

Amherst-Pelham Regional School District

Curriculum Overview

Subject : **English Language Arts: Composition**

Grade Level: **Kindergarten**

Units: **Launch: How We Work as Writers, Representational Stories, Personal Narrative, Writing for Readers, Writers Write for Many Purposes, Non-fiction: Procedural and Informational, Authors as Mentors, Poetry**

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>Considers Audience and Purpose</p> <p>Organizes for Pre-Writing and Drafting</p> <p>Reflects and Revises</p>	<p>Becomes aware of writing purpose and audience and identifies self as a writer and reader of one’s own thoughts. Exploration of author or teacher-modeled text supports knowing that writing conveys meaning. Shows beginning use of writing forms through interactive, shared and personal writing to convey stories and information.</p> <p>Makes transition from mini-lesson to writing and begins to decide on topic. Plans by thinking of and saying a story aloud and extends ideas by talking, visualizing, and drawing. Draws, labels, and writes text to match pictures. Tells a coherent story in which the author or another character had an experience. Retells with 2-3 sequenced events. Composes readable first drafts and attempts to reread.</p> <p>Uses conferencing with teacher to retell and reread story and works to expand the writing to reflect or match spoken words, pictures and sequence of events.</p>	<p>Upper case for “I” and for names, letter formation, plurals, say words slowly, listen to and record sounds in words.</p>

*Elements of Quality Writing is a detailed Scope and Sequence Document for Kindergarten through Grade Six with pedagogical implications for instructional 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>Analyzes and Edits for Standard English Conventions</p> <p>Evaluates and Presents</p> <p>Researches</p>	<p>Attends to letter formation, uses high frequency words and applies beginning strategies for spelling unfamiliar words.</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>Explores interests and seeks information on a topic. Retells findings, labels pictures and begins to record observations to describe and share discoveries.</p>	<p>Labels for activities and centers in the room.</p> <p>Content writing, journals, class books about friends, trees and wood and seasonal change.</p>

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