AUGUST, 2015

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

|  |  |  |  |
| --- | --- | --- | --- |
| S-SpellingW- WritingR- Reading |  |  |  |
|  |  |  |  |
|  |  |  |  |
| 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 |
|  |  |  |  |

SEPTEMBER, 2015

|  |  |  |  |
| --- | --- | --- | --- |
| Week 22 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

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  | 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, sfollowing 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, sfollowing 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, sfollowing 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, sfollowing 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

|  |  |  |  |
| --- | --- | --- | --- |
| 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 SoundsPractice Words me-she1st 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

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Week 12 | 1**S**- Blending SoundsPractice Words me-she1st 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 SoundsPractice Words me-she1st 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 SoundsPractice Words me-she1st 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, ed3rd job of sfe/closed/open-syllableNotebook 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, ed3rd job of sfe/closed/open-syllableNotebook 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, ed3rd job of sfe/closed/open-syllableNotebook 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, ed3rd job of sfe/closed/open-syllableNotebook 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| 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

|  |  |  |  |
| --- | --- | --- | --- |
| 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 continuedBecause 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

|  |  |  |  |
| --- | --- | --- | --- |
|  | 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. |

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

APRIL, 2016

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

|  |  |  |  |
| --- | --- | --- | --- |
| 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. |
|  |  |  |  |

MAY, 2016

|  |  |  |  |
| --- | --- | --- | --- |
| 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 SchoolEnd of 4th Quarter | 26 |
| 30 Memorial Day | 31 |  |  |

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