

*Unatego Central School District
ELA Curriculum Map*

Month <u>September</u>		Grade Level <u>1</u>
Writing and Speaking		
CONTENT	SKILLS	ASSESSMENTS
Phonics – New Alphabet	SWBAT: 1. Use knowledge of letter-sound correspondence to spell two or three letter short vowel words, including words in word families 2. Represent most phonemes in invented spelling	Teacher observation of skills throughout the day including: 1. Working with words 2. Daily Journal 3. Guided Writing Beginning of the year assessment
Vocabulary/Spelling	SWBAT: 1. Begin to use conventional spelling to spell common grade-level irregularly spelled high frequency words (red words)	Teacher observation of skills throughout the day including: 1. Working with words 2. Daily Journal 3. Guided Writing
Handwriting	SWBAT: 1. Write most upper and lower case manuscript letters correctly with legibility 2. Use appropriate spacing between letters, words, and sentences	Teacher observation of skills throughout the day including: 1. Morning Message 2. Daily Journal 3. Guided Writing Beginning of the year writing assessment
Composition – Writing a sentence	SWBAT: 1. Write a complete sentence with capitalization and punctuation	Teacher observation of skills throughout the day including: 1. Student Portfolio 2. Daily Journal
Speaking	SWBAT:	Teacher observation of skills throughout the day including:

	<ol style="list-style-type: none">1. Speak clearly and audibly with appropriate speed and expression2. Take turns speaking in small and large groups3. Respond appropriately in all areas.4. Use grade level vocabulary and conventional grammar5. Speak for different purposes	<ol style="list-style-type: none">1. Math Meeting2. Shared and Guided Reading3. Poetry Analysis
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Month <u>October</u>		Grade Level <u>1</u>
Writing and Speaking		
CONTENT	SKILLS	ASSESSMENTS
Phonics – New Alphabet Floss Rule (-ss, -ll-, -ff, -zz) Compound Words – Open/Closed Syllables	SWBAT: 1. Use knowledge of letter-sound correspondence to spell two or three letter short vowel words, including words in word families 2. Represent most phonemes in invented spelling	Teacher observation of skills throughout the day including: 1. Working with words 2. Daily Journal 3. Guided Writing
Vocabulary/Spelling	SWBAT: 1. Begin to use conventional spelling to spell common grade-level irregularly spelled high frequency words (red words)	Teacher observation of skills throughout the day including: 1. Working with words 2. Daily Journal 3. Guided Writing
Handwriting	SWBAT: 1. Write most upper and lower case manuscript letters correctly with legibility 2. Use appropriate spacing between letters, words, and sentences	Teacher observation of skills throughout the day including: 1. Morning Message 2. Daily Journal 3. Guided Writing
Composition – Writing a sentence	SWBAT: 1. Write 2-3 complete sentences with capitalization and punctuation to a topic 2. Complete a graphic organizer with assistance (with modeling and guided practice)	Teacher observation of skills throughout the day including: 3. Student Portfolio 4. Daily Journal 5. Themed Writing
Speaking	SWBAT:	Teacher observation of skills throughout the day including:

	<ol style="list-style-type: none">1. Speak clearly and audibly with appropriate speed and expression2. Take turns speaking in small and large groups3. Respond appropriately in all areas4. Use grade level vocabulary and conventional grammar5. Speak for different purposes	<ol style="list-style-type: none">1. Math Meeting2. Shared and Guided Reading3. Poetry Analysis
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Month <u>November</u>		Grade Level <u>1</u>
Writing and Speaking		
CONTENT	SKILLS	ASSESSMENTS
Phonics – New Alphabet Floss Rule (-ss, -ll-, -ff, -zz) Compound Words – Open/Closed Syllables	SWBAT: 1. Use knowledge of letter-sound correspondence to spell two or three letter short vowel words, including words in word families 2. Represent most phonemes in invented spelling	Teacher observation of skills throughout the day including: 1. Working with words 2. Daily Journal 3. Guided Writing
Vocabulary/Spelling	SWBAT: 1. Begin to use conventional spelling to spell common grade-level irregularly spelled high frequency words (red words)	Teacher observation of skills throughout the day including: 1. Working with words 2. Daily Journal 3. Guided Writing
Handwriting	SWBAT: 1. Write most upper and lower case manuscript letters correctly with legibility 2. Use appropriate spacing between letters, words, and sentences	Teacher observation of skills throughout the day including: 1. Morning Message 2. Daily Journal 3. Guided Writing
Composition – Writing a sentence	SWBAT: 1. Write 2-3 complete sentences with capitalization and punctuation to a topic 2. Complete a graphic organizer with assistance (with modeling and guided practice)	Teacher observation of skills throughout the day including: 1. Student Portfolio 2. Daily Journal 3. Themed Writing
Speaking	SWBAT:	Teacher observation of skills throughout the day including:

