



Recommended Kindergarten Curriculum Framework

Content: WRITING--Kindergarten						
Topic: Transactive Writing: Persuasive Writing- Letter, Speech, or Editorial (Weeks 10 - 14)						
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>Transactive Writing</p> <p>WR-E-1.4 Transactive Writing is informative/ persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives. In transactive writing students will write in a variety of forms such as the following: letters, speeches, editorials, articles in magazines, academic journals, newspapers, proposals, brochures and other kinds of practical/workplace writing.</p> <p>Characteristics of transactive writing may include:</p> <p>Text and language features typical of the selected form;</p> <p>Information to engage the reader and to clarify and justify</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>purposes;</p> <p>Ideas to communicate the specific purpose for an intended audience;</p> <p>Explanation and support to help the reader understand the author's purpose;</p> <p>Well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish the specific purpose;</p> <p>Effective conclusions.</p> <p>Characteristics of persuasive writing:</p> <ul style="list-style-type: none"> • Deals with a subject that generates different opinions; • Assumes the reader to be antagonistic; • Provides background information so the reader and writer have a point of agreement; • Anticipates reader reaction; • Disproves any opposing arguments; 	<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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<ul style="list-style-type: none"> • Presents supporting details; • Include the topic sentence (thesis statement) at the beginning or end depending on the feelings of the audience; • Follows the writer's organizational plan; • Builds on logic and reasoning; • Appeals to the emotional or psychological side of the reader; • Provides a reasonable conclusion that should persuade the reader. <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</p>	<p>reading).</p> <ul style="list-style-type: none"> • Express thoughts/ideas through verbal and/or symbolic representation (e.g., pictures, scribbles, words). <p>A.E. 1.10 Students organize information through development and use of classification rules and systems.</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Identify and analyze relationships among objects, information, or ideas. <p>A.E. 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Classify ideas/ objects/ situations into categories. • Form and defend an opinion based on multiple perspectives. • Examine cause-and-effect relationships. • Recognize sequential 					

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<p>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 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</p>	<p>relationships.</p> <p>A.E. 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> <p>Demonstrators</p> <ul style="list-style-type: none">• Describe relationships among objects, ideas, and actions.• Relate new information to specific knowledge, skills, and experiences.• Develop generalizations based on data regarding relationships among objects, ideas, and actions.					

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

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Attempts to use capitalization at the beginning of sentences and correct punctuation at the end.						