



*Recommended Kindergarten Curriculum Framework*

<b>Content: WRITING--Kindergarten</b>						
<b>Topic: Literary Writing: Short Story, Poem, or Script (Weeks 29-31)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Content Connection</b> (How will you integrate other content areas into Literacy Core Content?)
<p><b>Literary Writing</b></p> <p><b>WR-E-1.3</b> 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> <ul style="list-style-type: none"> <li>Weaves details of the</li> </ul>	<p><b>POS-ELA-P-W-1</b> Students will produce, through drawing, symbols, and letters, writing which has meaning to the student.</p> <p><b>POS-ELA-P-W-2</b> Students will produce, through drawings, symbols, and letters, writing which has meaning that remains constant.</p> <p><b>POS-ELA-P-W-3</b> Students will develop ideas in writing in response to peer and teacher feedback.</p> <p><b>POS-ELA-P-W-4</b> Students will recognize and develop ideas to support needs of audiences.</p> <p><b>POS-ELA-P-W-5</b> Students will use details, explanations, and examples to support ideas for specific</p>					

**Content: WRITING--Kindergarten**

**Topic: Literary Writing: Short Story, Poem, or Script (Weeks 29-31)**

<p><b>Content</b> (What do your students need to KNOW?)</p>	<p><b>Demonstrators</b> (What do your students need to be able to DO?)</p>	<p><b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)</p>	<p><b>Activities</b> (HOW will you teach it?)</p>	<p><b>Resources</b> (What MATERIALS will you need?)</p>	<p><b>Differentiation</b> (How will you reach the DIVERSITY of learners?)</p>	<p><b>Content Connection</b> (How will you integrate other content areas into Literacy Core Content?)</p>
<p>setting into the text;</p> <ul style="list-style-type: none"> <li>Develops at least one character through the character's words, thoughts, and actions through the words of other characters and/or the writer;</li> <li>Has a problem/ conflict, and climax;</li> <li>Includes a conclusion which explains what happened after a problem was resolved and what lesson was learned by the main character;</li> <li>Uses literary devices such as snapshots (things for the reader to visualize) and thoughtshots (characters' thoughts).</li> </ul> <p>Characteristics of a poem:</p> <ul style="list-style-type: none"> <li>Has a focused purpose (paints a picture, recreates a feeling, tells a story, captures a moment);</li> <li>Does not sacrifice meaning for rhyme;</li> <li>Includes sensory images;</li> <li>Uses strong verbs and precise nouns;</li> </ul>	<p>audiences and purposes.</p> <p><b>POS-ELA-P-W-6</b> Students will use appropriate details, examples, and explanations to meet needs of audiences for authentic purposes in a variety of forms.</p> <p><b>POS-AH-P-Dr-1</b> Students will experience dramatic works with attention given to the elements of drama.</p> <p><b>AE 1.1</b> Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>Establish and use criteria for effective writing.</li> <li>Use writing as a learning tool.</li> <li>Write for a variety of purposes and forms to a variety of audiences.</li> <li>Use a process approach to writing.</li> <li>Exhibit fluency.</li> <li>Generate ideas that stimulate language</li> </ul>					

**Content: WRITING--Kindergarten**

**Topic: Literary Writing: Short Story, Poem, or Script (Weeks 29-31)**

<p><b>Content</b> (What do your students need to KNOW?)</p>	<p><b>Demonstrators</b> (What do your students need to be able to DO?)</p>	<p><b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)</p>	<p><b>Activities</b> (HOW will you teach it?)</p>	<p><b>Resources</b> (What MATERIALS will you need?)</p>	<p><b>Differentiation</b> (How will you reach the DIVERSITY of learners?)</p>	<p><b>Content Connection</b> (How will you integrate other content areas into Literacy Core Content?)</p>
<ul style="list-style-type: none"> <li>Employs a variety of types of poetic language-similes, metaphors and/ or personification;</li> <li>Uses literary devices such as snapshots (things for the reader to visualize) and thoughtshots (characters' thoughts);</li> <li>Uses different poetic devices such as rhythm, repetition, alliteration;</li> <li>Uses line breaks and punctuation effectively.</li> </ul> <p>Characteristics of a script:</p> <ul style="list-style-type: none"> <li>Follow the short story format (plot, conflict, and climax);</li> <li>Organized into acts or scenes as transitional devices;</li> <li>Use effective dialogue through which characters are revealed;</li> <li>Use conventions of drama (stage directions, scene settings, asides).</li> </ul>	<p>expression (e.g., brainstorming, freewriting, storytelling, reading).</p> <ul style="list-style-type: none"> <li>Express thoughts/ideas through verbal and/or symbolic representation (e.g., pictures, scribbles, words).</li> </ul> <p><b>AE 5.2</b> Students use creative thinking skills to develop or invent novel, constructive ideas or products.</p> <p><b>AE 2.22</b> Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations.</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>Explore the elements and principles of dramatic forms.</li> <li>Create or perform original or existing dramatic pieces.</li> </ul>					

**Content: WRITING--Kindergarten****Topic: Literary Writing: Short Story, Poem, or Script (Weeks 29-31)**

<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Content Connection</b> (How will you integrate other content areas into Literacy Core Content?)
<p><b>WR-E-1 WRITING CRITERIA</b></p> <p><b>Purpose/Audience</b>            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><b>Idea Development</b>            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>						

**Content: WRITING--Kindergarten**

**Topic: Literary Writing: Short Story, Poem, or Script (Weeks 29-31)**

<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Content Connection</b> (How will you integrate other content areas into Literacy Core Content?)
<p><b>Organization</b> 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><b>Sentences</b> The writer creates effective sentences that use letters, strings of random letters, and/or words to resemble a sentence.</p> <p><b>Language</b> 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>						

**Content: WRITING--Kindergarten**

**Topic: Literary Writing: Short Story, Poem, or Script (Weeks 29-31)**

<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Content Connection</b> (How will you integrate other content areas into Literacy Core Content?)
<p><b>Correctness</b> 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>						