	<ol style="list-style-type: none">1. Speak clearly and audibly with appropriate speed and expression2. Take turns speaking in small and large groups3. Respond appropriately in all areas.4. Use grade level vocabulary and conventional grammar5. Speak for different purposes	<ol style="list-style-type: none">1. Math Meeting2. Shared and Guided Reading3. Poetry Analysis
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Month <u>December</u>		Grade Level <u>1</u>
Writing and Speaking		
CONTENT	SKILLS	ASSESSMENTS
Phonics – New Alphabet Floss Rule (-ss, -ll-, -ff, -zz) Compound Words – Open/Closed Syllables R Blends (cr-, gr-, tr-, br-, fr-, pr-, dr-, str-, spr-, shr-)	SWBAT: 1. Use knowledge of letter-sound correspondence to spell two or three letter short vowel words, including words in word families 2. Represent most phonemes in invented spelling	Teacher observation of skills throughout the day including: 1. Working with words 2. Daily Journal 3. Guided Writing
Vocabulary/Spelling	SWBAT: 1. Begin to use conventional spelling to spell common grade-level irregularly spelled high frequency words (red words)	Teacher observation of skills throughout the day including: 1. Working with words 2. Daily Journal 3. Guided Writing
Handwriting	SWBAT: 1. Write most upper and lower case manuscript letters correctly with legibility 2. Use appropriate spacing between letters, words, and sentences	Teacher observation of skills throughout the day including: 1. Morning Message 2. Daily Journal 3. Guided Writing
Composition – Writing a sentence	SWBAT: 1. Write 2-3 complete sentences with capitalization and punctuation to a topic. 2. Complete a graphic organizer with assistance (with modeling and guided practice)	Teacher observation of skills throughout the day including: 1. Student Portfolio 2. Daily Journal 3. Themed Writing
Speaking	SWBAT:	Teacher observation of skills throughout the day including:

	<ol style="list-style-type: none">1. Speak clearly and audibly with appropriate speed and expression2. Take turns speaking in small and large groups3. Respond appropriately in all areas4. Use grade level vocabulary and conventional grammar5. Speak for different purposes	<ol style="list-style-type: none">1. Math Meeting2. Shared and Guided Reading3. Poetry Analysis
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Month <u>January</u>		Grade Level <u>1</u>
Writing and Speaking		
CONTENT	SKILLS	ASSESSMENTS
Phonics – New Alphabet Floss Rule (-ss, -ll-, -ff, -zz) Compound Words – Open/Closed Syllables R Blends (cr-, gr-, tr-, br-, fr-, pr-, dr-, str-, spr-, shr-) L Blends (bl-, cl-, fl-, gl-, pl-, sl-, spl-)	SWBAT: 1. Use knowledge of letter-sound correspondence to spell two or three letter short vowel words, including words in word families 2. Represent most phonemes in invented spelling	Teacher observation of skills throughout the day including: 1. Working with words 2. Daily Journal 3. Guided Writing
Vocabulary/Spelling	SWBAT: 1. Begin to use conventional spelling to spell common grade-level irregularly spelled high frequency words (red words)	Teacher observation of skills throughout the day including: 1. Working with words 2. Daily Journal 3. Guided Writing
Handwriting	SWBAT: 1. Write most upper and lower case manuscript letters correctly with legibility 2. Use appropriate spacing between letters, words, and sentences	Teacher observation of skills throughout the day including: 1. Morning Message 2. Daily Journal 3. Guided Writing

Month <u>February</u>		Grade Level <u>1</u>
Writing and Speaking		
CONTENT	SKILLS	ASSESSMENTS
Phonics – New Alphabet Floss Rule (-ss, -ll-, -ff, -zz) Compound Words – Open/Closed Syllables R Blends (cr-, gr-, tr-, br-, fr-, pr-, dr-, str-, spr-, shr-) S Blends (sc-, sk-, sn-, sl-, sp-, sm-, st-, spl-, scr-, str-, shr-, squ-)	SWBAT: 1. Use knowledge of letter-sound correspondence to spell two or three letter short vowel words, including words in word families 2. Represent most phonemes in invented spelling	Teacher observation of skills throughout the day including: 1. Working with words 2. Daily Journal 3. Guided Writing
Vocabulary/Spelling	SWBAT: 1. Begin to use conventional spelling to spell common grade-level irregularly spelled high frequency words (red words)	Teacher observation of skills throughout the day including: 1. Working with words 2. Daily Journal 3. Guided Writing
Handwriting	SWBAT: 1. Write most upper and lower case manuscript letters correctly with legibility 2. Use appropriate spacing between letters, words, and sentences	Teacher observation of skills throughout the day including: 1. Morning Message 2. Daily Journal 3. Guided Writing
Composition – Writing a sentence	SWBAT: 1. Write a minimum of 3 complete sentences with capitalization and punctuation to a topic. 2. Complete a graphic organizer with assistance (with modeling and guided practice)	Teacher observation of skills throughout the day including: 1. Student Portfolio 2. Daily Journal 3. Themed Writing
Speaking	SWBAT:	Teacher observation of skills throughout the

