



Recommended P1 / Grade 1 Curriculum Framework

Content: WRITING—P1 / Grade 1						
Topic: Transactive Writing: Brochures or Articles (Weeks 24-28)						
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 a brochure:</p> <ul style="list-style-type: none"> • Made up of folded single sheets of paper; • Gives specific details of interest to a targeted audience for a specific purpose; • Contains concise writing with action verbs; • Often has a persuasive purpose; • Uses catchy slogans which set the theme of the brochure; 	<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, reading). 					

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<ul style="list-style-type: none"> • May organize information by using subtitles; • Has pictures and/ or illustrations. <p>Characteristics of a feature article:</p> <ul style="list-style-type: none"> • Answers a “how” or “why” question; • Develops ideas with specific, relevant details; • Begins with a lead which draws the reader into the article; • Ends with a closing that connects back to the beginning and leaves the reader with something to think about; • Has pictures, captions, photographs, and/or diagrams which support the information given; • Is non-fiction/factual; • Finds and explains the ordinary in the ordinary; • Utilizes layouts which may include bullets, various fonts and styles (bold, italics) 	<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. <p>A.E. 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p>					

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<p>and white space;</p> <ul style="list-style-type: none"> • Uses catchy titles, headings, and sub-headings; • Researched. <p>Characteristics of a “how to” article:</p> <ul style="list-style-type: none"> • Attracts the attention of the reader with a lead to let him/her know what the piece is describing and why the audience needs to know this procedure; • Gives the reader (at a glance) all the supplies, materials, tools, and ingredients needed to do the procedure; • Written in a conversational tone with questions, stories, and situations; • Provides focused, well-developed, step-by-step instructions; • Usually shows the reader the advantages of knowing how to do the activity. 	<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. 					

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<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, 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>Idea Development 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>						

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

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<p>An attempt to use a variety of words.</p> <p>Correctness 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>						