

# Amherst-Pelham Regional School District

## Curriculum Overview

Subject: **English Language Arts: Composition**

Grade Level: **First**

Units: **Launch: How We Work as Writer's, Personal Narrative, Non-fiction: Functional and Procedural, Reading/Writing Response, Non-Fiction: Informational, Poetry, Memoir**

Enduring Understandings	Strands (Topics/Units)	Content/ Skills	Essential Activities/Agreements
<p>Writing is a meaning making process that can provide personal fulfillment and enable the writer to gain insights and understandings into self, others and the world.</p> <p>Writers attend to key elements of quality writing including focus, structure, elaboration, style, and conventions in order to develop ideas, advance intent and appeal to the reader.</p> <p>Writers write for a variety of purposes including entertaining or informing others, exploring feelings, conveying thoughts, and responding to reading.</p> <p>Writers listen to, read, and analyze text from a writer's perspective, and notice how author's craft can shape their own writing and personal style.</p>	<p><b>Considers Audience and Purpose</b></p> <p><b>Organizes for Pre-Writing and Drafting</b></p> <p><b>Reflects and Revises</b></p> <p><b>Analyzes and Edits for Standard English Conventions</b></p>	<p>Grows in awareness of writing purpose and the concept that audience includes oneself and others as the reader. Gains in ability to decide on and maintain the focus of topic, convey thoughts so they make sense, and determine what needs elaboration. Learns to explore mentor texts as models of writing and begins to use different genre structures to expand writer's craft.</p> <p>Works at getting and growing ideas by talking, visualizing, drawing, and using lists to plan writing and extend ideas. Composes readable first drafts and rereads to confirm logical order of beginning, middle and end.</p> <p>Reviews and confers by using checklists, goals, rubric criteria and feedback in order to improve lesson-specific and personal target areas while working at adding detail, clarifying word choice and varying sentence beginnings.</p> <p>Rereads to identify and correct for upper case at beginning of sentences, end punctuation, standard grammar, and spelling of high frequency words.</p>	<p>Engages with author and teacher modeled mentor texts as forms of writing to learn about writing craft.</p> <p>Peer texts also inform ways to improve own writing.</p> <p>Upper case for sentence beginning and pronoun 'I', Verb-tense agreement, plurals, Subject/pronoun order and agreement</p> <p>Families: Their own, and those</p>

\* Elements of Quality Writing is a detailed scope and sequence for Kindergarten through Grade Six with pedagogical implications for curriculum planning and implementation.

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<p>Writing to learn promotes higher level thinking skills and provides students with a way of learning that allows them to personalize, internalize, and deepen their understandings.</p>	<p><b>Evaluates and Presents</b></p> <p><b>Researches</b></p>	<p>Selects writing for display, collection, publication or to share with audience. Begins to assess own writing with teacher feedback and conferences using checklists, goals, and rubrics.</p> <p>Reads to explore interests and answers to questions on a topic, discusses and organizes findings by features or characteristics, takes notes, labels pictures, records observations, or writes brief collection of facts as a report on topic.</p>	<p>in Japan and Puerto Rico, oviparous animals, human body, weather</p>

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