

**Kindergarten Math & Reading Instructional Calendar  
2009 - 2010**

The following concepts are only a portion of the total curriculum. Many skills are on-going and will be included in instruction before and after the target period. The purpose of this instructional calendar is to focus instruction and help students achieve mastery on a limited number of critical concepts.

1st Semester

<b>Date</b>	<b>Math Concepts</b>	<b>Reading Concepts</b>
August 31 – Sept. 4	<b>Recognize Shapes</b>  <u>September 18 – Assessment #1</u>	<b>Rote Naming of ABCs</b>  <u>September 11– Assessment #1</u>
Sept. 8 – Sept. 11 <i>Labor Day Sept. 7th</i>		<b>Recognize and Generate rhyme</b>  <u>Sept. 25 – Assessment #2</u>
September 14-18		
September 21-25	<b>Sort by likenesses &amp; differences</b>  <u>September 30 – Assessment #2</u>	<b>Count syllables</b>  <u>October 9 – Assessment #3</u>
September 28-30 <i>(Oct. 1<sup>st</sup> – 2<sup>nd</sup> In-service)</i>		
October 5-9		
October 12-16	<b>Demonstrate 1 to 1 correspondence by counting wooden blocks from 1 to 10</b>  <u>October 16– Assessment #3</u>	<b>Say first sound of word</b>  <u>October 23 - Assessment #4</u>
October 19-23		
October 20-24		
October 26 – October 30 <i>(early release Oct 30)</i>	<b>Identify &amp; extend AB patterns</b>  <u>October 23 – Assessment #4</u>	<b>Identify capital letters out of order</b>  <u>November 13 –Assessment #5</u>
November 2-4 <i>(Conferences Nov 5 - 6)</i>		
November 9-13	<b>Recognize numbers 0 to 10</b>  <u>December 4 – Assessment #5</u>	<b>Identify letter sound</b>  <u>November 20– Assessment #6</u>
November 16-20		
Nov 23- 25 <i>Early Release – 25)</i> <i>(Thanksgiving – 26 - 27)</i>		
Nov. 30 – Dec. 4		
December 7-11	<b>Rote counting to 30 (model after rote naming of abc)</b>  <u>January 8 – Assessment #6</u>	<b>Segmenting Words</b>  <u>December 11, Assessment #7</u>
December 14-18 <i>(Early Release – Dec 18<sup>th</sup>)</i> <i>Christmas 12/21-1/1</i>		
January 4-8	<b>Review for Winter IRI and Report Card Assessments</b>  <u>No formal assessment</u>	<b>Review for Winter IRI and Report Card Assessments</b>  <u>No formal assessment</u>
January 11-15		

**Kindergarten - 2nd Semester  
2009-2010**

<b>Date</b>	<b>Math Concepts</b>	<b>Reading Concepts</b>
January 18-22 <i>Jan 18<sup>th</sup> MLK</i>	<p align="center"><b>Recognize numbers 0 to 20</b></p> <p align="center"><b><u>February 12 – Assessment #7</u></b></p>	<p align="center"><b>Identify upper &amp; lower case letters (out of order, in one minute)</b></p> <p align="center"><b><u>February 5 – Assessment #8</u></b></p>
January 26-29 <i>Dist. In-service 1/25</i>		
February 1-5		
February 8-11		
February 16-19 <i>(Presidents' Day 2/15)</i>	<p align="center"><b>Create an ABC pattern using pattern blocks</b></p> <p align="center"><b><u>February 19 – Assessment #8</u></b></p>	<p align="center"><b>Blend segmented sounds into words</b></p> <p align="center"><b><u>February 26 – Assessment #9</u></b></p>
February 22–26		
March 1-4	<p align="center"><b>Understand and Conserve Numbers</b></p> <p align="center"><b><u>March 19 – Assessment #9</u></b></p>	<p align="center"><b>Discriminate between letters, words and sentences</b></p> <p align="center"><b><u>March 5 – Assessment #10</u></b></p>
March 8-12		
March 15-19	<p align="center"><b>Understand Same, More, Less</b></p> <p align="center"><b><u>April 9 – Assessment #10</u></b></p>	
March 22-26 <i>(Early Release – 3/26) (Spring Break – 3/29-4/2)</i>	<p align="center"><b>Use concrete objects &amp; knowledge of numbers to solve real problems</b></p> <p align="center"><b><u>April 23– Assessment #11</u></b></p>	
April 5-9		
April 12-16 <i>(ISAT)</i>		
April 19-23		
April 26–30	<p align="center"><b>Predict &amp; build a graph</b></p> <p align="center"><b><u>May 14– Assessment #12</u></b></p>	<p align="center"><b>Read sight words</b></p> <p align="center"><b><u>May 7 – Assessment #12</u></b></p>
May 3-7		
May 10-14	<p align="center"><b>Estimation – Make and recognize reasonable estimates up to 20</b></p> <p align="center"><b><u>May 21 – Assessment #13</u></b></p>	<p align="center"><b>Review for IRI and Report Card Assessments</b></p>
May 17-21		
May 24 – 28 <i>(Memorial Day – 31)</i>	<p align="center"><b>Review for Report Card Assessments</b></p>	
May 31 – June 4 <i>(Early Release – 6/4)</i>	<p align="center"><b>Report Card Assessments</b></p>	<p align="center"><b>Report Card Assessments</b></p>

