

October ELA Plans

Alphabetic Principle and Fluency	Vocabulary	Comprehension Reading Strategies: Mental Images/Visualization	Spelling/Writing	Dates/Notes
<p>Goals:</p> <ul style="list-style-type: none"> *Produces common word parts. *Increases sight words read fluently *Reads with phrasing, expression, inflection. *Reads multi – syllabic and compound words, contractions, possessives and inflectional endings. *Uses word meaning, word order, and word structure to recognize and/or decode words. <p>*Independent reading- 20 minutes daily *Fluency work – 6 Min. Solution (3 lessons)</p>	<p>Goals:</p> <ul style="list-style-type: none"> *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>Goals:</p> <ul style="list-style-type: none"> *Answers literal question about main characters and setting. *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 checks/adjusts/clarifies for understanding while reading. *Follows multiple – step written instructions. *Draws conclusions/ Identifies themes from readings and examines from multiple points of view. *Uses prior knowledge to make connections from story elements to life experiences. 	<p>Spelling Goals:</p> <ul style="list-style-type: none"> *Spells previously studied contraction, possessives, compound words, and words with inflectional endings. <p>(Do Rebecca Sitton Lessons 4-6)</p> <p>Writing Traits:</p> <ul style="list-style-type: none"> *Ideas *Conventions <p>Writing Goals:</p> <ul style="list-style-type: none"> *Continue teaching cursive alphabet. 	
<p>Assessment: Dolch Assessments (as needed)</p>	<p>Assessment:</p>	<p>Assessment: Running Records</p>	<p>Assessment: Spelling tests 4-6 Rebecca Sitton Achievement Test #1</p> <p>Ideas Rubric</p>	
<p>GLCE's covered: R.WS.03.07 Apply the following aspects of fluency—pauses and emphasis, punctuation cue, intonation, and recognition of identified grade level specific words/sight words while reading aloud a familiar grade level text</p>	<p>GLCE's covered: R.WS.03.08 Determine the meaning of words and phrases in context, (e.g., synonyms, homonyms, multiple meaning words) using strategies and resources (e.g., context clues, concept mapping, dictionary).</p>	<p>GLCE's covered: R.WS.03.06 Acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., predict and self-correct) -knowledge of language -sound/symbol/structural relationships -context.</p>	<p>GLCE's covered: S.SP.03.01 Spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compound, and common homophones) correctly. For less frequently encountered words, students will</p>	<p>use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, and spell checkers).</p>

