

5:10 pm 10/15/19
Shanna Brown

**Second 9 Weeks ELA
2019-2020**

Weeks 1 & 2

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.9. With Prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.K.10 Actively engage in group reading activities with purpose and understanding.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

RF.K.2a Recognize and produce rhyming words.

RF.K.2b Count, pronounce, blend and segment syllables in spoken words.

RF.K.2c Blend and segment onsets and rimes of single-syllable spoken word.

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L.K.2a Capitalize the first word in a sentence and the pronoun I.

Week 1:

Letter: S

Sight words: some, now, would, so, said

Word Family: -at

Read To Book: Froggy Goes to School by London (AR level 2.4)

Week 2:

Letters: F, R

Sight words: been, what, if, out, her

Word Family: -in

Summative evaluation on Froggy Goes to School by London

Week 3

RI.K.3 With Prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.10 Actively engage in group reading activities with purpose and understanding.

Letter: K

Sight Words: can, people, them, other, more

Word Family: -ig

Week 4

RF.K.1 Demonstrate understanding of the organization and basic features of print.

RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.1c Understand that words are separated by spaces in print.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

RF.K.2a Recognize and produce rhyming words.

RF.K.2b Count, pronounce, blend and segment syllables in spoken words.

RF.K.2c Blend and segment onsets and rimes of single-syllable spoken word.

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.4 Read emergent-reader texts with purpose and understanding.

Letters: B, U

Sight words: there, into, your, which, do

Word Family: -op

Weeks 5 & 6

RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

Week 6

Letter: E

Sight Words: time, make, like, could, has

Word Family: -un

Week 7

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

S.L.K.4 Describe familiar people, places, things and events and, with prompting and support, provide additional details.

Letter: Y

Sight Words: has, him, now, may only

Word Family: -ug

Week 8

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state and opinion or preference about the topic or book. (My favorite book is....)

W.K.2. Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from sources to answer a question.

LetterS: Begin Review of all the ones covered thus far for 9 weeks test.

Sight Words: Begin Review of all used for 9 weeks test.

Word Family: Begin Review of all used for 9weeks test.