



Recommended P3 / Grade 3 Curriculum Framework

Content: WRITING—P3 / Grade 3						
Topic: Reflective Writing: (Week 19)						
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>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; 	<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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<ul style="list-style-type: none"> Develops ideas with specific, relevant details; 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>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>Idea Development The writer develops and</p>	<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>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, 					

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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>Organization 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>Sentences The writer creates effective sentences that are:</p>	<p>freewriting, storytelling, reading).</p> <ul style="list-style-type: none"> Express thoughts/ideas through verbal and/or symbolic representation (e.g., pictures, scribbles, words). 					

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<p>Varied in structure and length;</p> <p>Complete and correct.</p> <p>Language 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>Correctness 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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