



Recommended P2 / Grade 2 Curriculum Framework

Content: WRITING—P2 / Grade 2

Topic: Reflective Writing: (Week 32)

<p>Content (What do your students need to KNOW?)</p>	<p>Demonstrators (What do your students need to be able to DO?)</p>	<p>Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)</p>	<p>Activities (HOW will you teach it?)</p>	<p>Resources (What MATERIALS will you need?)</p>	<p>Differentiation (How will you reach the DIVERSITY of learners?)</p>	<p>Content Connection (How will you integrate other content areas into Literacy Core Content?)</p>
<p>Reflective Writing</p> <p>WR-E-1.1 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"> Engages the reader with an interesting beginning (lead) which gives some context/reason for the information which follows; Reflects upon the writer's growth as a writer; Supports growth statements with specific examples from the portfolio; Develops ideas with 	<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 support ideas for specific</p>	<ul style="list-style-type: none"> On-Demand Writing Analyzing Student Work using Kentucky Marker Papers 				

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<p>specific, relevant details;</p> <ul style="list-style-type: none"> • Moves the reader(s) through the piece with logical, appropriate transition strategies; • Leaves the reader with something to think about at the end. <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 personal experiences, interests, and concerns;</p> <p>Staying focused on the purpose and topic;</p> <p>Writing to an authentic audience;</p> <p>Adhering to some of the characteristics (e.g., format, organization) of the form;</p> <p>Using individual voice and appropriate tone.</p>	<p>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). • Express thoughts/ideas 					

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<p>Idea Development The writer develops and supports main ideas and deepens the audience's understanding by using:</p> <p>One or two relevant, specific details;</p> <p>Using logical thinking to support ideas;</p> <p>Idea development strategies (e.g., bulleted lists, definitions) appropriate for the form.</p> <p>Organization The writer creates unity and coherence to accomplish the focused purpose by:</p> <p>Demonstrating logical order;</p> <p>Borrowing form and structure of pieces from models;</p> <p>Attempting to write an engaging lead and an effective conclusion;</p> <p>Using paragraphs;</p> <p>Beginning to use transitions.</p>	<p>through verbal and/or symbolic representation (e.g., pictures, scribbles, words).</p>					

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<p>Sentences The writer creates effective sentences that are:</p> <p>Varied in structure and length;</p> <p>Complete and correct.</p> <p>Language The writer demonstrates:</p> <p>Use of a variety of words;</p> <p>Use of some descriptive and figurative language;</p> <p>Frequent, correct word usage.</p> <p>Correctness The writer demonstrates:</p> <p>Use of conventional spelling;</p> <p>Consistent use of capital letters;</p> <p>Consistent use of ending punctuation.</p>						

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