

## First Nine Weeks Sight Words

I

like

the

and

## Second Nine Weeks ELA Skills

**October 21, 2019 – December 20, 2019**

- Identify story elements: character
- Name all 26 uppercase letters in random order
- Name all 26 lowercase letters in random order
- Produce rhyming words
- Read sight words
- Identify beginning sounds
- Identify letter sounds (uppercase and lowercase):
  - Mm, Ss, Aa, Tt, Cc, Pp, Nn
- Write the letter for each sound (Mm, Ss, Aa, Tt, Cc, Pp, Nn)
- Write first and last name correctly
- Correctly form upper- and lowercase letters:
  - Mm, Ss, Aa, Tt, Cc, Pp, Nn
- Draw/dictate/write to tell a story
- Blend and segment onsets and rimes

## READING

\_\_\_\_\_ Identify story elements - characters. The teacher will choose a story read in class. Student will be asked to name the characters from the story. (100% accuracy without assistance or prompts)

\_\_\_\_\_ Recognize and name 26 uppercase letters in random order:  
(100% accuracy without assistance or prompts)

## FOUNDATIONAL SKILLS

C    F    J    M    P    U    Z    B    G    Y    K    E  
N    Q    V    A    H    T    L    O    R    W    D    I  
S    X

\_\_\_\_\_ Recognize and name 26 lowercase letters in random order:  
(100% accuracy without assistance or prompts)

e    n    q    v    a    h    t    l    o  
r    w    c    f    j    m    p    u    z  
b    g    y    k    d    i    s    x

\_\_\_\_\_ Produce rhyming words. The student will orally create rhyming words. Teacher will ask: “**What rhymes with \_\_\_\_\_?**” (100% accuracy without assistance or prompts)

\_\_\_\_\_ cat \_\_\_\_\_ fish \_\_\_\_\_ sun \_\_\_\_\_ log \_\_\_\_\_ fan

## 2<sup>nd</sup> Nine Weeks Skills cont.

\_\_\_\_\_ Read sight words. (8 out of 10)

\_\_I \_\_like \_\_the \_\_and \_\_see \_\_we \_\_a \_\_to \_\_with \_\_my

\_\_\_\_\_ Identify beginning sounds. The teacher will call out the words. Student will tell the beginning sound. *(100% accuracy without assistance or prompts)*

\_\_\_\_\_ mop \_\_\_\_\_sun \_\_\_\_\_pig \_\_\_\_\_cat \_\_\_\_\_bed

\_\_\_\_\_ Identifies letter sounds: The student will orally identify letter sounds. Student must provide short and long sounds for the **vowel a** to obtain mastery. When student responds with a vowel sound, the teacher will ask: "What other sound does this letter make?" No picture cards will be used. *(100% accuracy without assistance or prompts)*

(short, long) A T C P N M S

\_\_\_\_\_ Write the letter for each sound: Student must write the letter for the short and long sounds for the **vowel a** to obtain mastery. Teacher will call out the letters studied. Teacher will say - "In the box write the letter that makes the /p/ sound."

Accept upper or lowercase letters. The order is teacher's choice. *(100% accuracy without assistance or prompts)*

(short, long) A T C P N M S


2<sup>nd</sup> Nine Weeks Skills cont.

**WRITING**

\_\_\_\_\_ Write first and last name correctly. Capitalize first letter only.  
Exception will include names that are case sensitive. (Ex. McDonald)

\_\_\_\_\_ Correctly form upper and lower case letters:  
The teacher will call out letters in random order from 1st and 2<sup>nd</sup> nine weeks. Students will write the upper and lowercase letters in the same box. NO Models –The order is teacher’s choice.


## 2<sup>nd</sup> Nine Weeks Skills cont.

\_\_\_\_\_ Draw/dictate/write a story. The performance task for Module 2

ask that students do the following:

Write an imaginary narrative about a character's experience with the weather. Teachers can use this same prompt or create one that has to do with the topic of study, weather. Students draw and use phonemic spelling/dictating to tell what happens in their weather story.

*(Note: A writing sheet is provided in the testing handbook.)*

### Language

\_\_\_\_\_ Blend/segment onsets and rimes.

\_\_\_\_\_ Blend onsets and rimes- Using the cards from the testing notebook, the student will blend letter card and rime card to form the following words.

