



Recommended P2 / Grade 2 Curriculum Framework

**Content: WRITING—P2 / Grade 2**

**Topic: Reflective Writing: (Week 32)**

<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>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> <li>Develops ideas with</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 support ideas for specific</p>	<ul style="list-style-type: none"> <li>On-Demand Writing</li> <li>Analyzing Student Work using Kentucky Marker Papers</li> </ul>				

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<p>specific, relevant details;</p> <ul style="list-style-type: none"> <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 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><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>					

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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>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><b>Organization</b>            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><b>Sentences</b> The writer creates effective sentences that are:</p> <p>Varied in structure and length;</p> <p>Complete and correct.</p> <p><b>Language</b> 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><b>Correctness</b> 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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