

| Writing | REPORT CARD TESTIN | REPORT CARD TESTIN |  | Generating ideas about things they love about themselves; writing from left to right; writing multiple lettersSuggested: 1 Love My Hair! | Generating ideas about interesting things; practicing writing letters and wordsSuggested: Freight Train | Generating ideas on a walk; using spaces between words; learning to use the word wall- <br> Suggested: 1 Went Walking |  |  | Generating ideas about foods; Visualizing to get ideas: Sharing their partner's thinking with the classSuggested: Lunch | Generating ideas about friendsSuggested: My Friends | Generating ideas about animals; Visualizing to get ideasSuggested: My Favorite Bear | Generating ideas about feelings; Approximatin g spellingSuggested: Feelings | Contributing to a shared story; visualizing and writing about topics they choose | Contributi ng to a shared story; Visualizin g and writing about topics they choose; Capitalizin g and punctuatin g sentences |  |  | Exploring how a professional author tells more; Writing about when they get "really, really angry"Suggested: When Sophie Gets AngryReally, Really Angry |
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| Grammar | REPORT <br> CARD <br> TESTING | REPORT CARD TESTING | THAN <br> KSGIVI <br> NG <br> ACTVI <br> TIES | Sentences | Sentences | Holiday Activities |  |  | Sentences | Adjectives | Adjectives | Pronouns | Pronouns | Nouns |  | Nouns | Nouns |
| Math |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\begin{array}{r} \text { Science/ } \\ S S \\ \hline \end{array}$ | REPORT <br> CARD <br> TESTING | REPORT <br> CARD <br> TESTING | $\begin{array}{\|l\|} \text { THAN } \\ \text { KSGVI } \\ \text { NG } \\ \text { ACTIVI } \\ \text { TIES } \end{array}$ | Rules/ Laws | Holiday Activities | Hanukkah (Dec 22) |  |  | Communities \& Maps | Dr. MLK, Jr; Communities |  <br> Fairness/ <br> Equality/ <br> Good <br> Citizenship; <br> Communities; <br> Presidents | Plants; Living \& Non-living | Plants; Living \& Non-living | Weather; Valentine s Day |  | Weather | Historical Symbols; Weather |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | MA | RCH |  |  | AP |  |  |  |  | MAY |  |  |  |  | NE |  |
|  | $3{ }^{3} 4{ }^{4} / 5$ | $\left.\left.{ }_{10}^{10}{ }^{11}\right\|^{12}\right\|^{13}$ | $\left.\left.\left.{ }^{16}\right\|^{17}\right\|^{18}\right\|^{19} 9$ | $123124{ }^{25} \mid$ |  | A | 51617 | ${ }_{21} 2122{ }^{23}$ 24 | ${ }^{28}{ }^{29} 3{ }^{30} 1$ | ${ }^{6} 7$ | $\left.\left.\left.{ }^{12}\right\|^{13}\right\|^{14}\right\|^{15}$ | $19120 \mid 21$ | $5{ }^{266}$ | ${ }_{1}{ }^{2} / 23 / 314$ |  | $\left.\right\|^{10} \mid 111$ | ${ }^{16}{ }^{17}{ }^{18}{ }^{19}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Phonics | FUN U3 W5 | FUN U3 W6 | $\begin{gathered} \text { FUN U3 } \\ \text { ASSESS/ } \\ \text { FUN U4 W1 } \end{gathered}$ | FUN U4 W2 | FUN U4 W3 | $\begin{aligned} & \text { FUN } \\ & \text { U4 W4 } \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { FUN } \\ & \text { U4 W5 } \\ & \hline \end{aligned}$ | FUN U4 W6/ <br> FUN U4 <br> ASSESS | FUN U5 W1 | FUN U5 W2 | FUN U5 W3 | $\begin{gathered} \text { FUN U5 } \\ \text { W4 } \\ \hline \end{gathered}$ | $\begin{aligned} & \text { FUN U5 } \\ & \text { W5 } \end{aligned}$ | FUN U5 W6 |  | $\begin{aligned} & \text { FUN U5 } \\ & \text { ASSESS } \\ & \hline \end{aligned}$ |  |
