

AMHERST PUBLIC SCHOOLS
1st GRADE ELEMENTS OF QUALITY WRITING

	FOCUS	STRUCTURE	ELABORATION	STYLE	CONVENTIONS
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Curriculum Units:	<p>Uses strategies to decide what to write and conveys thoughts so they make sense.</p> <p><i>*How will I get my ideas going and choose a topic for writing?</i></p> <p><i>*What is the important part of what I want to tell my reader?</i></p>	<p>Notices and begin to use different genre structure to guide meaning and organization.</p> <p><i>*How do I help my reader by putting my story in order so it makes sense?</i></p> <p><i>*As I write in different genres, what features will I need to use?</i></p>	<p>Maintains growth in consistency to expand ideas with meaningful details and descriptions.</p> <p><i>*How does rereading my writing help me think about parts I need to expand so my reader knows what I know?</i></p> <p><i>*Did I support the important parts of my writing with good details?</i></p> <p><i>*How do I begin to use words to show feelings, images, and actions rather than tell about them?</i></p>	<p>Builds awareness of audiences to expand use of writer’s craft and personal voice for clarity of image, feelings, and topic.</p> <p><i>*How can I choose words to paint a picture of my idea or convey a certain message?</i></p> <p><i>*Do I use different kinds of sentences so my writing is more interesting?</i></p>	<p>Grows in use of standard spelling and writing mechanics to make writing readable by the writer and others.</p> <p><i>*How do my efforts to spell, print neatly, and use punctuation help my reader?</i></p> <p><i>*Did I reread my writing and check for word wall words and parts of words I know?</i></p>
<p>UNIT 1:</p> <p>Launch - How We Work As Writers</p> <p>Participates in establishing a supportive community of writers who share their work.</p> <p>Learns routines for writing.</p> <p>Learns that writers study good writing of other writers.</p>	<p>Becomes immersed in mentor author texts to listen to stories and to note that writers use pictures and words to tell stories.</p> <p>Engages in shared and interactive writing with teacher modeled writing of topics from personal and shared experiences and memories.</p> <p>Engages in teacher modeled writing mini-lessons on routines of Writing Workshop, ways to generate ideas for true stories, and getting stories on paper.</p>	<p>Begins to participate in organization and procedures of Writing Workshop:</p> <ul style="list-style-type: none"> -writing folders, journals -accessing supplies -transitioning from mini-lesson to tables, from writing to sharing -making paper choices -dating finished work <p>Pictures what happened to recall a story and draws pictures across pages to convey the story.</p> <p>Labels pictures.</p>	<p>Explores ways writers work: picture/imagine, recall, talk, observe, research.</p> <p>Develops and maintains lists/drawings for ideas – true stories.</p> <p>Uses pictures and drawings to share meaning of writing.</p> <p>Engages in prewriting plan:</p> <ul style="list-style-type: none"> -talks first to tell idea -eye accesses mental images -tells story across fingers -touches each page and tells the story 	<p>Works to have sentences match pictures.</p> <p>Writes to reflect words used to tell the story.</p> <p>Uses speech bubbles and thought bubbles in pictures to convey action, thoughts, or words.</p> <p>Considers who the audience may be for the writing.</p>	<p>Writes left to right and top to bottom of page.</p> <p>Matches one-to-one correspondence between spoken and written word.</p> <p>Learns concept of letter, word, and sentence.</p> <p>Practices writing posture, pencil grip.</p> <p>Begins attending to letter size, formation.</p> <p>Notices pattern of spacing between words.</p>

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<p>Produces baseline work for teacher and student goal setting.</p> <p>Develops use of writer's notepad for depicting or listing ideas and writer's folder for organizing work.</p>	<p>Practices choosing topics from their lives: special people, places or things.</p> <p>Generates ideas through talking, dramatizing, drawing.</p> <p>Observes teacher modeling to learn ways to:</p> <ul style="list-style-type: none"> -decide on topic that is true -picture it in mind -use pictures to tell a story -sketch to record personal meaning with drawings <p>Launches into life as writer:</p> <ul style="list-style-type: none"> -tells true story -touches page(s) while telling story -tells story across fingers -puts story ideas on paper <p>Gets ideas from published writing:</p> <ul style="list-style-type: none"> -mentor texts -class shared writing -peer writing <p>Practices what to do when finished:</p> <ul style="list-style-type: none"> -uses "When I'm done, I've just begun." -rereads writing -adds on to picture and/or writing -reads to a teacher or peer -files writing and begins new piece 	<p>Begins to use pictures and words like authors.</p> <p>Retells story or begins to reread story to see if it matches what happened and makes sense.</p>	<p>Practices how writers check their mental image of the story and add on to drawings to extend their story idea.</p> <p>Practices using added detail in drawings to say more in their writing.</p> <p>Practices how writers read their writing and reread to keep ideas going, add on, or say more.</p> <p>Begins to revisit writing to decide if a story is finished, still in progress, or a new piece will be started.</p> <p>Begins to learn about ways to publish and celebrate as writers.</p>	<p>Begins to find familiar forms of writing and engages in writing projects in daily life – lists, letters, messages, signs, songs, and plans.</p>	<p>Builds on awareness of and use of classroom resources for spelling support.</p>
