AUGUST, 2015

Subject\_\_\_\_\_\_\_\_Kinder ELA Spalding\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| S-Spelling  W- Writing  R- Reading |  |  |  |
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| 29 Week 1  Day 1  **S**- Speech Sounds, Blends, Handwriting Routine  **W**-Writing, Prepositions, Oral sentences, say Lowercase letters a-e  **R**- Reading readiness Directionality, Identify author and illustrator | 30 Day 2  **S**- Speech Sounds, blending, Handwriting Routines, Phonogram Routines.  **W**- Oral sentences,  say Lowercase letters a-j  **R**– Directionality, Narrative Text structure | 31  Day 3  **S**- Speech Sounds, blending, Handwriting Routines, Phonogram Routines.  **W**– Oral sentences,   say Lowercase letters a-o  **R**– Directionality, Character, Narrative Text structure | 1   Day 4  **S**- Speech Sounds, blending, Handwriting Routines, Phonogram Routines.  **W**– Oral sentences,   say Lowercase letters a-t  **R**– Directionality, Narrative Text structure, Character, author and illustrator,  Emotional appeal |
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SEPTEMBER, 2015

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| Week 2  2 Week 2 Day 5  **S**– Blend and speech, beginning and ending sounds. HW routines,  **W**- Oral sentences. Letters a-z.  **R**- Character, Narrative, author, illustrator,  Precise language | 3 Day 6  **S** – Blend and speech, beginning and ending sounds. HW routines  **W**– Oral sentences. Lowercase letters in order  **R**- Character, Narrative, setting. | 2  Day 7  **S**– Blend and speech, beginning and ending sounds. HW routines,  **W**– Oral sentences.  Capital letters A-E  **R**- Character, Narrative, setting.  Precise Language | 3  Day 8  **S** – Blend and speech, beginning and ending same or different. HW routines  **W**– Oral sentences. Capital letters A-J  **R**- Character, Narrative, setting, author illustrator, character.  Precise Language |
| 7 LABOR DAY | 8  Week 3 Day 9  **S** – Blend and speech, beginning and ending same or different. HW routines, HFV – Rhyming words  **W**- Oral sentences. Capital letters A-O  **R**- Character, Narrative, setting, author illustrator, character.  Precise Language | 9  Day 10  **S**– Beginning and ending and middle sounds. HW routines read and write 2:00 letters HFV – Rhyming words  **W-** Oral sentences. Capital letters A-T  **R**- Narrative text structure. | 10  Day 11  **S**- Beginning and ending and middle blending sounds. HW routines read and write o-b HFV-spell and read words  **W**– Oral sentences. Capital letters A-Z  **R**- Narrative text structure review |
| 14 Week 4 Day 12  **S**– Blend sounds. HW routines read and write o-e, middle sounds.  HFV- spell and read words  **W**- Oral sentences. Say Capital letters in order  **R**- Narrative event | 15  Day 13  **S**- Blend sounds. HW routines read and  write o-h.   HFV- spell and read words  **W**– Oral sentences  **R**- Narrative, setting & event.  Precise language and Emotional appeal. | 16  Day 14  **S**- Blend sounds. HW routines read and write o-i, match words.   HFV- spell and read words  **W**– Oral sentences  **R**- Narrative event.  Precise language and Emotional appeal. | 17  Day 15  **S**– Blend sounds. Name vowel sound. HW routines read and write o-i, and u. Syllables, name the vowels, consonants.   HFV- spell and read words  **W**– Oral sentences  **R**- Narrative text structure |
| 21  Week 5 Day 16  **S**– Blend sounds. HW routines read and write o-j syllables, vowels, consonants.   HFV- spell and read words  **W**– Oral sentences  **R**- Narrative, realistic | 22 Day 17  **S**– Blend sounds. HW routines read and write o-k syllables, vowels, consonants, Marking phonograms.   HFV- spell and read words  **W**– Oral sentences  R- Narrative and Fantasy.  Precise language | 23  P/T Conferences (both)  Day 18  **S**– Blend sounds. HW routines, read and write phonograms o-l syllables, vowels, consonants, Marking phonograms.   HFV- spell and read words  **W**– Oral sentences  **R**- Narrative, realistic | 24 P/T Conferences Day 18  **S**– Blend sounds. HW routines, read and write phonograms o-l syllables, vowels, consonants, Marking phonograms.  HFV- spell and read words  **W**– Oral sentences  **R**- Narrative, realistic |
| 28  Week 6 Day 19  **S**– Blend sounds. HW routines, Read and write phonograms o-m syllables, vowels, consonants, and rhymes.  Marking phonograms.   HFV- spell and read words  **W**– Oral sentences  **R**- Narrative, Fantasy.  Precise language. | 29  Day 20  **S**– Blend sounds. HW routines, Read  phonograms o-n s. Write a,c,d,f. Review vowels, numbers above phonograms.   HFV- spell and read words  **W**– Oral sentences  **R**- Narrative, and review | 30  REVIEW AND CATCH UP |  |

