



Recommended Kindergarten Curriculum Framework

Content: WRITING--Kindergarten

Topic: Reflective Writing: (Week 36)

<p>Content (What do your students need to KNOW?)</p>	<p>Demonstrators (What do your students need to be able to DO?)</p>	<p>Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)</p>	<p>Activities (HOW will you teach it?)</p>	<p>Resources (What MATERIALS will you need?)</p>	<p>Differentiation (How will you reach the DIVERSITY of learners?)</p>	<p>Content Connection (How will you integrate other content areas into Literacy Core Content?)</p>
<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; Develops ideas with 	<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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<p>specific, relevant details;</p> <ul style="list-style-type: none"> • 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 supports main ideas and</p>	<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>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>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>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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