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	<p>Discovers writers don't need a new idea every day and can add on.</p> <p>Learns to write for self and varied audiences.</p>				
<p>UNIT 2:</p> <p>Small Moment Stories</p> <p>True stories</p> <p>Snapshots about self</p>	<p>Becomes aware of purpose of conveying a personal story to express personal experiences, thoughts, and feelings.</p> <p>Becomes aware that audience can be self or others acting as the readers.</p> <p>Works at getting and growing ideas from everyday events and seeing true stories everywhere:</p> <ul style="list-style-type: none"> -a special person -a favorite thing to do -a feeling or one time felt that way -first time (or last time) something happened -celebrations -an object that holds a special memory <p>Begins to maintain writer's folder, lists, and drawings for story ideas.</p> <p>Listens to small moment stories in mentor texts to become familiar with how one small part of an event can be told as a story.</p> <p>Begins to attend to small</p>	<p>Decides on true story to tell and tells story in order.</p> <p>Begins to recognize the difference between a summary or list and development of story line.</p> <p>Begins to orally tell a true story using exact words of what happened rather than a list or commentary.</p> <p>Begins to maintain story focus on one moment in time.</p> <p>Draws pictures in order to convey events or ideas.</p> <p>Writes to match order of pictures.</p> <p>Checks to see if story makes sense and has logical structure.</p> <p>Attends to engaging opening sentences in read-alouds and shared writing.</p> <p>Attends to details that enrich the middle part of story development in teacher modeled writing.</p>	<p>Learns to picture the moment and revisit that image to consider what to write.</p> <p>Draws pictures across pages and uses them to enhance meaning of words.</p> <p>Uses words in writing that were used to orally tell the story.</p> <p>Begins to consider what the reader needs to know in adding details to help them envision the story.</p> <p>Works to write multiple sentences on topic.</p> <p>Names characters and tells what happened to the characters.</p> <p>Begins to include details in writing by zooming in on a moment and recalling what happened in sequence of small actions.</p> <p>Attempts to include 2-3</p>	<p>Notices concept and content of small moment stories in peer, teacher, or mentor author's writing.</p> <p>Begins to convey importance of people and places in writer's life through small moments chosen for stories.</p> <p>Begins to reread writing as a reader:</p> <ul style="list-style-type: none"> -Does the story match my pictures? -Does my writing make sense? -Is my writing interesting? -Do I have questions after I finish reading? -Did I forget to tell more at the important part of the story? <p>Begins to develop awareness of how sensory words –color, size, texture add interest.</p> <p>Experiments with interesting word choices, verbs, phrases.</p>	<p>Writes left to right, top to bottom of page.</p> <p>Checks for one-to-one correspondence between spoken and written word.</p> <p>Shows awareness of concept of letter, word, and sentence.</p> <p>Begins to attend to letter size, formation.</p> <p>Attempts to use spacing.</p> <p>Applies strategies to get words on the paper – spelling phonetically, use of high frequency words and word wall words.</p> <p>Listens for complete sentences.</p> <p>Uses punctuation (., !, ?) with prompting.</p> <p>Notices appropriate use of upper case letters.</p>

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	<p>moments and tiny details that stretch the moment in read aloud texts and shared writing.</p> <p>Attempts to zoom in on a small moment of personal experience by retelling the small sequences of an event.</p> <p>Attempts to expand stories by recognizing writers don't need a new idea every day: -revisits mental images of idea -revisits drawings to check details and intentions for story -rereads to keep going or to decide what to add -rereads picture and story to decide if current piece can lead to idea for next piece</p> <p>Revises to include story action and writer's reaction to story events adding personal thoughts or feelings.