



Recommended P1 / Grade 1 Curriculum Framework

<b>Content: WRITING—P1 / Grade 1</b>						
<b>Topic: Reflective Writing: (Week 19)</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>Reflective Writing</b></p> <p><b>WR-E-1.1</b> 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"> <li>Engages the reader with an interesting beginning (lead) which gives some context/ reason for the information which follows;</li> <li>Reflects upon the writer's growth as a writer;</li> <li>Supports growth statements with specific examples from the portfolio;</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</p>	<ul style="list-style-type: none"> <li>On-Demand Writing</li> <li>Student Work Analysis using Kentucky Marker Papers</li> </ul>				

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<ul style="list-style-type: none"> <li>Develops ideas with specific, relevant details;</li> <li>Moves the reader(s) through the piece with logical, appropriate transition strategies;</li> <li>Leaves the reader with something to think about at the end.</li> </ul> <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, interests, and concerns;</p> <p>Attempting to focus on a topic;</p> <p>Writing to an audience other than the teacher;</p> <p>Adhering to some of the characteristics (e.g., format, organization) of the form;</p> <p>Beginning to show some evidence of individual voice.</p>	<p>support ideas for specific 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>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 expression (e.g., brainstorming, freewriting, storytelling,</li> </ul>					

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<p><b>Idea Development</b> The writer develops and supports main ideas and deepens the audience's understanding by using:</p> <p>Pictures, phrases, and simple sentences;</p> <p>Including one or two details.</p> <p><b>Organization</b> The writer creates unity and coherence to accomplish the focused purpose by:</p> <p>Using principles of directionality;</p> <p>Demonstrating some logical order;</p> <p>Borrowing form and structure of pieces from models;</p> <p>Attempting to write an lead and conclusion;</p> <p><b>Sentences</b> The writer creates effective sentences that are;</p> <p>Simple;</p> <p>Complete.</p>	<p>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>					

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<p><b>Language</b> The writer demonstrates:</p> <p>Writing in first person;</p> <p>Use of some descriptive language;</p> <p>Some evidence of correct word usage; An attempt to use a variety of words.</p> <p><b>Correctness</b> The writer demonstrates:</p> <p>Consistent use of spaces between words;</p> <p>Use of capital letters at the beginning of sentences;</p> <p>Use of ending punctuation;</p> <p>Conventional spelling of High Frequency Words and those found in environmental print;</p> <p>Use of sound/ letter correspondence to spell words.</p>						

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