\_\_\_ sat

\_\_\_ mat

\_\_\_ gap

\_\_\_\_\_ Segment onsets and rimes- Using the picture card from the testing notebook, the student will name the picture - hat and will segment it into /h/ /at/

## Second Nine Weeks Sight Words

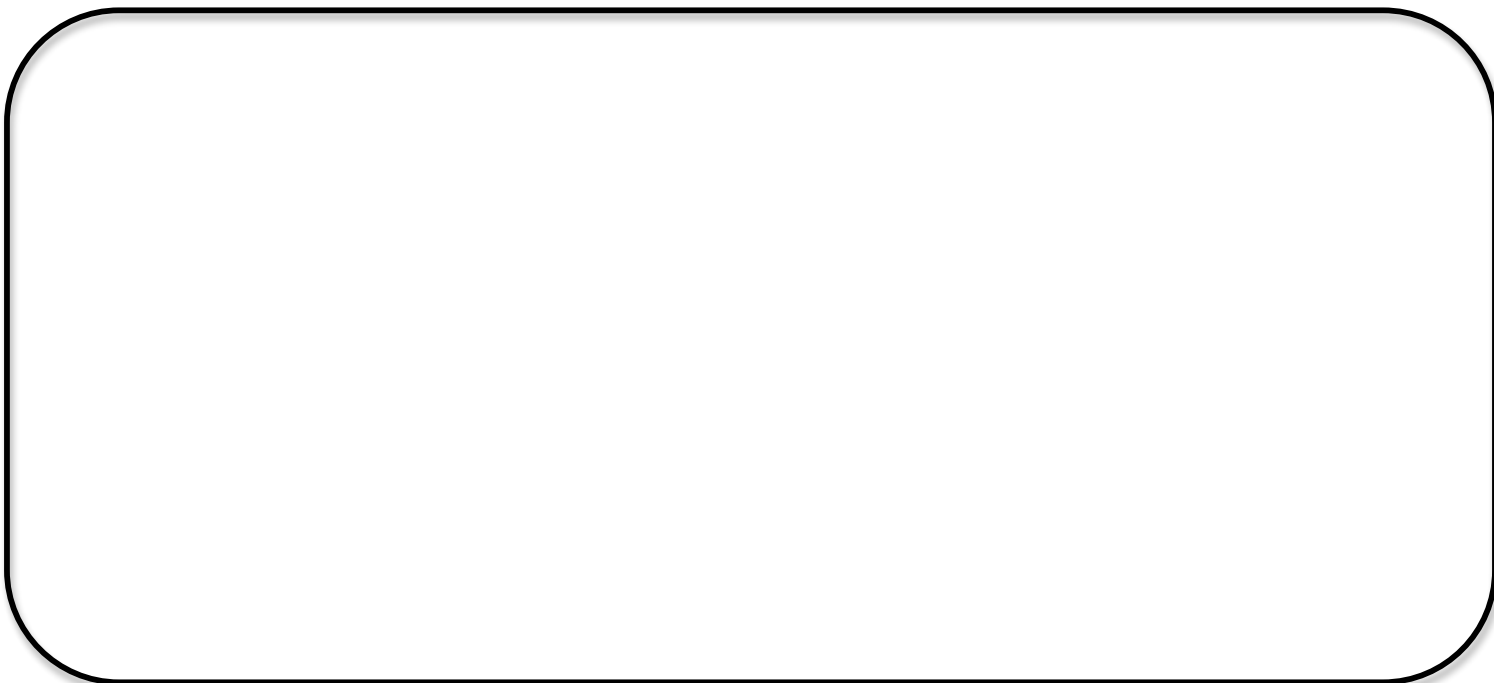
I	like
the	and
see	we
a	to
with	my

**2<sup>nd</sup> Nine Weeks Skills con't**  
**Narrative WRITING**

Name \_\_\_\_\_

Draw/dictate/write a story. The performance task for Module 2 ask that students do the following: Write an imaginary narrative about a character's experience with the weather. Teachers can use this same prompt or create one that has to do with the topic of study, weather.