</p>	<p>Begins to identify beginning, middle, and end in stories: -uses familiar books and class stories to experiment with sequencing -uses teacher modeled writing to identify parts of story or missing parts</p> <p>Plans stories across 5 fingers to include a beginning, middle and end.</p> <p>Rereads to revisit and continue writing.</p> <p>Works to write three to four page stories with a sentence or two per page for each part.</p> <p>Explores how to write beginning sentences to put reader at the beginning of the story.</p> <p>Admires and begins to model endings that work from mentor text.</p>	<p>details. Practices using strategies for saying more to stretch a small moment: -add details about setting, people in the story -add dialogue -add more precise steps in a sequence of events to tell the outside story -add thoughts and feelings to tell the inside story</p> <p>Begins to recognize <i>show don't tell</i> to explain a feeling rather than state it. (I was happy. vs. I ran home with a big smile on my face.)</p> <p>Attempts to show don't tell by using tiny actions to reveal a feeling.</p> <p>Tries out ways to get ideas for expanding writing by responding to: -<i>I wonder ...? questions</i> -<i>What's the important part of what I want to tell?</i> -conferring prompts or questions from teacher</p> <p>Rereads with a partner/peer to consider more details to add to story.</p> <p>Begins to understand how to shift between composing and revising to add details.</p>	<p>Begins avoiding overused words/phrases (fun, nice, cool, etc.)</p> <p>Begins avoiding overuse of <i>and</i>.</p> <p>Attempts use of simple transition words <i>then, one day, later, after that, finally</i>.</p> <p>Develops growing interest in sharing work with others.</p> <p>Begins to value details in mentor texts, and stories of others, and adds details to own writing to help the reader know more.</p> <p>Begins to consider ways to publish and celebrate writing.</p>	<p>Attempts use of contractions.</p> <p>Begins to learn about revision tools: carats, arrows, scissors, white-out tape, pens, and paper strips to add on.</p>
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			<p>Begins to revise to take away parts that don't support the <i>important part</i> of the story.</p> <p>Practices rereading and revising as parts of writing that occur everyday.</p> <p>Chooses story for publication and celebration.</p>		
<p>UNIT 3:</p> <p>Writing For Readers: Skills and Strategies That Improve Small Moments for Readers</p> <p>Small Moment Stories</p> <p>Personal Narratives</p>	<p>Practices rehearsing for and writing stories daily by</p> <ul style="list-style-type: none"> -thinking of true story ideas -sketching on paper -adding details <p>Considers content of writing so others can appreciate and understand the story or writer's intent.</p> <p>Attends to mentor texts and teacher modeled writing to learn print concepts and conventions.</p> <p>Maintains emphasis on content and meaning of true stories but begins to give attention to conventions as a tool to write for readers.</p>	<p>Practices writing processes learned in previous writing units – true, focused stories and small moment stories written about real everyday occurrences, adventures and events.</p> <p>Demonstrates greater independence at generating a topic, choosing paper, and planning out a story across the pages.</p> <p>Pictures what happened, draws the story in order and tells story and writes it across several pages.</p> <p>Grows in use of pictures and words to tell a story.</p> <p>Adds paper to support writing productivity and growing ability to say more.</p>	<p>Records more letters and sounds in words.</p> <p>Increases use of details in pictures and words to show more of the story.</p> <p>Begins to consider how to help the reader envision the story by:</p> <ul style="list-style-type: none"> -making the characters and moment come alive -clearing up confusing parts -helping the reader be in the moment of the story <p>Practices saying more to expand small moments by including:</p> <ul style="list-style-type: none"> -details about setting or time of day -details of characters in pictures -more precise steps in a sequence of events -more actions and responses to the action -speech bubbles of dialogue 	<p>Grows in understanding of self as a writer and that writers use strategies to help them write for themselves or an audience of peers, teachers, and others.</p> <p>Understands writing as a way to make and convey meaning -rereads to check if story makes sense.</p> <p>Practices rereading previously written stories with a reader's eye to compare readable and unreadable writing.</p> <p>Begins to transfer learning about letter sounds and words from Word Work and Interactive Writing to own writing.</p>	<p>Builds awareness of conventions for writing:</p> <ul style="list-style-type: none"> -invented spelling -word wall words -analogies to known words -lower and upper case letters <p>Begins to increase legibility of writing with consideration of neatness, spacing, letter formation, and accurate spelling of known sight words.</p> <p>Increases use of known sight words to write more efficiently, reread, and improve readability for the reader.</p> <p>Learns to attend to initial, medial, and final sounds and word chunks or spelling patterns to write words and reread.</p>