Subject\_\_\_\_\_\_\_\_\_\_\_ Kinder ELA Spalding \_\_\_\_\_\_\_\_\_\_\_\_\_\_

OCTOBER, 2015

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|  |  |  | 1   REVIEW AND CATCH UP |
| 5 Academic Week 5  **S-** Sound and Syllable blending  Read phonograms p,r,t,v.  Read and write 15 phonograms.  Vowels, and numbering phonogram: l, f, s  following a single vowel at the end of a syllable, rule 17.  Syllable rule 4  **W-** Names of people are capitalized.  Declarative sentences.  Orally identify nouns: Person  **R-** Narrative Text Structure.  Compare and Contrast | 6  **S-** Sound and Syllable blending  Read phonograms p,r,t,v.  Read and write 15 phonograms.  Vowels, and numbering phonogram: l, f, s  following a single vowel at the end of a syllable, rule 17.  Syllable rule 4  **W-** Names of people are capitalized.  Declarative sentences.  Orally identify nouns: Person  **R-** Narrative Text Structure.  Compare and Contrast | 7  **S-** Sound and Syllable blending  Read phonograms p,r,t,v.  Read and write 15 phonograms.  Vowels, and numbering phonogram: l, f, s  following a single vowel at the end of a syllable, rule 17.  Syllable rule 4  **W-** Names of people are capitalized.  Declarative sentences.  Orally identify nouns: Person  **R-** Narrative Text Structure.  Compare and Contrast | 8  **S-** Sound and Syllable blending  Read phonograms p,r,t,v.  Read and write 15 phonograms.  Vowels, and numbering phonogram: l, f, s  following a single vowel at the end of a syllable, rule 17.  Syllable rule 4  **W-** Names of people are capitalized.  Declarative sentences.  Orally identify nouns: Person  **R-** Narrative Text Structure.  Compare and Contrast |
| 12  Academic Week 6  **S-** Blending sounds.  Read phonograms, and introduce w, x, y, z.  Write 15 phonograms.  Vowels i and o, rule 19.  Rules 5, 6, 17, 19  **W-** Capitalization.  Declarative sentences.  Nouns  **R-** Informative Text Structure | 13  **S-** Blending sounds.  Read phonograms, and introduce w, x, y, z.  Write 15 phonograms.  Vowels i and o, rule 19.  Rules 5, 6, 17, 19  **W-** Capitalization.  Declarative sentences.  Nouns  **R-** Informative Text Structure | 14  **S-** Blending sounds.  Read phonograms, and introduce w, x, y, z.  Write 15 phonograms.  Vowels i and o, rule 19.  Rules 5, 6, 17, 19  **W-** Capitalization.  Declarative sentences.  Nouns  **R-** Informative Text Structure | 15  **S-** Blending sounds.  Read phonograms, and introduce w, x, y, z.  Write 15 phonograms.  Vowels i and o, rule 19.  Rules 5, 6, 17, 19  **W-** Capitalization.  Declarative sentences.  Nouns  **R-** Informative Text Structure |
| 19  Academic Week 7  **S-**Blending Sounds.  Phonogram Routines.  Rhyming. Review rules  **W-**Capitalization**.**Declarative sentences. Nouns.  **R-**Informative Text Structures.  Titles and authors. | 20  **S-**Blending Sounds.  Phonogram Routines.  Rhyming. Review rules  **W-**Capitalization**.**Declarative sentences. Nouns.  **R-**Informative Text Structures.  Titles and authors. | 21  **S-**Blending Sounds.  Phonogram Routines.  Rhyming. Review rules  **W-**Capitalization**.**Declarative sentences. Nouns.  **R-**Informative Text Structures.  Titles and authors. | 22  End of 1st Quarter  **S-**Blending Sounds.  Phonogram Routines.  Rhyming. Review rules  **W-**Capitalization**.**Declarative sentences. Nouns.  **R-**Informative Text Structures.  Titles and authors. |
| 26  Academic Week 8  **S-**Blending Sounds.  Read and write new phonogram: sh, ee, th, ow.  Vowels. Rhyming. Rules 4 and 17  **W-** Declarative sentences. Review alphabet. Verbs, pronouns, adjectives.  **R-** Informative Text Structures | 27  **S-**Blending Sounds.  Read and write new phonogram: sh, ee, th, ow.  Vowels. Rhyming. Rules 4 and 17  **W-** Declarative sentences. Review alphabet. Verbs, pronouns, adjectives.  **R-** Informative Text Structures | 28  **S-**Blending Sounds.  Read and write new phonogram: sh, ee, th, ow.  Vowels. Rhyming. Rules 4 and 17  **W-** Declarative sentences. Review alphabet. Verbs, pronouns, adjectives.  **R-** Informative Text Structures | 29  **S-**Blending Sounds.  Read and write new phonogram: sh, ee, th, ow.  Vowels. Rhyming. Rules 4 and 17  **W-** Declarative sentences. Review alphabet. Verbs, pronouns, adjectives.  **R-** Informative Text Structures |