\_\_\_\_\_ Draw      \_\_\_\_\_ Dictate      \_\_\_\_\_ Write



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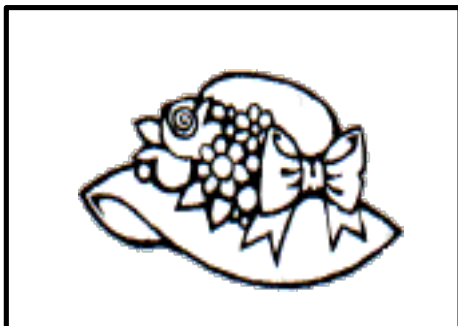
2nd Nine Weeks Skills cont.

Blend/Segment Onsets and Rimes

s	at
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g	ap
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m	at
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## Third Nine Weeks ELA Skills

**January 6, 2020 – March 13, 2020**

- Identify story elements: setting
- Read sight words (26 of 31)
- Identify ending sounds
- Identify letter sounds
  - li (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)
- Write the letter for each sound (see letters above)
- Correctly form upper- and lowercase letters: (reversals accepted)
  - li (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)
- Draw/dictate/write to give information or explain
- Identify opposites
- Use nouns and verbs
- Identify multiple meanings for familiar words

### 3rd Nine Weeks Skills

Name \_\_\_\_\_

#### READING

\_\_\_\_\_ Identify story elements: The teacher will choose a story read in class.

After reading, students will be asked to name the setting.

(100% accuracy without assistance or prompts)

\_\_\_ setting correctly identified      \_\_\_ setting not correctly identified

#### FOUNDATIONAL SKILLS

\_\_\_\_\_ Read sight words. (26 of 31)

\_\_I      \_\_like      \_\_the      \_\_and      \_\_see      \_\_we      \_\_a  
\_\_to      \_\_with      \_\_my      \_\_me      \_\_what      \_\_you      \_\_are  
\_\_is      \_\_of      \_\_where      \_\_from      \_\_but      \_\_this      \_\_on  
\_\_be      \_\_that      \_\_who      \_\_go      \_\_here      \_\_for      \_\_they  
\_\_up      \_\_make      \_\_play

\_\_\_\_\_ Identify ending sounds:

The teacher will call out the words; student will tell the ending sound.

(100% accuracy without assistance or prompts)

\_\_\_\_\_ mop      \_\_\_\_\_ sun      \_\_\_\_\_ pig      \_\_\_\_\_ cat      \_\_\_\_\_ bed

**3rd Nine Weeks Skills cont.**

\_\_\_\_\_ Identifies letter sounds: The student will orally identify letter sounds.

The student must provide short and long sounds for the **vowels o; i; a** to obtain mastery. When the student responds with a vowel sound, the teacher will ask: "What is the other sound this letter makes?" No picture cards will be used.  
(100% accuracy without assistance or prompts)

M S T C P N F B G R A (short/long)

D I (short/long) O (short/long)

m s t c p n f b g r d i (short/long) o (short/long) a (short/long)

\_\_\_\_\_ Writes the letter for each sound:

The teacher will call out the letters studied. Teacher will say - "In the box write the letter that makes the /p/ sound." To prevent students from using the letters above, fold this page in half. Accept upper or lowercase letters (100% accuracy without assistance or prompts). The order is teacher's choice.


### 3rd Nine Weeks Skills cont.

#### WRITING

\_\_\_\_\_ Legibly form upper and lower case letters:

The teacher will call out letters in random order from 1st, 2nd, and 3rd nine weeks. Students will write the upper and lowercase letter in the same box. NO Models. The order is teacher's choice.


### 3rd Nine Weeks Skills cont.

\_\_\_\_\_ Draw/dictate/write information: Students will write and informative writing about a tree that they have learned about during Module 3: Trees are Alive. **(Note: A writing sheet is provided in the testing handbook.) (writing page included).**

#### LANGUAGE

\_\_\_\_\_ Identify opposites. Teacher will say: **“I am going to say a word. You tell me what the opposite would be.”** (100% accuracy without assistance or prompts)

\_\_\_\_\_ hard \_\_\_\_\_ front \_\_\_\_\_ inside \_\_\_\_\_ big \_\_\_\_\_ rough

\_\_\_\_\_ Use nouns and verbs. Teacher will show the student the noun/verb picture from the testing handbook. The student names 5 things and 5 actions.

\_\_\_\_\_ Identify multi-meanings for familiar words. Use multi-meaning black lines from testing notebook. (4 of 5 for mastery) No assistance or prompts.