| Reading | REPORT <br> CARD <br> TESTING | REPORT <br> CARD <br> TESTING | 7-1: Zoo Inforns! Texmational Text; Read; Connections within text (compare \& contrast) | 7-2: The <br> Birthday Pet Fiction; Make, Confirm, \& Revise Predictions; Character, Setting, \& Plot (problem \& solution) | 7-3: Bear <br>  <br> Plot (cause \& effect) | 8-2: <br> Ana <br> Goes <br> to <br> Washin <br> $\frac{\text { gton, }}{\text { D.C. }}$ <br> Inform <br> ational <br> Text; <br> Reread <br> ; Main <br> Topic; <br> Key Details <br> Details |  | 9-2: Hen Hears $\frac{\text { Gossip }}{}$ Fantasy; Reread; Character, Setting, \& Plot (cause \& effect) | $\begin{aligned} & \frac{\text { Co3: Bread }}{\text { Comes to }} \\ & \text { Lifife } \\ & \text { Informational } \\ & \text { Text; Reread; } \\ & \text { Connections } \\ & \text { within Text } \\ & \text { (sequence) } \end{aligned}$ | 10-1: What's <br> the Big Idea, <br> Molly? <br> Fantasy; <br> Make, <br>  <br> Confirm <br> Predictions; Plot: sequence | 10-2: All Kinds of Families! Fiction; Ask \& Answer Q; Key Details (use illustrations) | $\left.\begin{array}{l}\text { 10-3:- } \\ \text { Panda } \\ \text { Kindergart } \\ \text { en } \\ \text { Informatio } \\ \text { nal Text; } \\ \text { Reread; } \\ \text { Main } \\ \text { Topic; Key } \\ \text { Details }\end{array}\right]$ . | REPORT <br> CARD <br> TESTING | REPORT <br> CARD <br> TESTING |  | REPORT <br> CARD <br> TESTING |  |


| Writing | $\begin{aligned} & \text { REPORT } \\ & \text { CARD } \\ & \text { TESTING } \end{aligned}$ | REPORT <br> CARD <br> TESTING | Exploring nonfiction about a place; Making decisions togetherSuggested: Airport | Exploring nonfiction about a person; Writing and drawing freely-Suggested:Mr. Santizo's Tasty Treats! | Exploring nonfiction about a food; Writing and drawing freelySuggested: 1 Like Pasta |  |  | Acting out and visualizing poems; Writing and drawing freelySuggested: "Wide Awake," "Shore," "Blowing Bubbles" | Exploring descriptive words; Generating descriptive words about animals; Contributing to a shared poem; Writing and drawing freelySuggested: "Mice" | Exploring descriptive words; Generating descriptive words about foods; <br> Contributing to a shared poem; Writing and drawing freelySuggested: "The Meal," \& "Crunch and Lick" | Students will write a Personal Narrative (Prewrite/ Brainstorm, Rough Draft, Revise, Edit, Publish) 1-2 sentences | Students will write a Personal Narrative (Prewrite/ Brainstor m, Rough Draft, Revise, Edit, Publish) $1-2$ sentences |  | Students will write a <br> Personal <br> (Prewrite/ <br> Brainstor <br> m, Rough <br> Draft, <br> Revise, <br> Edit, <br> Publish) <br> 1-2 <br> sentences | Students will write a Personal Narrative (Prewrite/ Brainstorm, Rough Draft, Revise, Edit, Publish) 1-2 sentences | Students will write a Personal Narrative (Prewrite/ Brainstorm, Rough Draft, Revise, Edit, Publish) 1-2 sentences |  |
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| Grammar | $\begin{aligned} & \text { REPORT } \\ & \text { CARD } \\ & \text { TESTING } \end{aligned}$ | REPORT CARD TESTING | Verbs | Verbs | Verbs | $\begin{array}{\|l\|} \hline \begin{array}{c} \text { Senten } \\ \text { ces } \\ \text { with } \\ \text { Prepos } \\ \text { itions } \end{array} \\ \hline \end{array}$ | $\begin{array}{\|l\|} \hline \begin{array}{c} \text { Senten } \\ \text { ces } \\ \text { with } \end{array} \\ \text { Prepos } \\ \text { itions } \\ \hline \end{array}$ | Adjectives | Adjectives | Pronouns | Pronouns | Pronouns |  | $\begin{aligned} & \text { REPORT } \\ & \text { CARD } \\ & \text { TESTING } \end{aligned}$ | REPORT CARD <br> TESTING | REPORT CARD <br> TESTING |  |
| Math |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Science/ SS | REPORT CARD TESTING | REPORT CARD TESTING | Animals | Animals | Animals; Habitats | Historic <br> Symbol <br> s; <br> Worlddiffere <br> nt nations culture s; Holida y Activiti es | Sun, Moon, Earth | Fairness/ Equality/ Good Citizenship | Natural Resources (Manufacturin g Products); Producers/ Consumers | Water; Needs/ Wants | Earth | Earth |  | $\begin{aligned} & \text { REPORT } \\ & \text { CARD } \\ & \text { TESTING } \end{aligned}$ | REPORT CARD <br> TESTING | REPORT CARD TESTING |  |

