

CCSU Comprehensive Curriculum for Writing Literacy

Grade Level Pre-K/K

Power Standard #1: Students use the writing process of prewriting, drafting, revising, editing and critiquing to produce final drafts that show appropriate command of purpose, organization, details, and voice/tone. (Aligns with Vermont Standard 1.5)

Power Standard #2: Students demonstrate command of conventions and understanding of structures of the English language. (Aligns with Vermont Standard 1.6 and 5.18)

Power Standard #3: Students write in response to literary and informational text to show understanding, make connections, and make analytical judgments. (Aligns with Vermont Standards 1.3, 1.7, and 5.13)

Power Standard #4: Students write to inform accurately and persuade credibly. (Aligns with Vermont Standards 1.8, 1.11, and 1.19)

Power Standard #5: Students use literary elements to write a coherent story or reflect on a personal experience. (Aligns with Vermont Standards 1.9, 5.11, 1.12)

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| Aligns with Vermont Standards | Vermont Grade Level Expectations <i>Competency Focus</i> | Key Writing Components and Concepts to Emphasize | CCSU Power Indicators <i>Proficiency Focus</i> |
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| 1.5 | <p>WK: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.</p> <p>Note: Students at this level will only be prewriting and drafting.</p> | Writing Process | Prewrite and draft in whole group and independently using a combination of spoken language, drawings, pictures, and emergent and conventional writing (1a) |
| 1.5 | <p>WK: 2 In independent writing, students demonstrate command of appropriate English conventions by...</p> <ul style="list-style-type: none"> No GLE at this grade level | Writing Conventions | |
| 1.5 | <p>WK: 3 In independent writing, students demonstrate command of conventional English spelling by...</p> <ul style="list-style-type: none"> Using phonemic awareness and letter knowledge to spell independently (phonetic or temporary spelling) and logically represent initial and final consonant sounds | Writing Conventions | <p>Use phonemic awareness and letter knowledge to spell independently representing initial and final consonants (2a)</p> <p>Correctly spell own first name (2b)</p> |
| 5.18 | <p>WK: 4 Students demonstrate command of the structures of the English language by...</p> <ul style="list-style-type: none"> No GLE at this grade level | Structures of Language | |
| 1.7, 5.11, 5.13 | <p>WK: 5 In response to literary or informational text, students show understanding of plot/ideas/concepts by...</p> <ul style="list-style-type: none"> No formal assessment at this grade; classroom assessment should be done in instructional, supported writing | Writing in Response to Literary or Informational Text | |

CCSU Comprehensive Curriculum for Writing Literacy

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| <p>1.7, 5.11, 5.13</p> | <p>WK: 6 In response to literary or informational text, students make and support analytical judgments about text by...</p> <ul style="list-style-type: none"> Using prior knowledge or reference to text to support a given focus, using pictures (pictures may include labels, which might only include beginning sounds and/or ending sounds) | <p>Writing in Response to Literary or Informational Text</p> | <p>Supply appropriate pictures to show understanding of text (may include labeling) when given a focus for independent Writing (3a)</p> <p>Provide pictures, dictation, or attempted writing as evidence from text to show understanding when given an introduction, focus, and group written-conclusion for scaffolded/ guided writing (3b)</p> |
| <p>1.7, 5.11, 5.13</p> | <p>WK: 7 In response to literary or informational text, students engage readers by...</p> <ul style="list-style-type: none"> No GLE at this grade level | <p>Writing in Response to Literary or Informational Text</p> | |
| <p>1.8, 1.19</p> | <p>WK: 8 In reports, students organize information by...</p> <ul style="list-style-type: none"> No GLE at this grade level | <p>Informational Writing: Reports</p> | |
| <p>1.8, 1.19</p> | <p>WK: 9 In reports, students effectively convey a perspective on a subject by...</p> <ul style="list-style-type: none"> No formal assessment at this grade; classroom assessment should be done in instructional, supported writing | <p>Informational Writing: Reports</p> | |

CCSU Comprehensive Curriculum for Writing Literacy

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| 1.8, 1.19 | <p>WK: 10 In reports, students demonstrate use of a range of elaboration strategies by...</p> <ul style="list-style-type: none"> Identifying details/information related to topic or to a given focus (pictures may include labels) | <p>Informational Writing: Reports</p> | <p>Supply appropriate pictures to support a given focus for independent writing (4a)</p> <p>Provide pictures, dictation, or attempted writing as evidence from text to support focus when given an introduction, focus, and group written-conclusion for scaffolded/ guided writing (4b)</p> |
| 1.9, 5.11 | <p>WK: 11 In written narratives, students organize and relate a story line plot/series of events by...</p> <ul style="list-style-type: none"> Using pictures to create an understandable story line, when given a structure (pictures may include labels) | <p>Expressive Writing: Narratives</p> | <p>Use pictures to create an understandable story line when given structure for both independent and scaffolded/guided writing (5a)</p> |
| 1.9, 5.11 | <p>WK: 12 Students demonstrate use of narrative strategies by...</p> <ul style="list-style-type: none"> Identifying/naming character(s) | <p>Expressive Writing: Narratives</p> | <p>Identify/name characters for both independent and scaffolded/guided writing (5b)</p> <p>Identify/label some main elements from pictures for scaffolded/guided writing (5c)</p> |
| 1.10 | <p>WK: 13 In written procedures, students organize steps of procedures by...</p> <ul style="list-style-type: none"> No GLE at this grade level | <p>Informational Writing: Procedures</p> | |
| 1.10 | <p>WK: 14 In written procedures, students anticipate the readers' needs by...</p> <ul style="list-style-type: none"> No GLE at this grade level | <p>Informational Writing: Procedures</p> | |

CCSU Comprehensive Curriculum for Writing Literacy

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| 1.11 | <p>WK: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by...</p> <ul style="list-style-type: none"> No GLE at this grade level | <p>Informational Writing: Persuasive Writing</p> | |
| 1.11 | <p>WK: 16 In persuasive writing, students present and coherently support judgments or solution(s) by...</p> <ul style="list-style-type: none"> No GLE at this grade level | <p>Informational Writing: Persuasive Writing</p> | |
| 1.12 | <p>WK: 17 In reflective writing, students make connections between personal experiences and ideas by...</p> <ul style="list-style-type: none"> No GLE at this grade level | <p>Expressive Writing: Reflective Essay</p> | |
| 1.23, 5.11 | <p>WK: 18 In writing poetry demonstrate awareness of purpose by...</p> <ul style="list-style-type: none"> No GLE at this grade level | <p>Expressive Writing: Poetry</p> | |
| 1.23, 5.11 | <p>WK: 19 In writing poetry, use language effectively by...</p> <ul style="list-style-type: none"> No GLE at this grade level | <p>Expressive Writing: Poetry</p> | |