Subject:\_\_\_\_\_\_\_\_\_\_ Kinder ELA Spalding\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NOVEMBER, 2015

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| 2 Academic Week 9  **S**-Blending Sounds.  Read and write ou, oo, ch, ar.  Rhyming words- letter G rule 3.  Rules review.  **W**-Interrogative Sentences.  Review alphabet.  **R**-Informative Text Structure.  Describe relationships between illustrations and text. | 3  **S**-Blending Sounds.  Read and write ou, oo, ch, ar.  Rhyming words- letter G rule 3.  Rules review.  **W**-Interrogative Sentences.  Review alphabet.  **R**-Informative Text Structure.  Describe relationships between illustrations and text. | 4  **S**-Blending Sounds.  Read and write ou, oo, ch, ar.  Rhyming words- letter G rule 3.  Rules review.  **W**-Interrogative Sentences.  Review alphabet.  **R**-Informative Text Structure.  Describe relationships between illustrations and text. | 5  **S**-Blending Sounds.  Read and write ou, oo, ch, ar.  Rhyming words- letter G rule 3.  Rules review.  **W**-Interrogative Sentences.  Review alphabet.  **R**-Informative Text Structure.  Describe relationships between illustrations and text. |
| 9  Academic Week 10  **S**-Blending Sounds. Read and write ay, ai, oy, oi.  Beginning, ending and vowel sounds.  Rule 18.  **W**-Declarative and interrogative sentences.  Suffix and Adverb  **R**-Informative Text.  Fluent and Expressive Reading in Leveled Reader. | 10  **S**-Blending Sounds. Read and write ay, ai, oy, oi.  Beginning, ending and vowel sounds.  Rule 18.  **W**-Declarative and interrogative sentences.  Suffix and Adverb  **R**-Informative Text.  Fluent and Expressive Reading in Leveled Reader. | 11  VETERAN’S DAY | 12  **S**-Blending Sounds. Read and write ay, ai, oy, oi.  Beginning, ending and vowel sounds.  Rule 18.  **W**-Declarative and interrogative sentences.  Suffix and Adverb  **R**-Informative Text.  Fluent and Expressive Reading in Leveled Reader. |
| 16  Academic Week 11  **S**-Blending Sounds.  Five spellings for er sound.  Read and write phonograms.  **W**-Exclamatory Sentences.  Suffix s.  **R**-Informative and Narrative Text Structure.  Precise Language.  Fluent and Expressive Reading in Leveled Readers. | 17  **S**-Blending Sounds.  Five spellings for er sound.  Read and write phonograms.  **W**-Exclamatory Sentences.  Suffix s.  **R**-Informative and Narrative Text Structure.  Precise Language.  Fluent and Expressive Reading in Leveled Readers. | 18  **S**-Blending Sounds.  Five spellings for er sound.  Read and write phonograms.  **W**-Exclamatory Sentences.  Suffix s.  **R**-Informative and Narrative Text Structure.  Precise Language.  Fluent and Expressive Reading in Leveled Readers. | 19  **S**-Blending Sounds.  Five spellings for er sound.  Read and write phonograms.  **W**-Exclamatory Sentences.  Suffix s.  **R**-Informative and Narrative Text Structure.  Precise Language.  Fluent and Expressive Reading in Leveled Readers. |
| 23  REVIEW AND CATCH UP | 24  REVIEW AND CATCH UP | 25 Thanksgiving Break | 26 Thanksgiving Break |
| 30 Academic Week 12  **S**- Blending Sounds  Practice Words me-she  1st job of sfe,  Open Syllables  **W**-Oral sentences.  Suffix s.  **R**-Narrative and Informative Text Structure.  Fluent and Expressive Reading in Leveled Readers. |  |  |  |