\_\_ bat \_\_ orange \_\_ bowl \_\_ fall \_\_ mouse

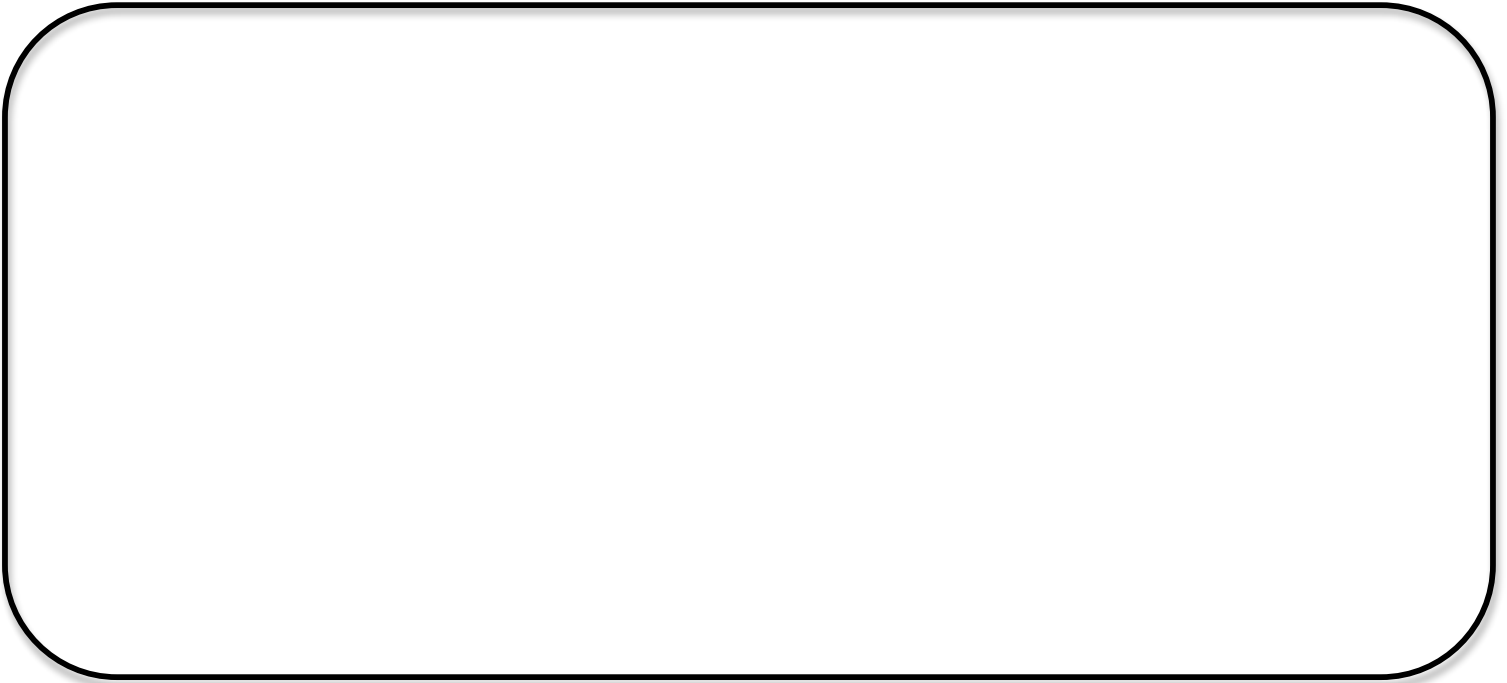
**3rd Nine Weeks Skills cont.**

**Informative Writing**

Name\_\_\_\_\_

Draw/dictate/write information: Students will write and informative writing about a tree that they have learned about during Module 3: Trees are Alive.