**\*\*Letter fluency practice should be continuous throughout the school year with a minimum goal of 48 or more letters per minute by the Spring IRI.**

**1st Grade Math & Reading Instructional Calendar  
2009-2010**

The purpose of this instructional calendar is to focus instruction and help students achieve mastery on a limited number of critical concepts.

**1st Semester**

<b>Date</b>	<b>Math Concepts</b>	<b>Reading Concepts</b>	<b>Treasures</b>
August 31– Sept. 4	Number concepts (instantly identify 2,3,4 or 5 objects) <u>Assessment #1</u>	Letter recognition <u>Assessment #1</u>	<i>Placement and assess StartSmart</i>
Sept. 8 – Sept. 11 <i>Labor Day Sept. 7</i>			<i>StartSmart</i>
September 14-18			*Phonemic Awareness: Beginning sounds <u>Assessment #2</u>
September 21-25	Extend patterns and identify the rule that creates patterns  <u>Assessment #2</u>	*Phonemic Awareness: Segmentation of words <u>Assessment #3</u>	<i>Unit 1 Week 1</i>
September 28 – 30 <i>(Oct. 1 – 2 In-service)</i>			*Phonemic Awareness: Blending Sound <u>Assessment #4</u>
Oct. 5 - Oct. 9	Sort & classify objects by more than one attribute <u>Assessment #3</u>	Phonemic Awareness: Generate rhyme <u>Assessment #5</u>	<i>U 1 W 2 Continued</i>
October 12 -16			<i>U 1 W 3</i>
October 19-23	Add numbers to ten using concrete objects  <u>Assessment #4</u>	Decode real and nonsense cvc words containing short /a/ <u>Assessment #6</u>	
October 26 -30 <i>(early release Oct. 30 )</i>		Decode real and nonsense cvc words containing short /i/ <u>Assessment #7</u>	<i>U 1 W 4</i>
November 2 - 4 <i>(Conferences Nov 5 -6)</i>		Decode real and nonsense cvc words containing short /o/ <u>Assessment #8</u>	<i>U 2 W 1</i>
November 9 -13	Addition combinations to 10 (Example: $1 + 4 = 5$ , $3 + 2 = 5$ , $4 + 1 = 5$ , & $2+3=5$ ) <u>Assessment #5</u>		<i>U 2 W 1 Continued</i>
November 16-20		Decode real and nonsense cvc words containing short /e/ <u>Assessment #9</u>	<i>U 2 W 2</i>
November 23-25 <i>Early Release – 25)</i> <i>(Thanksgiving – 26 – 27)</i>	Subtract numbers from ten using concrete objects (integrate with story problems)  <u>Assessment #6A</u>	Decode real and nonsense cvc words containing Short vowel /u/ <u>Assessment # 10</u>	<i>U 2 W 3</i>
Nov 30- Dec 4			<i>U 2 W 4</i>
December 7-11		Decode real and nonsense words /cvc/ <u>Assessment #11</u> <i>Review for IRI FLUENCY 27 WPM!! Through DEC. and JAN.</i> <i>Fluency Assessment #11 continued</i>	<i>U 2 W 5</i>
December 14-18 <i>(Early Release Dec 18 )</i> <i>Christmas 12/21-1/1</i>			<i>U 3 W 1</i>
January 4 - 8	Subtraction Combinations from 9 (Ex. $7-2=5$ , $8-0=8$ , $4-4=0$ ) <u>Assessment #6B</u>	<i>Continue Fluency Practice for IRI</i>  <i>Reteach, Review, Reassess skills from</i>	<i>U 3 W 2</i>
January 11- 15	Number Writing to 100 <u>Assessment #7</u>	<i>1st semester</i>  <u>Assessment #11 continued</u>	<i>U 3 W 3</i>
January 18-22			