Subject\_\_\_\_\_\_\_\_\_\_\_ Kinder ELA Spalding \_\_\_\_\_\_\_\_\_\_\_\_\_\_

DECEMBER, 2015

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| Academic Week 12 | 1  **S**- Blending Sounds  Practice Words me-she  1st job of sfe,  Open Syllables  **W**-Oral sentences.  Suffix s.  **R**-Narrative and Informative Text Structure.  Fluent and Expressive Reading in Leveled Readers. | 2  **S**- Blending Sounds  Practice Words me-she  1st job of sfe,  Open Syllables  **W**-Oral sentences.  Suffix s.  **R**-Narrative and Informative Text Structure.  Fluent and Expressive Reading in Leveled Readers. | 3  **S**- Blending Sounds  Practice Words me-she  1st job of sfe,  Open Syllables  **W**-Oral sentences.  Suffix s.  **R**-Narrative and Informative Text Structure.  Fluent and Expressive Reading in Leveled Readers. |
| 7  Academic Week 13  **S**- Read and write phonograms: ng, ea, aw, au.  Notebook Words me-she  **W**- Oral Sentences.   Linking Verbs  **R**-Informative and Narrative Text.  Fluent and Expressive Reading in Leveled Readers. | 8  **S**- Read and write phonograms: ng, ea, aw, au.  Notebook Words me-she  **W**- Oral Sentences.   Linking Verbs  **R**-Informative and Narrative Text.  Fluent and Expressive Reading in Leveled Readers. | 9  **S**- Read and write phonograms: ng, ea, aw, au.  Notebook Words me-she  **W**- Oral Sentences.   Linking Verbs  **R**-Informative and Narrative Text.  Fluent and Expressive Reading in Leveled Readers. | 10  **S**- Read and write phonograms: ng, ea, aw, au.  Notebook Words me-she  **W**- Oral Sentences.   Linking Verbs  **R**-Informative and Narrative Text.  Fluent and Expressive Reading in Leveled Readers. |
| 14  Academic Week 14  **S**-Read and Write or, ck, wh, ed  3rd job of sfe/closed/open-syllable  Notebook Words can-top  **W**-Imperative Sentences.  Conjunction and.  Review alphabet.  **R**-Informative and Narrative Text Structure.  Fluent and Expressive Reading in Leveled Readers. | 15  **S**-Read and Write or, ck, wh, ed  3rd job of sfe/closed/open-syllable  Notebook Words can-top  **W**-Imperative Sentences.  Conjunction and.  Review alphabet.  **R**-Informative and Narrative Text Structure.  Fluent and Expressive Reading in Leveled Readers. | 16  **S**-Read and Write or, ck, wh, ed  3rd job of sfe/closed/open-syllable  Notebook Words can-top  **W**-Imperative Sentences.  Conjunction and.  Review alphabet.  **R**-Informative and Narrative Text Structure.  Fluent and Expressive Reading in Leveled Readers. | 17  **S**-Read and Write or, ck, wh, ed  3rd job of sfe/closed/open-syllable  Notebook Words can-top  **W**-Imperative Sentences.  Conjunction and.  Review alphabet.  **R**-Informative and Narrative Text Structure.  Fluent and Expressive Reading in Leveled Readers. |
| 21 Christmas Break | 22 Christmas Break | 23 Christmas Break | 24 Christmas Break |
| 28 Christmas Break | 29 Christmas Break | 30 Christmas Break | 31  Christmas Break |

Subject\_\_\_\_ Kinder ELA Spalding \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

