

# January ELA Plans

Alphabetic Principle and Fluency	Vocabulary	Comprehension Reading Strategies: Determining Importance/Text Conventions	Spelling/Writing	Dates/Notes
<p><b>Goals:</b>            *Increases sight words read fluently            *Reads multi - syllabic and compound words, contractions, possessives and inflectional endings.            *Reads 92 wpm</p> <p>*Independent reading- 25 minutes daily            *Fluency work - 6 Min. Solution (3 lessons)</p>	<p><b>Goals:</b>            *Classifies and categorizes increasingly complex words into sets and groups.            *Categorizes words hierarchically.            *Draws and uses semantic maps and organizers to convey word relations.            *Learns and uses unfamiliar words that are introduced in stories and passages.            *Increases and uses new and more descriptive vocabulary from independent reading.            *Determines the meaning of a word using context clues, dictionary, or knowledge of prefixes and suffixes.</p>	<p><b>Goals:</b>            *Answers evaluative questions about main characters, setting, theme, and plot.            *Retells main ideas of stories in the correct sequence, with the correct details.            *Makes comparisons across reading selections and makes predictions based on text info.            *Interacts with text and informational text features to check/adjust/clarify for understanding while reading.            *Follows multiple - step written instructions.            *Draws generalizations/ Identifies themes from readings and examines from multiple points of view.            *Uses prior knowledge to make connections from story elements to life experiences.            *Identifies character's actions, motives, emotions, traits and feelings.            *Distinguishes cause/effect.</p>	<p><b>Spelling Goals:</b>            *Spells previously studied contractions, possessives, compound words, and words with inflectional endings.            *Organizes words in alphabetical order.            *Uses the dictionary or glossary to confirm and correct uncertain spellings.            (Do Rebecca Sitton Lessons 11-12)</p> <p><b>Writing Traits:</b>            *Voice            *Word Choice            *Conventions</p> <p><b>Writing Goals:</b>            *Continue teaching cursive alphabet.</p>	
<p><b>Assessment:</b>            Dibels - Oral Reading Fluency</p>	<p><b>Assessment:</b></p>	<p><b>Assessment:</b>            Running Records</p>	<p><b>Assessment:</b>            Spelling Test 11-12            Spelling Achievement test #2            Voice/Word Choice Rubrics</p>	
<p><b>GLCE's covered:</b></p>	<p><b>GLCE's covered:</b></p>	<p><b>GLCE's covered:</b>  <b>R.IT.03.03</b>            Explain how authors use titles, headings and subheadings, timelines, prefaces, indices, and table of contents to enhance understanding of supporting and key ideas.</p>	<p><b>GLCE's covered:</b></p>	

