



Recommended P3 / Grade 3 Curriculum Framework

<b>Content: WRITING—P3 / Grade 3</b>						
<b>Topic: Reflective Writing: (Week 19)</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>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> </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</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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<ul style="list-style-type: none"> <li>Develops ideas with specific, relevant details;</li> <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>Narrowing the topic to establish a focus;</p> <p>Attempting to communicate with an audience for a specific purpose;</p> <p>Adhering to the characteristics (e.g., format, organization) of the form;</p> <p>Attempting to use a suitable tone or voice.</p> <p><b>Idea Development</b> The writer develops and</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,</li> </ul>					

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<p>supports main ideas and deepens the audience's understanding by using:</p> <p>Relevant details;</p> <p>Related connections and reflections;</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>Engaging the audience and establishing a context for reading;</p> <p>Placing ideas and support in a meaningful order with few lapses;</p> <p>Guiding the reader through the piece with transitions;</p> <p>Attempting to provide effective closure.</p> <p><b>Sentences</b> The writer creates effective sentences that are:</p>	<p>freewriting, storytelling, reading).</p> <ul style="list-style-type: none"> <li>Express thoughts/ideas through verbal and/or symbolic representation (e.g., pictures, scribbles, words).</li> </ul>					

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<p>Varied in structure and length;</p> <p>Complete and correct.</p> <p><b>Language</b> The writer demonstrates:</p> <p>A variety of word choices;</p> <p>Strong verbs and nouns;</p> <p>Concrete and/or sensory details;</p> <p>Some evidence of language appropriate to the content, purpose, and audience;</p> <p>Few lapses in correct usage/grammar.</p> <p><b>Correctness</b> The writer demonstrates:</p> <p>Some errors in spelling, punctuation, and capitalization that do not interfere with meaning;</p> <p>An attempt to document (e.g., citing authors or titles within the text, listing sources) ideas and information from outside sources.</p>						

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