**1st Grade - 2nd Semester  
2009-2010**

Date	Math Concepts	Reading Concepts	Treasures Unit
January 26 - 29 (Inservice Jan. 25)	Place Value-10's and 1's <u>Assessment #8</u>	Decode read words containing Long /i/, i-e, -y Silent Assessment #12	U 3 W 4
February 1-5	Order numbers from least to greatest  <u>Assessment #9</u>	Decode read words containing <i>Blends</i> (bl, fl, cl, pl, gl, sl, sm, sp, sn, st, sc, sk) <u>Assessment #13</u>	U 3 W 5
February 8-12		Decode read words containing Long /o/ o-e, oa, ow Assessment #14	U 4 W 1
February 16-19 <i>Presidents' Day 2/15</i>	Tell time to the hour  <u>Assessment #10</u>	Long /u/ u-e Assessment #15	U 4 W 2
February 22-26		Decode words containing long /a/ words /ai/ and /ay/ <u>Assessment #16</u>	U 4 W 3
March 1-4	Tell time to the half hour  <u>Assessment #11</u>	Words containing long /e/ words /ee/ and /ea/ <u>Assessment #17</u>	U 4 W 4
			U 4 W 5
March 8-12	Gather & display data in graphs in order to answer a question <u>Assessment #12</u>	Decode words containing digraphs sh, th, wh, ch, -tch <u>Assessment #18</u>	IRI Review And Catch up
March 15-19	Reading Calendars  <u>Assessment #13</u>	Decode words containing silent e (vce all vowels) <u>Assessment #19</u>	U 5 W 1
March 22 -26 (Early Release Mar. 26) (Spring Break Mar. 29- April 2)	Counting by 2's, 5's and 10's  <u>Assessment #14</u>	Inflectional Endings -ed, -ing, -s, -es <u>Assessment #20</u>	U 5 W 2
April 5-9	Count pennies, nickels, and dimes in isolation  <u>Assessment #15</u>	Decode words using /ar/, /or/ <u>Assessment #21</u>	U 5 W 3
April 12-16		Decode words containing /er/, /ir/, /ur/ <u>Assessment #22</u>	U 5 W 4
April 19-23	Identify the fraction 1/2  <u>Assessment #16</u>	<u>Review for IRI FLUENCY 53 WPM!! Through April and May Fluency Assessment #23</u>	U 5 W 5
April 26-30	Measurement  <u>Assessment #17</u>		U 6 W 1
May 3-7	Demonstrate addition/subtraction proficiency  <u>Assessment #18</u>		Identify and read words with /oo/ (boot, look) <u>Assessment #24</u>  Review, Reteach, Reassess all 2nd semester skills
May 10-14		U 6 W 3	
May 17-21		U 6 W 4	
May 24-28 (Memorial Day – 31)		U 6 W 5	
May 31-June 4 (Early Release – 6/4)	We Are Done!!! Have a nice summer! ☺		

## 2nd Grade Math & Reading Instructional Calendar 2009 - 2010

The purpose of this instructional calendar is to focus instruction and help students achieve mastery on a limited number of critical concepts. Fluency practice should be continuous throughout the school year with a minimum goal of 92 wpm by the Spring IRI. Fry Word List (150 – 300); instant recall should be practiced continuously throughout the school year.