\_\_\_\_\_Draw      \_\_\_\_\_Dictate      \_\_\_\_\_Write

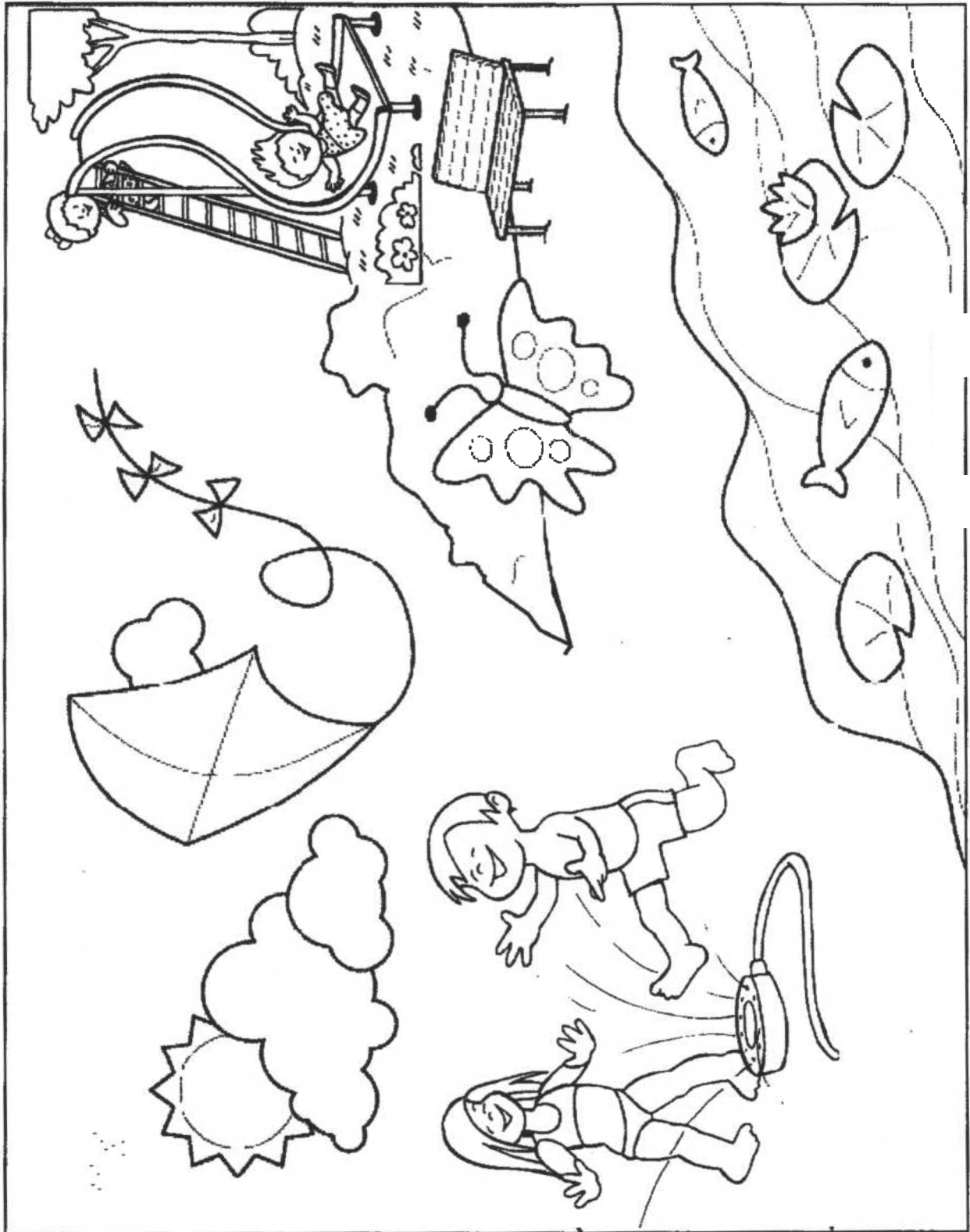


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3rd Nine Weeks Skills cont.

Multiple Meaning Words

The student will touch and say as many pictures in each row that match the word.

Identify Multiple Meanings for Familiar Words

Name: \_\_\_\_\_

1. bat				
2. orange				
3. bowl				
4. fall				
5. mouse				

Third Nine Weeks Sight Words

I	like
the	and
see	we
a	to
with	my
me	what
you	are

is	of
where	from
but	this
on	be
that	who
go	here
for	they

up

make

play

## Fourth Nine Weeks

### ELA Skills

**March 23, 2020 – May 22, 2020**

- Identify story elements: plot
- Read sight words (43 of 50)
- Identify medial sound
- Identify letter sounds (uppercase and lowercase)
  - Mm, Ss, Aa, Tt, Cc, Pp, Nn, Ff, Bb, Ii, Gg, Rr, Dd, Oo,
  - Xx, Jj, Ee, Hh, Kk, Uu, Ll, Ww, Vv, Zz, Yy, Qq
- Write the letter for each sound (see letters above)
- Correctly form upper- and lowercase letters (reversals accepted)
  - Mm, Ss, Aa, Tt, Cc, Pp, Nn, Ff, Bb, Ii, Gg, Rr, Dd, Oo,
  - Xx, Jj, Ee, Hh, Kk, Uu, Ll, Ww, Vv, Zz, Yy, Qq
- Draw/dictate/write to state an opinion
- Write CVC words from dictation
- Understand and use question words
- Recognize sentence structure: capitalization, punctuation
- Uses inflections and affixes
- Use prepositions when speaking or writing