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	<p>Explores ideas of what is necessary to make writing more readable to the readers including listening for and including sounds in words, letter formation, spacing, and end punctuation.</p> <p>Observes teacher modeled writing showing how writers use environmental print, word walls, analogies from known to new words, and word lists to help them write words.</p> <p>Practices how to quickly write word wall words to produce more efficient writing without sounding out words.</p>		<p>-additional people in story -additional pages of pictures and sentences to match pictures</p> <p>Rereads own writing alone or with peer to improve the writing for readers.</p> <p>Practices shifting between composing and revising to add details and to improve conventions for readability.</p> <p>Begins to consider ways to publish and celebrate writing.</p>	<p>Increases understanding of purposes for writing and makes suggestions about what to do with writing when finished: -share with partner or others -read aloud -publish writing</p>	<p>Attempts to record more letters and consonant sounds in words.</p> <p>Begins to spell longer words by breaking them in parts and listening for sounds in the parts.</p> <p>Begins to use analogies to other known words to spell or read unknown words in writing, e.g., cake-make; stop-day-stay.</p> <p>Practices using visual memory of words to write and asks self, <i>“Does that look right?”</i></p> <p>Grows in awareness that sentences begin with a capital letter.</p> <p>Practices using lower case letters in writing.</p> <p>Experiments with ending punctuation.</p> <p>Begins to learn that the word “I” is always capitalized.</p> <p>Begins to observe use of initial capitalization in morning message, shared writing and interactive writing.</p>
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					<p>Builds on beginning use of revision tools: carats, arrows, scissors, white-out tape, pens, and paper strips to add on.</p>
<p>UNIT 4:</p> <p>Authors As Mentors</p> <p>Author's Study through:</p> <p>Small moment stories</p> <p>Many moment stories</p>	<p>Continues to work in familiar genre of small moments while building understanding of the craft writers use in this genre.</p> <p>Listens to and begins to read mentor author texts to notice writer's craft and features of mentor author's writing and creates a class list of the replicable craft techniques.</p> <p>Begins to learn how a writer can study an author to learn ways to add to their own writing skills and strategies.</p> <p>Explores mentor author texts for literary language that makes stories come alive in vivid ways.</p> <p>Participates in teacher modeled shared writing and interactive writing experiences using writing techniques like mentor author.</p> <p>Notifies instances in which the same craft techniques are used by an author or other authors.</p>	<p>Understands how and why authors write across many pages to tell their stories.</p> <p>Uses tiny seed ideas to write focused small moment stories.</p> <p>Practices telling small moments across five fingers.</p> <p>Practices touching each page of story and saying aloud the words to write so story spans 4 or more pages.</p> <p>Practices writing like mentor author by applying author's craft to small moment stories: -conveys a sequence within one small moment -makes a small moment big or interesting by adding details -tells and writes story to span several pages -includes beginning, middle, end</p>	<p>Rereads and revises while composing to add details as mentor author would do.</p> <p>Expands writing by responding to conferring prompts or questions from teacher: -<i>Can you picture exactly what happened?</i> -<i>How did it start?</i> -<i>What happened next?</i> -<i>What did you do (or say)?</i> -<i>What did that person do (or say)?</i> -<i>Pretend you are doing that right now. Show me how it went.</i></p> <p>Rereads story and adds dialogue/speech bubbles like mentor author.</p> <p>Rereads story and begins to add emotion and drama to pictures and words like mentor author.</p> <p>Begins to include time markers, sensory details about setting, and insights into character's feelings and thoughts, i.e. inside story.</p>	<p>Sees self as a writer who can write like other writers.</p> <p>Builds on use of strategies to plan, revise, and improve writing during and after drafting.</p> <p>Begins to reflect mentor author's craft in own writing.</p> <p>Uses enlarged print to create drama.</p> <p>Uses punctuation like ellipses, dash marks or commas to grow suspense or slow the reader down.</p> <p>Practices using more precise action words to add clarity and interest.</p> <p>Attempts to be strategic in adding sounds or sound effects for emphasis.</p>	<p>Increases in ability to listen for sounds in words and begins to write middle sounds including use of some vowel sounds.</p> <p>Improves use of print concepts: -legible letter formation -two finger spacing -initial capitalization -consistent use of lower case letters -correctly spelled word wall words -ending punctuation to end thought</p> <p>Grows in attention to using text features: -"I" is always capitalized -punctuation at the end of a thought -upper case to start sentence</p>