JANUARY, 2016

Subject\_\_\_\_ Kinder ELA Spalding \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 4  REVIEW | 5  REVIEW | 6  REVIEW | 7  REVIEW |
| 11  Academic Week 15  **S**- Read and Write phonograms.  Introduce ew, ui.  4th job of sfe.  Notebook Words he-good.   Spelling Words: me-at.  **W**- Sentence construction and parts of speech.  Review alphabet.  **R**- Informative and Narrative Text Structure, Fluent and Expressive Reading in Leveled Readers. | 12  **S**- Read and Write phonograms.  Introduce ew, ui.  4th job of sfe.  Notebook Words he-good.   Spelling Words: me-at.  **W**- Sentence construction and parts of speech.  Review alphabet.  **R**- Informative and Narrative Text Structure, Fluent and Expressive Reading in Leveled Readers. | 13  **S**- Read and Write phonograms.  Introduce ew, ui.  4th job of sfe.  Notebook Words he-good.    Spelling Words: me-at.  **W**- Sentence construction and parts of speech.  Review alphabet.  **R**- Informative and Narrative Text Structure, Fluent and Expressive Reading in Leveled Readers. | 14  **S**- Read and Write phonograms.  Introduce ew, ui.  4th job of sfe.  Notebook Words he-good.    Spelling Words: me-at.  **W**- Sentence construction and parts of speech.  Review alphabet.  **R**- Informative and Narrative Text Structure, Fluent and Expressive Reading in Leveled Readers. |
| 18   MLK Jr. Day | 19  Academic Week 16  **S**: Read and Write phonograms.  Introduce oa, gu.  5th job of sfe. Notebook Words time-bad.  open and closed syllables.   Spelling Words: on-she.  **W**: Sentence structure, parts of speech, compound words  **R**:  Informative and Narrative Text Structure.  Fluent and Expressive Reading in Leveled Readers. | 20  **S**: Read and Write phonograms.  Introduce oa, gu.  5th job of sfe. Notebook Words time-bad.  open and closed syllables.   Spelling Words: on-she.  **W**: Sentence structure, parts of speech, compound words  **R**:  Informative and Narrative Text Structure.  Fluent and Expressive Reading in Leveled Readers. | 21 End of 2nd Quarter  **S**: Read and Write phonograms.  Introduce oa, gu.  5th job of sfe. Notebook Words time-bad.  open and closed syllables.   Spelling Words: on-she.  **W**: Sentence structure, parts of speech, compound words  **R**:  Informative and Narrative Text Structure.  Fluent and Expressive Reading in Leveled Readers. |
| 25  Academic Week 17  **S**: Read and Write phonograms. Introduce ph, ough.  Notebook Words red-look.  Explain base words.   Spelling Words:  can-in.  **W**: Oral sentences, suffix ing  **R**: Informative/Narrative, Fluent and Expressive Reading in Leveled Readers. | 26  **S**: Read and Write phonograms. Introduce ph, ough.  Notebook Words red-look.  Explain base words.   Spelling Words:  can-in.  **W**: Oral sentences, suffix ing  **R**: Informative/Narrative, Fluent and Expressive Reading in Leveled Readers. | 27  **S**: Read and Write phonograms. Introduce ph, ough.  Notebook Words red-look.  Explain base words.   Spelling Words:  can-in.  **W**: Oral sentences, suffix ing  **R**: Informative/Narrative, Fluent and Expressive Reading in Leveled Readers. | 28  **S**: Read and Write phonograms. Introduce ph, ough.  Notebook Words red-look.  Explain base words.   Spelling Words:  can-in.  **W**: Oral sentences, suffix ing  **R**: Informative/Narrative, Fluent and Expressive Reading in Leveled Readers. |