	<ol style="list-style-type: none">1. Speak clearly and audibly with appropriate speed and expression2. Take turns speaking in small and large groups3. Respond appropriately in all areas.4. Use grade level vocabulary and conventional grammar5. Speak for different purposes	day including: <ol style="list-style-type: none">1. Math Meeting2. Shared and Guided Reading3. Poetry Analysis
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Month <u>March</u>		Grade Level <u>1</u>
Writing and Speaking		
CONTENT	SKILLS	ASSESSMENTS
Phonics – New Alphabet Floss Rule (-ss, -ll-, -ff, -zz) Compound Words – Open/Closed Syllables R Blends (cr-, gr-, tr-, br-, fr-, pr-, dr-, str-, spr-, shr-) W Blends (sw-, tw-, dw-) T Ending Blends (-ct, -lt, -ft, -st, -xt, -nt, -pt) L Ending Blends (-lt, -lp, -lk, -ld) Other Blends (-sk, -sp, -mp, -nch)	SWBAT: 1. Use knowledge of letter-sound correspondence to spell two or three letter short vowel words, including words in word families 2. Represent most phonemes in invented spelling	Teacher observation of skills throughout the day including: 1. Working with words 2. Daily Journal 3. Guided Writing
Vocabulary/Spelling	SWBAT: 1. Begin to use conventional spelling to spell common grade-level irregularly spelled high frequency words (red words)	Teacher observation of skills throughout the day including: 1. Working with words 2. Daily Journal 3. Guided Writing
Handwriting	SWBAT: 1. Write most upper and lower case manuscript letters correctly with legibility 2. Use appropriate spacing between letters, words, and sentences	Teacher observation of skills throughout the day including: 1. Morning Message 2. Daily Journal 3. Guided Writing
Composition – Writing a sentence	SWBAT: 1. Write a minimum of 3 complete sentences with capitalization and punctuation to a topic 2. Complete a graphic organizer with assistance (with modeling and guided	Teacher observation of skills throughout the day including: 1. Student Portfolio 2. Daily Journal 3. Themed Writing

	practice)	
Speaking	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Speak clearly and audibly with appropriate speed and expression 2. Take turns speaking in small and large groups 3. Respond appropriately in all areas. 4. Use grade level vocabulary and conventional grammar 5. Speak for different purposes 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Math Meeting 2. Shared and Guided Reading 3. Poetry Analysis

Month <u>April</u>		Grade Level <u>1</u>
Writing and Speaking		
CONTENT	SKILLS	ASSESSMENTS
Phonics – New Alphabet Floss Rule (-ss, -ll-, -ff, -zz) Compound Words – Open/Closed Syllables R Blends (cr-, gr-, tr-, br-, fr-, pr-, dr-, str-, spr-, shr-) NG Ending (-ing, -ang, -ong, -ung)	SWBAT: 1. Use knowledge of letter-sound correspondence to spell two or three letter short vowel words, including words in word families 2. Represent most phonemes in invented spelling	Teacher observation of skills throughout the day including: 1. Working with words 2. Daily Journal 3. Guided Writing
Vocabulary/Spelling	SWBAT: 1. Begin to use conventional spelling to spell common grade-level irregularly spelled high frequency words (red words)	Teacher observation of skills throughout the day including: 1. Working with words 2. Daily Journal 3. Guided Writing
Handwriting	SWBAT: 1. Write most upper and lower case manuscript letters correctly with legibility 2. Use appropriate spacing between letters, words, and sentences	Teacher observation of skills throughout the day including: 1. Morning Message 2. Daily Journal 3. Guided Writing
Composition – Writing a sentence	SWBAT: 1. Write a minimum of 3 complete sentences with capitalization and punctuation to a topic 2. Complete a graphic organizer with assistance (with modeling and guided practice)	Teacher observation of skills throughout the day including: 1. Student Portfolio 2. Daily Journal 3. Themed Writing
Speaking	SWBAT:	Teacher observation of skills throughout the