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	<p>Learns how mentor authors get story ideas and continues using notepad or booklet to collect small moment story ideas for future writing.</p> <p>Practices ways to implement authors' craft in own writing: -how author's get an idea -developing tiny seed ideas for small moment stories from a larger event or experience rather than writing the entire story -stretching out one small moment in time at the important part or heart of the story</p> <p>Learns that authors show a big idea in a story by linking small moments together to write a story with many moments.</p>	<p>Begins to write many moment stories by linking several small moments related to a bigger idea, e.g. My dog is special to me – includes two to three small moments about the dog.</p>	<p>Practices ways to implement authors' craft in own writing by using: -punctuation to grow suspense with dashes and ellipses -short sentences or sentence fragments to relate a fast pace or excitement -tiny actions that convey feelings in order to show, not tell</p> <p>Adds a cover and title to finished story like mentor author.</p> <p>Begins to personalize writing like mentor author: -dedication page -about the author page</p> <p>Rereads own writing alone or begins to confer with peer for suggestions to improve writing using author's craft.</p> <p>Considers ways to publish and celebrate writing in the style of mentor authors.</p>	<p>Attempts to use lists of small details or successive actions to add rhythm to the writing. Experiments with using repeating lines for emphasis.</p> <p>Understands that writing needs to be readable to self and others.</p> <p>Writes longer stories to reveal greater writing productivity.</p>	
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<p>UNIT 5:</p> <p>Non-fiction Writing: Functional and Procedural</p> <p>How-To books</p> <p>Additional Options: Procedures Recipes Signs to inform or advise ABC books</p>	<p>Explores differences between non-fiction and fiction texts through teacher-modeled activities and immersion in mentor texts.</p> <p>Explores non-fiction genre through :</p> <ul style="list-style-type: none"> -classroom texts -student interests -personal experiences -shared class experiences -charts, maps <p>Identifies features of personal narratives compared to writing <i>how- to</i> do something and teaching something.</p> <p>Engages in shared writing of non-fiction texts about common interests and class experiences.</p> <p>Engages in teacher modeled writing, demonstrating how to choose a topic to write about – <i>What can I teach or tell about in my writing?</i></p> <p>Generates ideas or topics for writing from:</p> <ul style="list-style-type: none"> -expertise/special interests -things they do daily -favorite things to do 	<p>Chooses a topic of interest or intrigue to teach or tell about in writing.</p> <p>Identifies features of writing How-To books or directions with steps to describe process.</p> <p>Recognizes need for logical, sequential order.</p> <p>Learns to get a mental image or play a movie in the mind to identify the steps in the procedure.</p> <p>Practices the order of the procedure by acting it out with a partner to be sure it makes sense.</p> <p>Uses sequential details to add clarity for the reader.</p> <p>Includes text features for genre:</p> <ul style="list-style-type: none"> -drawings -labels and arrows in pictures -captions -diagrams or maps -bold headings -sequential language 	<p>Engages in beginning research writing as process of exploring interests and favorite things to do.</p> <p>Uses pictures to enhance meaning of words and illustrate steps in directions or instructions.</p> <p>Rereads and expands writing in order to give instructions or directions to do something.</p> <p>Uses <i>How and Wh-</i> questions to consider ways to add to writing. Collaborates to expand ideas while writing ABC books on a theme or collection.</p> <p>Expands use of rereading for revision and need for accuracy in this genre.</p> <p>Learns to add a title using <i>How to_____</i>.</p> <p>Plans for publication and celebration.</p>	<p>Explores how writing can reflect authority and expertise to teach audience about non-fiction topic.</p> <p>Learns to consider audience and who will be following their procedure.</p> <p>Develops awareness of personal knowledge and interest and shares those as an expert.</p> <p>Understands the importance of the relationship between pictures and words to strengthen meaning.</p> <p>Begins to offer hints, advice, or warnings to the reader to add interest.</p> <p>Selects appropriate paper depending on purpose for writing.</p> <p>Uses ordinal numbers or transitional words to support sequential order.</p> <p>Begins to reflect personal style, charm, humor, artistic flare, and interests.</p>	<p>Attends to letter size and formation, use of lower case and upper case letters, and spacing.</p> <p>Increases independence in applying phonemic awareness to spell, using high frequency words and word wall words, and thinking of analogies of known words to write new words.</p> <p>Expands use of end punctuation (., !, ?)</p> <p>Expands use of upper case at beginning of sentences.</p> <p>Draws details in pictures to support the content of writing.</p>