## 4th Nine Weeks Skills

Name: \_\_\_\_\_

### READING

\_\_\_\_\_ Identify story elements: The teacher will choose a story read in class. After reading, the teacher will ask the student to name the following from the story.

\_\_\_\_\_ **Plot** (Beginning, Middle, End)

### FOUNDATIONAL SKILLS

\_\_\_\_\_ Read sight words (43 of 50)

\_\_\_ I    \_\_\_ like    \_\_\_ the    \_\_\_ and    \_\_\_ see    \_\_\_ we    \_\_\_ a  
\_\_\_ to    \_\_\_ with    \_\_\_ my    \_\_\_ me    \_\_\_ what    \_\_\_ you    \_\_\_ are  
\_\_\_ now    \_\_\_ is    \_\_\_ of    \_\_\_ where    \_\_\_ from    \_\_\_ but    \_\_\_ this  
\_\_\_ on    \_\_\_ be    \_\_\_ that    \_\_\_ who    \_\_\_ go    \_\_\_ here    \_\_\_ for  
\_\_\_ they    \_\_\_ up    \_\_\_ make    \_\_\_ play    \_\_\_ said    \_\_\_ good    \_\_\_ was  
\_\_\_ she    \_\_\_ all    \_\_\_ when    \_\_\_ her    \_\_\_ he    \_\_\_ no    \_\_\_ by  
\_\_\_ there    \_\_\_ do    \_\_\_ then    \_\_\_ little    \_\_\_ have    \_\_\_ one    \_\_\_ look  
\_\_\_ put    \_\_\_ take

\_\_\_\_\_ Identify medial sounds. The teacher will call out the words. The student will tell the medial sound. (100% accuracy without assistance or prompts)

\_\_\_\_\_ bed    \_\_\_\_\_ cat    \_\_\_\_\_ pig    \_\_\_\_\_ sun    \_\_\_\_\_ mop

**4<sup>th</sup> Nine Weeks Skills cont.**

Identify letter sounds. (Upper and Lowercase) The student will orally identify letter sounds. No picture cards will be used. (100% accuracy without assistance or prompts)

M S T C P N F B G R D X J  
H K L W V Z Y Q m s t c p  
n f b g r d x j h k l w v  
z y q

long A short a

long O short o

long E short e

long I short i

long U short u

**4th Nine Weeks Skills con't.**

\_\_\_\_\_ Write the letter for each sound: The student must write the letter for the short and long sounds for all vowels to obtain mastery. The teacher will call out the letters studied. Teacher will say – “In the box write the letter that makes the /p/ sound. Accept upper or lowercase letters. The order is teacher’s choice. (100% accuracy without assistance or prompts)

M S T C P N F B G R D X J

H K L W V Z Y Q

long a/short a    long o/short o    long e/short e    long i/short I    long u/short u




## 4<sup>th</sup> Nine Weeks Skills con't.

### WRITING

- \_\_\_\_\_ Correctly form upper and lower case letters:  
The teacher will call out letters in random order from 1st, 2nd, 3rd, and 4th nine weeks. Students will write the upper and lowercase letter in the same box. Use letter-writing sheet from testing notebook.
- \_\_\_\_\_ Students use information gathered from Module 4 to draw/dictate/write an opinion piece about trees. (**Note: A writing sheet is provided in the testing handbook.**)

### LANGUAGE

- \_\_\_\_\_ Form plural nouns. Teacher will say: **"I am going to say a word. You tell me what the word would be if I had more can than one."** (Teachers keep in mind there are 3 sounds that the plural s make /s/ /z/ /iz/. This can make a difference when you are pronouncing the words for the students (100% accuracy without assistance or prompts.)

