


ALES kindergarten Grade's Pacing Calendar 2013-2014 4th QTR

<u>Dates</u>	<u>Reading</u>	<u>ELA</u>	<u>Writing</u>	<u>Math</u>
3/10	<p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Vowel A</p>	<p>39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p>	<p>25. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>20. MD.1 describe several measurable attributes of an object, such as length or weight</p>
3/17	<p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Vowel E</p>	<p>39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p>	<p>25. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>20. MD.1 describe several measurable attributes of an object, such as length or weight</p>

3/24	<p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Vowel I</p>	<p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>	<p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p>21. MD.2 directly compare two objects on the basis of length (longer/shorter), capacity (more/less), height (taller/shorter), and weight (heavier/lighter) and describe the difference, e.g., directly compare the heights of two children and describe one child as taller/shorter</p>
3/31	<p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Vowel O</p>	<p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>	<p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p>21. MD.2 directly compare two objects on the basis of length (longer/shorter), capacity (more/less), height (taller/shorter), and weight (heavier/lighter) and describe the difference, e.g., directly compare the heights of two children and describe one child as taller/shorter</p>
4/14	<p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Vowel U</p>	<p>b. Use the most frequently occurring Inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>	<p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>22. MD.3 classify objects into given categories; count the numbers of objects in each category and sort the categories by count</p>

4/21	d. Distinguish between similarly spelled words by identifying the sounds of the letter that differ	b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.	d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	22. MD.3 classify objects into given categories; count the numbers of objects in each category and sort the categories by count
4/28	d. Distinguish between similarly spelled words by identifying the sounds of the letter that differ	b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.	<p>Teacher's choice writing</p> 	Unit 6: Preview—Base Ten Numbers
5/5	d. Distinguish between similarly spelled words by identifying the sounds of the letter that differ	b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.		<p>Teacher's Choice</p> <ul style="list-style-type: none"> • Exemplars • Problem Solving • Hands on Standards
5/12	Review next grade's prerequisite skills (Teacher's choice)	b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue		<p>Teacher's Choice</p> <ul style="list-style-type: none"> • Exemplars • Problem Solving • Hands on Standards

		to the meaning of an unknown word.		
5/19 Last Week	Review next grade's prerequisite skills (Teacher's choice)			

