, and transactive pieces.</p> <p>Idea Development The writer develops and</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 					

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<p>supports main ideas and deepens the audience's understanding by using:</p> <p>Pictures, symbols, letter-like marks, or words to make meaning;</p> <p>Using one or two letters to represent a word.</p> <p>Organization The writer creates unity and coherence to accomplish the focused purpose by:</p> <p>Using principles of directionality for placement of text and pictures;</p> <p>Labeling pictures and drawings;</p> <p>Beginning to recognize forms of writing.</p> <p>Sentences The writer creates effective sentences that use letters, strings of random letters, and/or words to resemble a sentence.</p>	<p>expression (e.g., brainstorming, freewriting, storytelling, reading).</p> <ul style="list-style-type: none"> Express thoughts/ideas through verbal and/or symbolic representation (e.g., pictures, scribbles, words). 					

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<p>Language The writer demonstrates:</p> <p>Use of words or word attempts to describe drawings;</p> <p>The ability to write a few sight words and words with meaning to the writer.</p> <p>Correctness The writer demonstrates:</p> <p>Use of spaces between words or letters/ symbols that represent words;</p> <p>Phonetic spelling of words to include initial and final consonant sounds;</p> <p>Conventional spelling of High Frequency Words and those found in environmental print;</p> <p>Attempts to use capitalization at the beginning of sentences and correct punctuation at the end.</p>						

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