FEBRUARY, 2016

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| 1 Academic Week 18  **S**: Read and Write phonograms. Introduce oe, ey.  Notebook Words did-come.  Spelling Words: run-no  **W**: Oral sentences, suffix ing  **R**: Informative/Narrative Text.  Fluent and Expressive Reading in Leveled Readers. | 2  **S**: Read and Write phonograms. Introduce oe, ey.  Notebook Words did-come.  Spelling Words: run-no  **W**: Oral sentences, suffix ing  **R**: Informative/Narrative Text.  Fluent and Expressive Reading in Leveled Readers. | 3  **S**: Read and Write phonograms. Introduce oe, ey.  Notebook Words did-come.  Spelling Words: run-no  **W**: Oral sentences, suffix ing  **R**: Informative/Narrative Text.  Fluent and Expressive Reading in Leveled Readers. | 4  **S**: Read and Write phonograms. Introduce oe, ey.  Notebook Words did-come.  Spelling Words: run-no  **W**: Oral sentences, suffix ing  **R**: Informative/Narrative Text.  Fluent and Expressive Reading in Leveled Readers. |
| 8  Academic Week 19  **S**: Read and Write phonograms. Introduce igh, kn.  Notebook Words hand-hill.  Spelling Words: no, now, man, bed, top.  **W**: Compose sentences.   Categorize nouns, verbs, adjectives, adverbs, helping verbs.  Review alphabet.  **R**: Narrative Text.   Fluent and Expressive Reading in Leveled Readers. | 9  **S**: Read and Write phonograms. Introduce igh, kn.  Notebook Words hand-hill.  Spelling Words: no, now, man, bed, top.  **W**: Compose sentences.   Categorize nouns, verbs, adjectives, adverbs, helping verbs.  Review alphabet.  **R**: Narrative Text.   Fluent and Expressive Reading in Leveled Readers. | 10  **S**: Read and Write phonograms. Introduce igh, kn.  Notebook Words hand-hill.  Spelling Words: no, now, man, bed, top.  **W**: Compose sentences.   Categorize nouns, verbs, adjectives, adverbs, helping verbs.  Review alphabet.  **R**: Narrative Text.   Fluent and Expressive Reading in Leveled Readers. | 11  **S**: Read and Write phonograms. Introduce igh, kn.  Notebook Words hand-hill.  Spelling Words: no, now, man, bed, top.  **W**: Compose sentences.   Categorize nouns, verbs, adjectives, adverbs, helping verbs.  Review alphabet.  **R**: Narrative Text.   Fluent and Expressive Reading in Leveled Readers. |
| 15  President’s Day | 16  Academic Week 20  **S**: Read and Write phonograms. Introduce gn, wr.  Notebook Words cold-oil.  Spelling Words: ten-tan, he.  **W**: Compose sentences.   Categorize nouns, verbs, adjectives, adverbs, helping verbs.  Review alphabet.  **R**: Informative Text.   Fluent and Expressive Reading in Leveled Readers. | 17   P/T Conferences  **S**: Read and Write phonograms. Introduce gn, wr.  Notebook Words cold-oil.  Spelling Words: ten-tan, he.  **W**: Compose sentences.   Categorize nouns, verbs, adjectives, adverbs, helping verbs.  Review alphabet.  **R**: Informative Text.   Fluent and Expressive Reading in Leveled Readers. | 18   P/T Conferences  **S**: Read and Write phonograms. Introduce gn, wr.  Notebook Words cold-oil.  Spelling Words: ten-tan, he.  **W**: Compose sentences.   Categorize nouns, verbs, adjectives, adverbs, helping verbs.  Review alphabet.  **R**: Informative Text.   Fluent and Expressive Reading in Leveled Readers. |
| 22   Academic Week 20 continued  Because of the holiday and P/T conferences. | 23 | 24   McGill P/T Conferences | 25 |
| 29  Academic Week 21  **S**: Read and Write phonograms. Introduce ie, dge.  Notebook Words paint-floor.  Spelling Words: you-my.  **W**: Compose sentences.   Categorize nouns, verbs, adjectives, adverbs, helping verbs.  Review alphabet.  **R**: Compose opinions.  Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. |  |  |  |

Subject\_\_\_\_\_\_\_\_\_\_\_\_ Kinder ELA Spalding \_\_\_\_\_\_\_\_\_\_\_\_\_

MARCH, 2016

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|  | 1  **S**: Read and Write phonograms. Introduce ie, dge.  Notebook Words paint-floor.  Spelling Words: you-my.  **W**: Compose sentences.   Categorize nouns, verbs, adjectives, adverbs, helping verbs.  Review alphabet.  **R**: Compose opinions.  Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. | 2  **S**: Read and Write phonograms. Introduce ie, dge.  Notebook Words paint-floor.  Spelling Words: you-my.  **W**: Compose sentences.   Categorize nouns, verbs, adjectives, adverbs, helping verbs.  Review alphabet.  **R**: Compose opinions.  Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. | 3  **S**: Read and Write phonograms. Introduce ie, dge.  Notebook Words paint-floor.  Spelling Words: you-my.  **W**: Compose sentences.   Categorize nouns, verbs, adjectives, adverbs, helping verbs.  Review alphabet.  **R**: Compose opinions.  Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. |
| 7  Academic Week 22  **S**: Read and Write phonograms. Introduce ei, eigh.  Notebook Words yes-get.  Spelling Words: up-am.  **W**: Compose opinion sentences.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. | 8  **S**: Read and Write phonograms. Introduce ei, eigh.  Notebook Words yes-get.  Spelling Words: up-am.  **W**: Compose opinion sentences.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. | 9  **S**: Read and Write phonograms. Introduce ei, eigh.  Notebook Words yes-get.  Spelling Words: up-am.  **W**: Compose opinion sentences.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers.. | 10  **S**: Read and Write phonograms. Introduce ei, eigh.  Notebook Words yes-get.  Spelling Words: up-am.  **W**: Compose opinion sentences.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. |
| 14  Academic Week 23  **S**: Read and Write phonograms. Introduce ti, ci, si.  Notebook Words home-one.  Spelling Words: good-bad.  **W**: Compose sentences.  Form plurals.  Categorize words.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. | 15  **S**: Read and Write phonograms. Introduce ti, ci, si.  Notebook Words home-one.  Spelling Words: good-bad.  **W**: Compose sentences.  Form plurals.  Categorize words.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. | 16  **S**: Read and Write phonograms. Introduce ti, ci, si.  Notebook Words home-one.  Spelling Words: good-bad.  **W**: Compose sentences.  Form plurals.  Categorize words.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. | 17  End of 3rd Quarter  **S**: Read and Write phonograms. Introduce ti, ci, si.  Notebook Words home-one.  Spelling Words: good-bad.  **W**: Compose sentences.  Form plurals.  Categorize words.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. |
| 21   Academic Week 24  **S**: Read and Write phonograms. Notebook Words has-run.  Spelling Words: red-this.  **W**: Compose sentences.  Suffix ing.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. | 24  **S**: Read and Write phonograms. Notebook Words has-run.  Spelling Words: red-this.  **W**: Compose sentences.  Suffix ing.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. | 25  **S**: Read and Write phonograms. Notebook Words has-run.  Spelling Words: red-this.  **W**: Compose sentences.  Suffix ing.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. | 26  **S**: Read and Write phonograms. Notebook Words has-run.  Spelling Words: red-this.  **W**: Compose sentences.  Suffix ing.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. |
| 28 Spring Break | 29Academic Week 25  **S**: Read and Write phonograms. Notebook Words was-jump.  Spelling Words: all-time.  **W**: Compose sentences.  Regular and irregular verbs.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. | 30  **S**: Read and Write phonograms. Notebook Words was-jump.  Spelling Words: all-time.  **W**: Compose sentences.  Regular and irregular verbs.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. | 31  **S**: Read and Write phonograms. Notebook Words was-jump.  Spelling Words: all-time.  **W**: Compose sentences.  Regular and irregular verbs.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. |