\_\_\_\_\_dog    \_\_\_\_\_wish    \_\_\_\_\_bat    \_\_\_\_\_bench    \_\_\_\_\_log    \_\_\_\_\_tip

- \_\_\_\_\_ Recognize sentence structure: capitalization/punctuation the teacher asks: **"What do all sentences begin with?"** Teacher shows student a punctuation flash card and asks: **"What is this?"** (100% accuracy without assistance or prompts)

\_\_\_\_\_ capitalization    \_\_\_\_\_period    \_\_\_\_\_question mark

- \_\_\_\_\_ Write CVC words from dictation. The teacher will call out the list of words for the student to write. (100% accuracy without assistance or prompts)

hop tag pit cut red rug log ham jet sip

- \_\_\_\_\_ Use inflections and affixes. Teacher asks students to complete the following phrases: (80% accuracy without assistance or prompts 4 out of 5)

**"Today I jump. Yesterday I \_\_\_\_\_."** (jumped)

**"My work is messy. Will I redo or complete it?"** (redo)

**"I tripped on my shoestring. Is my shoe tied or untied?"** (untied)

**"I broke my toy. Am I happy or unhappy?"** (unhappy)

**"I swim in the pool. She \_\_\_\_\_ in the pool."** (swims)

4th Nine Weeks Skills con't.

**Prepositions**

\_\_\_\_\_ Use prepositions when speaking or writing. Use the preposition picture from testing notebook. The teacher will ask the students to complete the following phrases orally using prepositions. (7 out of 8 without assistance or prompts)

\_\_\_\_\_ The clock is \_\_\_\_\_ the wall.

\_\_\_\_\_ The ball is \_\_\_\_\_ the table.

\_\_\_\_\_ The cat is \_\_\_\_\_ the armchair.

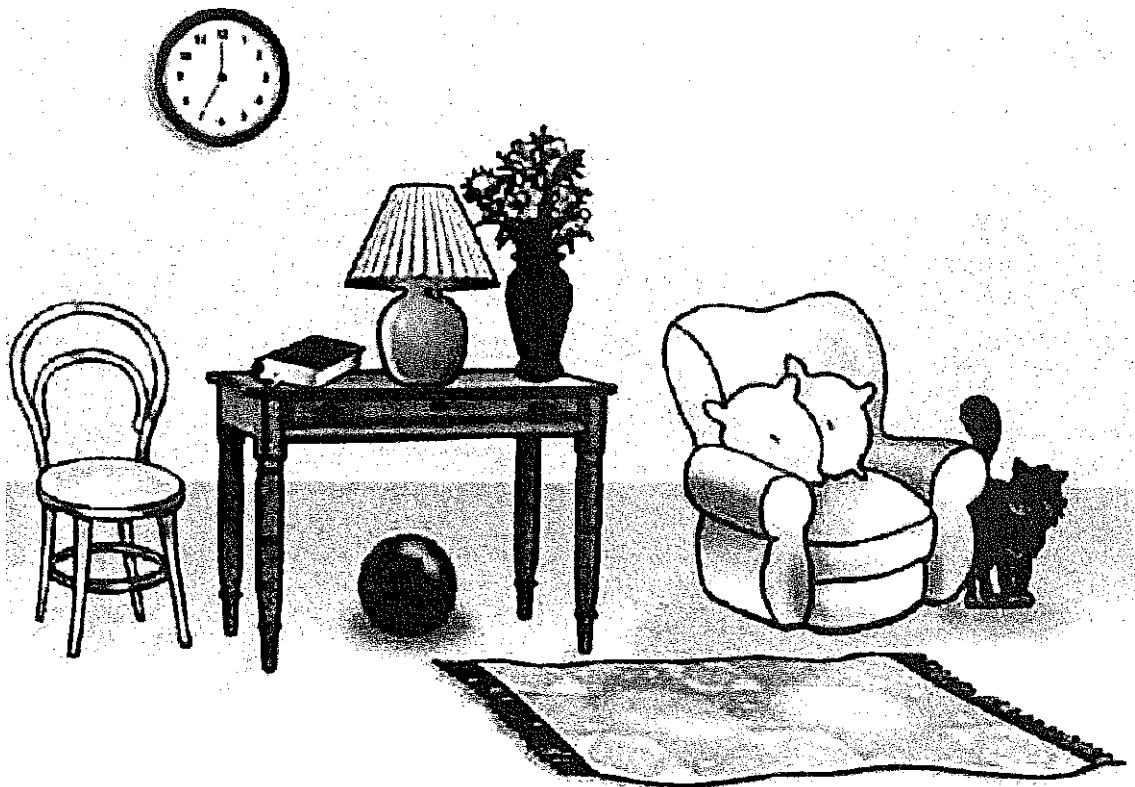
\_\_\_\_\_ The table is \_\_\_\_\_ the armchair.

