



Recommended P3 / Grade Curriculum Framework

<b>Content: WRITING—P3 / Grade 3</b>						
<b>Topic: Transactive Writing: Persuasive Writing- Letter, Speech, or Editorial (Weeks 10-14)</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>Transactive Writing</b></p> <p><b>WR-E-1.4</b> Transactive Writing is informative/ persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives. In transactive writing students will write in a variety of forms such as the following: letters, speeches, editorials, articles in magazines, academic journals, newspapers, proposals, brochures and other kinds of practical/workplace writing.</p> <p>Characteristics of transactive writing may include:</p> <p>Text and language features typical of the selected form;</p> <p>Information to engage the reader and to clarify and justify purposes;</p>	<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>• Student Work Analysis using Kentucky Marker Papers</li> </ul>				

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<p>Ideas to communicate the specific purpose for an intended audience;</p> <p>Explanation and support to help the reader understand the author's purpose;</p> <p>Well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish the specific purpose;</p> <p>Effective conclusions.</p> <p>Characteristics of persuasive writing:</p> <ul style="list-style-type: none"> <li>• Deals with a subject that generates different opinions;</li> <li>• Assumes the reader to be antagonistic;</li> <li>• Provides background information so the reader and writer have a point of agreement;</li> <li>• Anticipates reader reaction;</li> <li>• Disproves any opposing arguments;</li> <li>• Presents supporting</li> </ul>	<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> </ul>					

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<p>details;</p> <ul style="list-style-type: none"> <li>• Include the topic sentence (thesis statement) at the beginning or end depending on the feelings of the audience;</li> <li>• Follows the writer's organizational plan;</li> <li>• Builds on logic and reasoning;</li> <li>• Appeals to the emotional or psychological side of the reader;</li> <li>• Provides a reasonable conclusion that should persuade the reader.</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>	<ul style="list-style-type: none"> <li>• Express thoughts/ideas through verbal and/or symbolic representation (e.g., pictures, scribbles, words).</li> </ul> <p><b>A.E. 1.10</b> Students organize information through development and use of classification rules and systems.</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Identify and analyze relationships among objects, information, or ideas.</li> </ul> <p><b>A.E. 5.1</b> Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Classify ideas/ objects/ situations into categories.</li> <li>• Form and defend an opinion based on multiple perspectives.</li> <li>• Examine cause-and-effect relationships.</li> <li>• Recognize sequential relationships.</li> </ul>					

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<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 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><b>A.E. 6.3</b> Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Describe relationships among objects, ideas, and actions.</li> <li>• Relate new information to specific knowledge, skills, and experiences.</li> <li>• Develop generalizations based on data regarding relationships among objects, ideas, and actions.</li> </ul>					

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<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>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</p>						

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<p>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>						