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APRIL, 2016

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| 4  Academic Week 26  **S**: Read and Write phonograms. Notebook Words sleep-feet.  Spelling Words: may-look.  **W**: Compose sentences.  Rule 28 ed.  Prepositional phrases.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. | 5  **S**: Read and Write phonograms. Notebook Words sleep-feet.  Spelling Words: may-look.  **W**: Compose sentences.  Rule 28 ed.  Prepositional phrases.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. | 6  **S**: Read and Write phonograms. Notebook Words sleep-feet.  Spelling Words: may-look.  **W**: Compose sentences.  Rule 28 ed.  Prepositional phrases.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. | 7  **S**: Read and Write phonograms. Notebook Words sleep-feet.  Spelling Words: may-look.  **W**: Compose sentences.  Rule 28 ed.  Prepositional phrases.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. |
| 11  Academic Week 27  **S**: Read and Write phonograms. Notebook Words blows-free.  Spelling Words: did-book.  **W**: Compose sentences.  Regular and irregular verbs.  Capitalization of names and titles.  Prepositional phrases.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. | 12  **S**: Read and Write phonograms. Notebook Words blows-free.  Spelling Words: did-book.  **W**: Compose sentences.  Regular and irregular verbs.  Capitalization of names and titles.  Prepositional phrases.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. | 13  **S**: Read and Write phonograms. Notebook Words blows-free.  Spelling Words: did-book.  **W**: Compose sentences.  Regular and irregular verbs.  Capitalization of names and titles.  Prepositional phrases.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. | 14  **S**: Read and Write phonograms. Notebook Words blows-free.  Spelling Words: did-book.  **W**: Compose sentences.  Regular and irregular verbs.  Capitalization of names and titles.  Prepositional phrases.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. |
| 18  Academic Week 28  **S**: Read and Write phonograms. Notebook Words lake-Sunday.  Spelling Words: by-over.  **W**: Compose sentences.  Suffix ing.  Capitalization of names and titles.  Categorize HFV.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. | 19  **S**: Read and Write phonograms. Notebook Words lake-Sunday.  Spelling Words: by-over.  **W**: Compose sentences.  Suffix ing.  Capitalization of names and titles.  Categorize HFV.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. | 20  **S**: Read and Write phonograms. Notebook Words lake-Sunday.  Spelling Words: by-over.  **W**: Compose sentences.  Suffix ing.  Capitalization of names and titles.  Categorize HFV.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. | 21  **S**: Read and Write phonograms. Notebook Words lake-Sunday.  Spelling Words: by-over.  **W**: Compose sentences.  Suffix ing.  Capitalization of names and titles.  Categorize HFV.  **R**: Use mental actions 1-3.  Fluent and Expressive Reading in Leveled Readers. |
| 25  Academic Week 29  **S**: Read and Write phonograms. Notebook Words show-after.  Spelling Words: must-come.  **W**: Compose sentences.  Plural Nouns.  Similarities and differences.  **R**:1st Person Narrative.  Graphic Organizers.  Fluent and Expressive Reading in Leveled Readers. | 26  **S**: Read and Write phonograms. Notebook Words show-after.  Spelling Words: must-come.  **W**: Compose sentences.  Plural Nouns.  Similarities and differences.  **R**:1st Person Narrative.  Graphic Organizers.  Fluent and Expressive Reading in Leveled Readers. | 27  **S**: Read and Write phonograms. Notebook Words show-after.  Spelling Words: must-come.  **W**: Compose sentences.  Plural Nouns.  Similarities and differences.  **R**:1st Person Narrative.  Graphic Organizers.  Fluent and Expressive Reading in Leveled Readers. | 28  **S**: Read and Write phonograms. Notebook Words show-after.  Spelling Words: must-come.  **W**: Compose sentences.  Plural Nouns.  Similarities and differences.  **R**:1st Person Narrative.  Graphic Organizers.  Fluent and Expressive Reading in Leveled Readers. |
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MAY, 2016