### 1st Semester

<b>Date</b>	<b>Math Concepts</b>	<b>Reading Concepts</b>	<b>Treasures</b>
Aug 31 – Sept. 4	<b>Proficiency with addition facts to 10</b>  <u><b>Assessment #1</b></u>	<b>Read real short vowel words w/ consonant digraphs</b> <u><b>Assessment #1</b></u>	<i>Placement and assess Intro. StartSmart</i>
Sept. 8 – Sept. 11 <i>Labor Day Sept. 7</i>			<i>Unit 1 Week 1</i>
September 14-18			U1 W2
September 21-25	<b>Proficiency with subtraction facts to 10</b>  <u><b>Assessment #2</b></u>	<b>Read real words w/ long vowel and silent 'e'</b> <u><b>Assessment #2</b></u>	U1 W3
September 28 – 30 <i>(Oct. 1 – 2 In- service)</i>			<b>U1 W4</b>
Oct. 5 - Oct. 9			U1 W5
October 12 -16 October 19-23	<b>Recognize &amp; write number sentences for fact families</b> <u><b>Assessment #3</b></u>	<b>Read real long vowel digraphs: ai, ay, ee, oa, ea (bead)</b>  <u><b>Assessment #3</b></u>	
October 26 -30 <i>(early release Oct. 30 )</i>			
November 2 - 4 <i>(Conferences Nov 5 -6)</i>	<b>Identify place value for 1s and 10s</b>  <u><b>Assessment #5</b></u>	<u><b>Assessment #4 2/19 – 2/23</b></u>	
November 9 -13		<b>Read real vowel digraphs: oo, ue, ew (examples: too, true, few)</b> <u><b>Assessment #5</b></u>	
November 16-20			
November 23-25 <i>Early Release – 25)</i> <i>(Thanksgiving – 26 – 27)</i>	<b>Read, write, and order numbers to 99</b>  <u><b>Assessment #6</b></u>	<b>Read real variant vowel digraphs (example: aw – paw, oo – book, au – fault)</b>  <u><b>Assessment #6 1/22 – 1/26</b></u>	
Nov 30- Dec 4			
December 7-9 December 14-18 <i>(Early Release Dec 18 )</i> <i>Christmas 12/21- 1/1</i>	<b>Identify odd and even numbers to 99</b>  <u><b>Assessment #7</b></u>	<b>Review for winter IRI w/ emphasis on fluency: 78 wpm minimum</b>  <u><b>IRI Assessment January</b></u>	
January 4 - 8			
January 11- 15			
January 18-22	<b>Demonstrate proficiency w/ addition to 18</b> <u><b>Assessment #8</b></u>		

## 2nd Grade 2nd Semester

<b>Date</b>	<b>Math Concepts</b>	<b>Reading Concepts</b>
January 26 - 29 (Inservice Jan. 25)	Compare numbers to 99 (<, =, >)  <u>Assessment #9</u>	Read real words containing r-controlled vowels (examples: march, dirt, fern, short, hurt)  Assessment #7
February 1-5	Add numbers w/ and w/o regrouping through 99  <u>Assessment #10</u>	Read real words that contain the vowel sound of /oi/ (coin, toy)
February 8-12		
February 16-19 <i>Presidents' Day 2/15</i>		
February 22-26	Demonstrate proficiency w/ subtraction to 18  <u>Assessment #11</u>	Read real words containing the soft sounds of 'c' and 'g' when followed by 'e', 'i', and 'y' (germ, receive, gym, lacy)  <u>Assessment #9</u>
March 1-4	Interpret information from tables and graphs  <u>Assessment #12</u>	Read and spell words with suffix 'ing' by doubling final consonant Read and spell words w/ suffix '-ing' by dropping final 'e'  <u>Assessment #10 3/5 – 3/9</u>
March 8-12	Subtract two-digit numbers, w/ and w/o regrouping, to 99  <u>Assessment # 13</u>	Read and spell plural words changing 'y' to 'i' and add 'es' Read and spell plural words by adding 'es' to words ending in sh, ch, ss, x  <u>Assessment #11 3/19 – 3/23</u>
March 15-19		
March 22 -26 <i>(Early Release Mar. 26)</i> <i>(Spring Break Mar. 29-April 2)</i>		
April 5-9	Money: count change to \$1.00  <u>Assessment #14</u>	Read real words that contain the long vowel sound of /i/ (high, fly) Assessment #12 4/9 – 4/13
April 12-16		
April 19-23	Tell time to hour, half-hour, quarter hour, & 5-minute intervals  <u>Assessment #15</u>	Review for Spring IRI with emphasis on fluency, Fry words and difficult words as identified by the IRI Manual 92 wpm minimum  <u>Spring IRI Assessment</u>
April 26-30		Read real words that contain the schwa sound and real words that contain silent letter (gn, kn, wr, mb)
May 3-7	Read, write and compare numbers to 999 (<, =, >)  <u>Assessment #16</u>	Assessment # 13 (open date)
May 10-14		
May 17-21		
May 24-28 <i>(Memorial Day – 31)</i>	REVIEW 'BELOW-PROFICIENT' SKILLS	
May 31-June 4 <i>(Early Release – 6/4)</i>		

**3<sup>rd</sup> Grade Math & Reading Instructional Calendar  
2009-2010**

The following concepts are only a portion of the total curriculum. Many skills are on-going and will be included in instruction before and after the target period. The purpose of this instructional calendar is to focus instruction and help students achieve mastery on a limited number of critical concepts.

