**Statement of Purpose**

Writing demands the connection of words, statements, and sentences that allow for communication via the written word. The sentences are connected to make paragraphs that allow the writer to express or inform the audience of the selected topic. This process requires a progression of thoughts and the ability to express them with words. However, learning and mastering this process requires an effective curriculum and lesson plan to instruct students.

The process of contextualized teaching and learning is a good theory to adopt for writing lessons at the elementary level. In this case, contextualized teaching is incorporated into writing curriculum to allow students to select a topic that will keep them engaged in the learning process. The outlined curriculum encourages the selection of a topic that is very important and meaningful to the student. This should encourage early writers to include something personal and relevant into their writing. As a result, the writing assignment becomes something personal as opposed to writing about a topic that may not be relevant to the student’s life.

The desired outcome of the framework of the curriculum design is to allow the student to become passionate about the topic and as a result create writings that are more developed and detailed than an assigned topic. Additionally, the contextualized teaching and learning framework can be built upon with the achievement of the outlined learning goals illustrated in the curriculum concept map. The goal is to encourage the student to progress from a lower level of thinking into a higher level. For example, with writing, a goal early in the process is to make the response to writing habitual demonstrating that the student has moved from lower level cognitions to higher levels as Bloom describes as a categorization scheme (Chiarelott, 2006). The process is often known as scaffolding and builds on the previous knowledge the student has constructed cognitively.

Reference

Chiarelott, L. (2006). Curriculum in Context: Designing Curriculum and Instruction for

Teaching and Learning in Context. Belmont, CA: Thomson Wadsworth.