



Recommended P1 / Grade 1 Curriculum Framework

<b>Content: WRITING—P1 / Grade 1</b>						
<b>Topic: Transactive Writing: Persuasive Writing- Letter, Speech, or Editorial (Weeks 10-14)</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>Transactive Writing</b></p> <p><b>WR-E-1.4</b> 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 purposes;</p>	<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 audiences and purposes.</p>	<ul style="list-style-type: none"> <li>• On-Demand Writing</li> <li>• Student Work Analysis using Kentucky Marker Papers</li> </ul>				

**Content: WRITING—P1 / Grade 1**

**Topic: Transactive Writing: Persuasive Writing- Letter, Speech, or Editorial (Weeks 10-14)**

<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>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"> <li>• Deals with a subject that generates different opinions;</li> <li>• Assumes the reader to be antagonistic;</li> <li>• Provides background information so the reader and writer have a point of agreement;</li> <li>• Anticipates reader reaction;</li> <li>• Disproves any opposing arguments;</li> <li>• Presents supporting details;</li> </ul>	<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, reading).</li> <li>• Express thoughts/ideas</li> </ul>					

**Content: WRITING—P1 / Grade 1**

**Topic: Transactive Writing: Persuasive Writing- Letter, Speech, or Editorial (Weeks 10-14)**

<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>• Include the topic sentence (thesis statement) at the beginning or end depending on the feelings of the audience;</li> <li>• Follows the writer's organizational plan</li> <li>• Builds on logic and reasoning;</li> <li>• Appeals to the emotional or psychological side of the reader;</li> <li>• Provides a reasonable conclusion that should persuade the reader.</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>through verbal and/or symbolic representation (e.g., pictures, scribbles, words).</p> <p><b>A.E. 1.10</b> Students organize information through development and use of classification rules and systems.</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Identify and analyze relationships among objects, information, or ideas.</li> </ul> <p><b>A.E. 5.1</b> 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><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Classify ideas/ objects/ situations into categories.</li> <li>• Form and defend an opinion based on multiple perspectives.</li> <li>• Examine cause-and-effect relationships.</li> <li>• Recognize sequential relationships.</li> </ul>					

**Content: WRITING—P1 / Grade 1**

**Topic: Transactive Writing: Persuasive Writing- Letter, Speech, or Editorial (Weeks 10-14)**

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

**Content: WRITING—P1 / Grade 1**

**Topic: Transactive Writing: Persuasive Writing- Letter, Speech, or Editorial (Weeks 10-14)**

<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><b>Sentences</b> The writer creates effective sentences that are;</p> <p>Simple;</p> <p>Complete.</p> <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;</p> <p>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</p>						

**Content: WRITING—P1 / Grade 1**

**Topic: Transactive Writing: Persuasive Writing- Letter, Speech, or Editorial (Weeks 10-14)**

<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?)
found in environmental print;  Use of sound/ letter correspondence to spell words.						