



Recommended P3 / Grade 3 Curriculum Framework

Content: WRITING—P3 / Grade 3

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 Student Work Analysis 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>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 supports main ideas and</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). 					

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<p>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>	<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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