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| 2  Academic Week 30  **S**: Read and Write phonograms. Notebook Words thing-dear.  Spelling Words: hand-hill.  **W**: Compose sentences.  Introduce apostrophe.  Similarities and differences.  **R**: Graphic Organizers.  Fluent and Expressive Reading in Leveled Readers. | 3  **S**: Read and Write phonograms. Notebook Words thing-dear.  Spelling Words: hand-hill.  **W**: Compose sentences.  Introduce apostrophe.  Similarities and differences.  **R**: Graphic Organizers.  Fluent and Expressive Reading in Leveled Readers. | 4  **S**: Read and Write phonograms. Notebook Words thing-dear.  Spelling Words: hand-hill.  **W**: Compose sentences.  Introduce apostrophe.  Similarities and differences.  **R**: Graphic Organizers.  Fluent and Expressive Reading in Leveled Readers. | 5  **S**: Read and Write phonograms. Notebook Words thing-dear.  Spelling Words: hand-hill.  **W**: Compose sentences.  Introduce apostrophe.  Similarities and differences.  **R**: Graphic Organizers.  Fluent and Expressive Reading in Leveled Readers. |
| 9  Academic Week 31  **S**: Read and Write phonograms. Notebook Words west-corn.  Rule 27, z words.  Spelling Words: late-bug.  **W**: Compose sentences.  Object pronouns.  Categorize HFV.  **R**:  Narrative Text Structure. Graphic Organizers.  Fluent and Expressive Reading in Leveled Readers. | 10  **S**: Read and Write phonograms. Notebook Words west-corn.  Rule 27, z words.  Spelling Words: late-bug.  **W**: Compose sentences.  Object pronouns.  Categorize HFV.  **R**:  Narrative Text Structure. Graphic Organizers.  Fluent and Expressive Reading in Leveled Readers. | 11  **S**: Read and Write phonograms. Notebook Words west-corn.  Rule 27, z words.  Spelling Words: late-bug.  **W**: Compose sentences.  Object pronouns.  Categorize HFV.  **R**:  Narrative Text Structure. Graphic Organizers.  Fluent and Expressive Reading in Leveled Readers. | 12  **S**: Read and Write phonograms. Notebook Words west-corn.  Rule 27, z words.  Spelling Words: late-bug.  **W**: Compose sentences.  Object pronouns.  Categorize HFV.  **R**:  Narrative Text Structure. Graphic Organizers.  Fluent and Expressive Reading in Leveled Readers. |
| 16  Academic Week 32  **S**: Read and Write phonograms. Notebook Words dance-zero.  **W**: Compose sentences.  Categorize HFV.  **R**:  Narrative Text Structure. Graphic Organizers.  Fluent and Expressive Reading in Leveled Readers. | 17  **S**: Read and Write phonograms. Notebook Words dance-zero.  **W**: Compose sentences.  Categorize HFV.  **R**:  Narrative Text Structure. Graphic Organizers.  Fluent and Expressive Reading in Leveled Readers. | 18  **S**: Read and Write phonograms. Notebook Words dance-zero.  **W**: Compose sentences.  Categorize HFV.  **R**:  Narrative Text Structure. Graphic Organizers.  Fluent and Expressive Reading in Leveled Readers. | 19  **S**: Read and Write phonograms. Notebook Words dance-zero.  **W**: Compose sentences.  Categorize HFV.  **R**:  Narrative Text Structure. Graphic Organizers.  Fluent and Expressive Reading in Leveled Readers. |
| 23  REVIEW | 24  REVIEW | 25   Last Day of School  End of 4th Quarter | 26 |
| 30 Memorial Day | 31 |  |  |

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