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	<p>Engages in writing sequenced How-To book through teacher modeled writing including: -class How-To book -directions for games, recipe, sequenced action, or procedure</p> <p>Begins to follow appropriate sequence to develop procedural text by telling or acting out step-by-step with partner/peers.</p>				
<p>UNIT 6:</p> <p>Non-fiction writing: Informational</p> <p>All About books</p> <p>Additional options: Science journals Observations Fact files</p>	<p>Identifies non-fiction genre through teacher modeled activities and mentor texts.</p> <p>Discusses and charts, “What makes a good non-fiction book?”</p> <p>Identifies ideas for factual writing – science, social studies, and topics of interest and intrigue.</p> <p>Considers <i>What do I know about ___?</i> to choose a topic and uses questions to initiate research.</p> <p>Generates ideas for a topic from: -familiar places or people -things cared about -common experiences or routines</p>	<p>Uses graphic organizers to write down all they know on a topic.</p> <p>Looks for big ideas about the topic.</p> <p>Uses strategies to gather and record information on one topic: -using schema and known information from learning and reading -using post-it notes with labels to track ideas -locating answers to questions</p> <p>Begins to group ideas or facts to organize information as parts of the book that will be chapters, e.g., Topic: All About the Beach - materials needed at the beach, what to do at a beach, parts of a beach.</p>	<p>Engages in beginning research writing as process of exploring interests, seeking answers to questions, and recording observations and discoveries.</p> <p>Works to hold on to information while reading by: -role playing action sequences, activities, and lifecycles -sketching details to capture an image -retelling what was heard or read -retelling across fingers to tell first, next, after that -thinking <i>What does this remind me of?</i> -considering what it is not like through use of comparison</p>	<p>Demonstrates how writing begins to take on authority and expertise.</p> <p>Learns to consider audience and who will be learning from their All About book.</p> <p>Attempts to use voice and craft to get audience to care about the topic.</p> <p>Attempts to develop an angle to include throughout the book by thinking about why they chose the topic or why their audience needs to know about it, e.g, You Don’t Need to Be Afraid of Bats.</p>	<p>Models beginning applications of text features including Table of Contents, labels, captions, bold headings, diagrams, and glossary.</p> <p>Practices using upper case for titles and for bold headings.</p> <p>Uses question marks as end punctuation to questions.</p> <p>Improves consistency of letter size and formation, use of lower case and upper case letters, and spacing.</p>

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	<p>Asks questions to research a topic and finds answers to questions to gain information for writing.</p> <p>Notices structure and topics of Table of Contents and begins to frame questions about those topics to guide research, e.g. Food – What does ___eat?</p> <p>Notices and begins to understand the purpose of bold headings and headlines that inform the reader.</p> <p>Learns to gather information about one topic through explicit teacher-modeled use of : -Table of Contents topics -bold headings -pictures, charts, diagrams -index to locate content</p>	<p>Begins to plan and organize for book by writing the parts in the Table of Contents.</p> <p>Selects different paper to organize informational writing: -how to -different kinds of -descriptions of -comparisons of -Fun Facts About... -diagram of -materials needed -life cycle, sequences -Did You Know That...?</p> <p>Includes facts in writing and supports with details or description.</p> <p>Considers order of parts of All About book.</p> <p>Begins use of non-narrative text features – labels, captions, bold headings, diagrams, charts, table of contents, and glossary.</p>	<p>Writes to record or apply schema or new learning.</p> <p>Begins to use thinking behind a fact to elaborate or say more about the fact by telling why it is important.</p> <p>Begins to say more about a specific part to help the reader envision the scene or how something happens, e.g. how to catch frogs.</p> <p>Records observations related to science, social studies or math with pictures and text.</p> <p>Plans for publication, sharing, and celebration.</p>	<p>Learns to frame facts as questions to engage readers and lead towards conveying importance of fact, i.e. Bears eat fish - Do you know how bears catch fish?</p> <p>Attempts to synthesize new information and write it in own words by: -monitoring for meaning -thinking of other examples that fit understanding -asking <i>What does it remind me of?</i> -making comparisons Draws details in pictures to support the content of writing.</p>	<p>Uses strategies to listen for sounds in words and spell word wall words and sight words with more fluency and independence.</p>
