



Recommended P2 / Grade 2 Curriculum Framework

Content: WRITING—P2 / Grade 2						
Topic: Literary Writing: Short Story, Poem, or Script (Weeks 29-31)						
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>Literary Writing</p> <p>WR-E-1.3 Literary Writing artfully 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>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>Characteristics of a short story:</p> <ul style="list-style-type: none"> • Weaves details of the setting into the text; • Develops at least one character through the character's words, thoughts, and actions through the words of other characters and/ or the writer; • Has a problem/ conflict, and climax; • Includes a conclusion which explains what happened after a problem was resolved and what lesson was learned by the main character; • Uses literary devices such as snapshots (things for the reader to visualize) and thoughtshots (characters' thoughts). <p>Characteristics of a poem:</p> <ul style="list-style-type: none"> • Has a focused purpose (paints a picture, recreates a feeling, tells a story, captures a moment); • Does not sacrifice meaning for rhyme; • Includes sensory images; 	<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>AH-P-Dr-1 Students will experience dramatic Works with attention to the elements of drama.</p> <p>AH-P-Dr-2 Students will demonstrate an awareness of the elements of drama (plot character, props, make-up) and acting (e.g., voice, expression, dictation, projection).</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. 					

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<ul style="list-style-type: none"> • Uses strong verbs and precise nouns; • Employs a variety of types of poetic language-similes, metaphors and/ or personification; • Uses literary devices such as snapshots (things for the reader to visualize) and thoughtshots (characters' thoughts); • Uses different poetic devices such as rhythm, repetition, alliteration; • Uses line breaks and punctuation effectively. <p>Characteristics of a script:</p> <ul style="list-style-type: none"> • Follow the short story format (plot, conflict, and climax; • Organized into acts or scenes as transitional devices; • Use effective dialogue through which characters are revealed; • Use conventions of drama (stage directions, scene settings, asides). 	<ul style="list-style-type: none"> • 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 through verbal and/or symbolic representation (e.g., pictures, scribbles, words). <p>AE 2.22 Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations.</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Explore the elements and principles of dramatic forms. • Create and/or perform original dramatic works. • Discuss dramatic works using appropriate concepts and terminology. 					

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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 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>Idea Development The writer develops and supports main ideas and deepens the audience's understanding by using:</p> <p>One or two relevant, specific</p>	<p>AE 2.24 Students appreciate creativity and the values of the arts and humanities.</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Explore a variety of art forms in drama. • Respond to the expressive qualities of drama. <p>AE 5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.</p>					

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

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<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>						

