

# Amherst-Pelham Regional School District

## Curriculum Overview

Subject: **English Language Arts : Language, Reading, and Literature**

Grade Level: **First**

<b>Enduring Understandings</b>	<b>Strands Topics/Units</b>	<b>Content/ Skills/Strategies</b>	<b>Essential Activities/ Agreements</b>
<p>Listening, speaking, writing, and reading form the foundation of English/Language Arts and allow the learner to receive, process, and express ideas and information about oneself, others, and the changing conditions of the world and global society in which we live.</p> <p>Understanding text requires a variety of skills, strategies, and levels of literary analysis. Knowledge acquired through these processes allows the learner to develop, understand, and respond critically and creatively for a variety of purposes.</p>	<p><b>Language Vocabulary Development</b></p> <p><b>Listening and Speaking</b></p> <p><b>Structure of English</b></p> <p><b>Reading Reading Process: Concepts About Print</b></p> <p><b>Phonemic Awareness</b></p>	<p>Clarifies and builds vocabulary for speaking, reading, and writing. Identifies &amp; sorts words into conceptual categories. Identifies base words and inflectional endings. Identifies common synonyms &amp; antonyms.</p> <p>Follows agreed upon rules for discussions including turn taking, listening, topic maintenance and body language. Presents orally using clear enunciation, adequate volume. Communicates experiences, and literary and personal ideas with peers and teachers.</p> <p>Expresses spatial &amp; temporal relationship. Identifies the relevant meaning for a word with multiple meanings using context clues. Identifies correct capitalization and punctuation usage.</p> <p>Uses directionality, pictures and voice-print match along with repetitive text pattern, and knowledge of letters, words and language structure to read and make sense of text.</p> <p>Detects isolates and manipulates syllables and phonemes in words.</p>	<p>Recommended Read-Alouds include: Works by Eric Carle, Jane Yolen, Kevin Henkes, Dr. Suess, Shel Silverstein, etc.</p>

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<p>Reading and writing are reciprocal processes and share forms that have common text features. This allows the reader to use these features to better understand and analyze text and to write effectively.</p>	<p><b>Phonics</b></p> <p><b>Multiple Cueing Systems</b></p> <p><b>Fluency</b></p> <p><b>Comprehension</b></p> <p><b>Literary Analysis Genre</b></p>	<p>Demonstrates an ability to blend &amp; segment sounds in words. Generates new words using onsets and rimes. Demonstrates and applies knowledge of letter/sound relationships: consonants, consonant blends and digraphs, short &amp; long vowel patterns, onsets &amp; rimes to read text. Uses analogies from known words &amp; word families to read new words.</p> <p>Uses all sources of information: meaning, structure, and visual. Self-monitors while reading: cross checks, re-reads, searches for more information, problem-solves, self-corrects. Learns high frequency words and recognizes them in and out of context.</p> <p>Listens to models of fluent reading during read aloud, shared and guided reading. Reads and practices appropriate level of text orally. Accurate reading reflects appropriate rate, phrasing, and intonation, sight words knowledge, and attention to punctuation.</p> <p>Actively reads for understanding: uses prior knowledge, makes connections and predictions, asks questions, uses illustrations, begins to visualize, and makes basic inferences. Responds to and reflects on story, discusses and retells the beginning, middle, and end.</p> <p>Listens to and reads across genres. Begins to notice textual and graphic features specific to a genre and the purpose for them.</p>	

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	<p><b>Fiction</b></p> <p><b>Non Fiction</b></p> <p><b>Poetry</b></p> <p><b>Myth, Traditional, and Classical Literature</b></p> <p><b>Dramatic Literature</b></p>	<p>Identifies narrative elements: character, setting, sequence of events, and problem/solution and understands how together, they construct a story. Can retell story in sequence using supporting detail. Begins to compare and contrast stories and characters.</p> <p>Reads for information. Restates main ideas of a text and provides important details. Identifies title, captions, and illustrations.</p> <p>Choral reads, rehearses and performs poems. Responds to and identifies poetic elements: rhyme, rhythm, repetition, and sensory words. Discovers meaning of simple poems.</p> <p>Listens to, reads and responds to tales from different cultures. Anticipates predictable patterns, stock characters and repetitive phrases. Retells and dramatizes tales.</p> <p>Reads, rehearses, and performs plays for peers or younger students. Learns the conventions of drama including: dialogue, character and setting in order to play a particular role.</p>	