	<ol style="list-style-type: none">1. Speak clearly and audibly with appropriate speed and expression2. Take turns speaking in small and large groups3. Respond appropriately in all areas.4. use grade level vocabulary and conventional grammar5. Speak for different purposes	day including: <ol style="list-style-type: none">1. Math Meeting2. Shared and Guided Reading3. Poetry Analysis
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Month <u>May</u>		Grade Level <u>1</u>	
Writing and Speaking			
CONTENT	SKILLS	ASSESSMENTS	
Phonics – New Alphabet Floss Rule (-ss, -ll-, -ff, -zz) Compound Words – Open/Closed Syllables R Blends (cr-, gr-, tr-, br-, fr-, pr-, dr-, str-, spr-, shr-) L Blends (bl-, cl-, fl-, gl-, pl-, sl-, spl-) Other Blends (-sk, -sp, -mp, -nch) NG Ending (-ing, -ang, -ong, -ung) NK Ending (-ink, -ank, -onk, -unk) Magic “e”	SWBAT: 1. Use knowledge of letter-sound correspondence to spell two or three letter short vowel words, including words in word families 2. Represent most phonemes in invented spelling	Teacher observation of skills throughout the day including: 1. Working with words 2. Daily Journal 3. Guided Writing	
Vocabulary/Spelling	SWBAT: 1. Begin to use conventional spelling to spell common grade-level irregularly spelled high frequency words (red words)	Teacher observation of skills throughout the day including: 1. Working with words 2. Daily Journal 3. Guided Writing	
Handwriting	SWBAT: 1. Write most upper and lower case manuscript letters correctly with legibility 2. Use appropriate spacing between letters, words, and sentences	Teacher observation of skills throughout the day including: 1. Morning Message 2. Daily Journal 3. Guided Writing	
Composition – Writing a sentence	SWBAT: 1. Write a minimum of 3 complete sentences with capitalization and punctuation to a topic 2. Complete a graphic organizer with assistance (with modeling and guided	Teacher observation of skills throughout the day including: 1. Student Portfolio 2. Daily Journal 3. Themed Writing	

	practice)	
Speaking	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Speak clearly and audibly with appropriate speed and expression 2. Take turns speaking in small and large groups 3. Respond appropriately in all areas. 4. Use grade level vocabulary and conventional grammar 5. Speak for different purposes 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Math Meeting 2. Shared and Guided Reading 3. Poetry Analysis

Month <u>June</u>		Grade Level <u>1</u>	
Writing and Speaking			
CONTENT	SKILLS	ASSESSMENTS	
Phonics – New Alphabet Floss Rule (-ss, -ll-, -ff, -zz) Compound Words – Open/Closed Syllables R Blends (cr-, gr-, tr-, br-, fr-, pr-, dr-, str-, spr-, shr-) L Blends (bl-, cl-, fl-, gl-, pl-, sl-, spl-) Other Blends (-sk, -sp, -mp, -nch) NG Ending (-ing, -ang, -ong, -ung) NK Ending (-ink, -ank, -onk, -unk) Magic “e”	SWBAT: 1. Use knowledge of letter-sound correspondence to spell two or three letter short vowel words, including words in word families 2. Represent most phonemes in invented spelling	Teacher observation of skills throughout the day including: 1. Working with words 2. Daily Journal 3. Guided Writing	
Vocabulary/Spelling	SWBAT: 1. Begin to use conventional spelling to spell common grade-level irregularly spelled high frequency words (red words)	Teacher observation of skills throughout the day including: 1. Working with words 2. Daily Journal 3. Guided Writing	
Handwriting	SWBAT: 1. Write most upper and lower case manuscript letters correctly with legibility 2. Use appropriate spacing between letters, words, and sentences	Teacher observation of skills throughout the day including: 1. Morning Message 2. Daily Journal 3. Guided Writing	
Composition – Writing a sentence	SWBAT: 1. Write a minimum of 3 complete sentences with capitalization and punctuation to a topic 2. Complete a graphic organizer with assistance (with modeling and guided	Teacher observation of skills throughout the day including: 1. Student Portfolio 2. Daily Journal 3. Themed Writing	

	practice)	
Speaking	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Speak clearly and audibly with appropriate speed and expression 2. Take turns speaking in small and large groups 3. Respond appropriately in all areas 4. Use grade level vocabulary and conventional grammar 5. Speak for different purposes 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Math Meeting 2. Shared and Guided Reading 3. Poetry Analysis

- ELA Standard 1: Language for Information and Understanding**
- ELA Standard 2: Language for Literary Response and Expression**
- ELA Standard 3: Language for Critical Analysis and Evaluation**
- ELA Standard 4: Language for Social Interaction**