



Recommended P1 / Grade 1 Curriculum Framework

<b>Content: WRITING—P1 / Grade 1</b>						
<b>Topic: Reflective, Personal, Literary, and Transactive Writing: Choice of Form (Weeks 32-35)</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><b>Personal Writing</b></p> <p><b>WR-E-1.2</b> Personal Writing focuses on the life experiences of the writer. Personal forms in the portfolio may include a personal narrative (focusing on the significance or a single event).</p> <p><b>Literary Writing</b></p> <p><b>WR-E-1.3</b> Literary Writing artfully</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</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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<p>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><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,</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, reading).</li> </ul>					

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<p>articles in magazines, academic journals, newspapers, proposals, brochures and other kinds of practical/workplace writing.</p> <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><b>Idea Development</b> The writer develops and supports main ideas and deepens the audience's</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>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> </ul> <p><b>A.E. 6.3</b> Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p>					

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<p>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><b>Language</b> The writer demonstrates:</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> </ul>					

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