<p>UNIT 7:</p> <p>Poetry</p>	<p>Listens to and reads mentor poems to learn that poets use language, rhythm, and layout to convey meaning and feeling in poems.</p> <p>Listens to and reads mentor poems for ways to look with poet’s eyes.</p>	<p>Listens to and reads a variety of poems and poetic forms: -repeating phrases, lines -lists -acrostics -blank verse -haiku</p>	<p>Notices and explores use of sensory images to look at ordinary objects.</p> <p>Uses images in mind’s eye to draw pictures of objects or images in a mentor poem.</p>	<p>Begins to see self as a poet.</p> <p>Begins to look for significance in ordinary details in life.</p>	<p>Uses ways to make writing look like a poem: use of line breaks, phrases.</p> <p>Experiments with breaking away from writing sentences.</p>

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	<p>Uses observation as a tool to see details of nature, object, and action with poet’s eyes.</p> <p>Uses senses, feelings, and imagination to take in details from objects and from imagery in a mentor poem.</p> <p>Relates seeing with a poet’s eyes to creation of mental images in reading comprehension: -listening to poems -creating a mental image and drawing it -concealing the topic of the poem until after mental images are created</p> <p>Engages in teacher modeled shared writing and interactive writing to practice how to generate both big and small topics for writing.</p> <p>Engages in ways to generate meaningful topics through teacher modeled writing that give a big feeling about one subject.</p> <p>Begins to find big topics in world around self: -personally meaningful -fills heart -small object or detail that gives a big feeling -big feeling that carries importance</p>	<p>Experiments with writing in different poetic forms.</p> <p>Compares drawing details to writing details to support readers in forming mental images or pictures in mind’s eye.</p> <p>Uses repetition as an organizing tool for emphasis.</p> <p>Collects poems into a book of poems or anthology.</p>	<p>Begins to slow down to look deeper at topic and details.</p> <p>Begins to contrast scientific vs. poetic description – practices words poets use compared to those scientists use to note observations.</p> <p>Practices using senses, feelings, heart, and imagination as a way to take in details in fresh ways to say more.</p> <p>Begins to select words in deliberate ways to make meaning and improve imagery.</p> <p>Begins to use <i>show don’t tell</i> to convey strong feelings by creating mental images with words rather than stating the feeling.</p> <p>Experiments with ways poets use patterns to support meaning: -repeating line or phrase -rhyme</p> <p>Rereads own writing alone or confers with peer for suggestions to improve poems using author’s craft.</p> <p>Plans for publication and celebration of poems, own anthology, or class anthology.</p>	<p>Engages in how to describe ordinary objects with new, poetic ways using honest, precise words.</p> <p>Begins to use some artful language and comparisons, i.e. <i>like a</i> ___ to convey: -sound -image -observation -idea</p> <p>Explores use of imagery, figurative language, and metaphors, and attempts using them to convey meaning and feeling.</p> <p>Experiments with use of rhyme, repetition, and patterns.</p> <p>Models beginning use of line breaks and shape to influence the sound and look of a poem.</p> <p>Begins to use voice as a writer to express imagination and feelings and to support meaning behind a poem.</p>	<p>Attempts ways to punctuate and use print for emphasis: bold text, CAPS.</p> <p>Demonstrates growth in print concepts to: -put spaces between words -correct letter reversals -spell word wall words correctly -form letters legibly</p>
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	<p>Practices zooming in on one small thing that holds a big feeling to generate topics.</p> <p>Uses notepad or booklet to record and collect big topics or little topics for poems.</p> <p>Develops nature topics for writing Haiku.</p> <p>Develops seasonal/weather topics for poems integrated with science units.</p>				
<p>Author Your Own Unit:</p> <p>Writing for Many Purposes</p> <p>Letter Writing – including writing letters to effect change for social justice</p> <p>Realistic Fiction</p> <p>The Craft of Revision</p> <p>Literary Nonfiction</p> <p>Independent Projects</p>					