\_\_\_\_\_ The rug is \_\_\_\_\_ the floor.

\_\_\_\_\_ The lamp is \_\_\_\_\_ the table.

\_\_\_\_\_ The flowers are \_\_\_\_\_ the vase.

\_\_\_\_\_ The table is \_\_\_\_\_ the chair and the armchair.



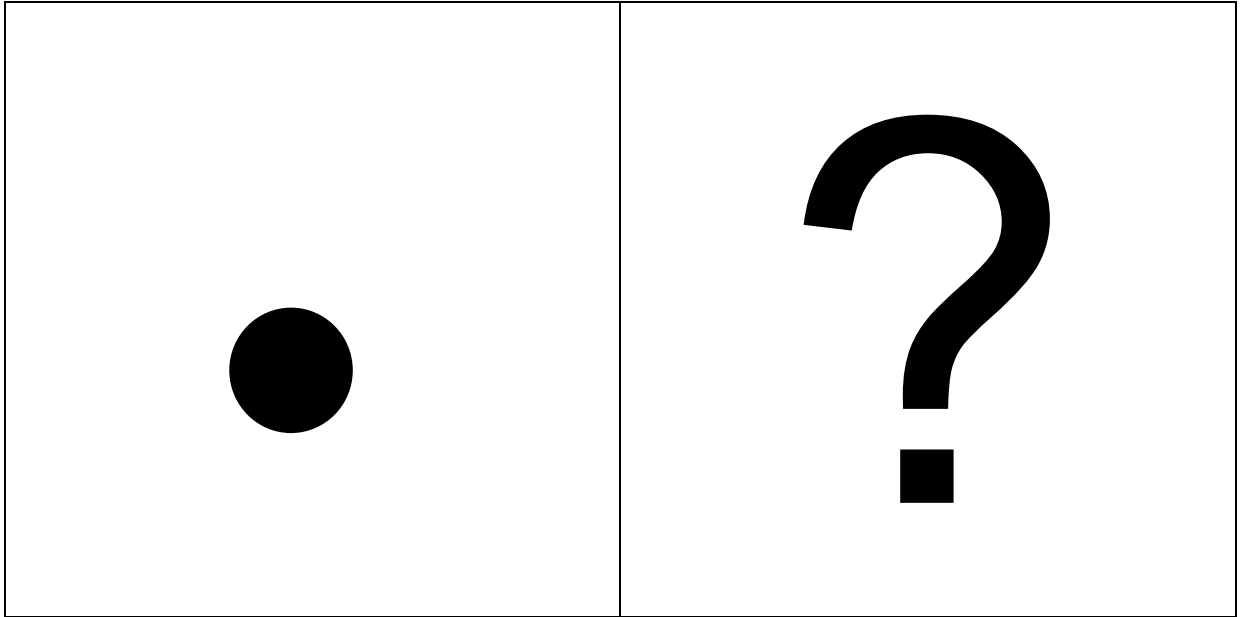
**4th Nine Weeks Skills con't.**

Name: \_\_\_\_\_

The student will correctly form upper and lowercase letters. The teacher will call out letters in random order from 1st, 2nd, 3rd, and 4th nine weeks. The teacher calls out letters in random order. Have the student write the upper and lowercase letter in the same box. The order is teacher's choice.


**4th Nine Weeks Skills con't**

**Punctuation Cards**



## Fourth Nine Weeks Sight Words

I

like

the

and

see

we

a

to

with

my

me

what

you

are

is

of

where

from

but

this

on

be

that

who

go

here

for

they

up

make

play

said

good

was

she

all

when

her

he

no

by

there

do

then

little

have

one

look

put

take



**4th Nine Weeks Skills con't**

**Opinion Writing-**

The students will use information gathered from Module 4 to draw/dictate/write an opinion piece about trees.

\_\_\_\_\_ Draw      \_\_\_\_\_ Dictate      \_\_\_\_\_ Write



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