**Semester 1**

<b>Date</b>	<b>Math Concepts</b>	<b>Reading Concepts</b>
Aug 31 – Sept. 4	<b>Demonstrate the knowledge of place value through 999,999</b>  <b><u>Assessment #1</u></b>	<b>Locate, interpret and use information using table of contents, index and glossary</b> <b><u>Assessment #1</u></b>
Sept. 8 – Sept. 11 <i>Labor Day Sept. 7</i>		<b>Identify the elements of a story – setting, characters, plot</b>  <b><u>Assessment #2</u></b>
September 14-18		
September 21-25	<b>Read, order and compare whole numbers to 10,000 using symbols &lt;, =, &gt; to express relationships</b> <b><u>Assessment #2</u></b>	<b>Determine the sequence of events in a story</b>  <b><u>Assessment #3</u></b>
September 28 – 30 <i>(Oct. 1 – 2 In-service)</i>		
Oct. 5 - Oct. 9	<b>Round four- and five-digit numbers to the nearest tens, hundreds, or thousands</b>  <b><u>Assessment #3</u></b>	<b>Identify synonyms and antonyms</b>  <b><u>Assessment #4</u></b>
October 12 -16		<b>Read and use contractions in context we'll, can't</b>  <b><u>Assessment #5</u></b>
October 19-23	<b>Add whole numbers with and without regrouping to 99,999</b>  <b><u>Assessment #4</u></b>	<b>Locate, interpret and use information using dictionary (focus on guide words) and thesaurus</b>  <b><u>Assessment #6</u></b>
October 26 -30 <i>early release Oct. 30</i>		
November 2 - 4 <i>(Conferences Nov 5 - 6)</i>	<b>Recognize, compute, and count coins and bills to \$20.00</b>  <b><u>Assessment #5</u></b>	<b>Identify root/base words and prefixes un, re, dis, pre, and determine meaning</b>  <b><u>Assessment #7</u></b>
November 9 -13		<b>Identify root/base words and suffixes ful, ness, ly, er/or/ist, and determine meaning</b>  <b><u>Assessment #8</u></b>
November 16-20	<b>Subtract whole numbers with and without regrouping to 99,999</b>  <b><u>Assessment #6</u></b>	<b>Correctly punctuate 5 parts of a friendly letter</b>  <b><u>Assessment #9</u></b>
November 23-25 <i>Early Release – 25</i>		
November 26 – 27 <i>Thanksgiving</i>		
Nov 30- Dec 4		
December 7-9	<b>Interpret information found in tables, charts and graphs (bar, pictographs, pie, line, tally, etc.)</b>  <b><u>Assessment #7</u></b>	<b>Review Fluency to prepare for IRIs</b>
December 14-18 <i>Early Release Dec 18</i>		<b>Identify homophones and use in context wood, would; eight, ate</b>  <b><u>Assessment #10</u></b>
December 19-21 <i>Christmas 12/21-1/1</i>		
January 4 - 8	<b>Use concrete examples to model multiplication facts from 1 – 10 and demonstrate proficiency</b>  <b>(Continue through Jan 23<sup>rd</sup>.)</b>	
January 11- 15		
January 18-22		

**Semester 2**

<b>Date</b>	<b>Math Concepts</b>	<b>Reading Concepts</b>
January 26 - 29 (Inservice Jan. 25)	Use concrete examples to model multiplication facts from 1 – 10 and demonstrate proficiency  <u>Assessment #8a, 8b, and 8c</u> (Use any combination of these assessments)	Determine main idea and supporting details  <u>Assessment #11</u>
February 1-5 February 8-12	Tell time, including elapsed time, to the minute using both digital and analog clocks <u>Assessment #9</u>	Predicting, drawing inferences & conclusions from text  <u>Assessment #12</u>
February 16-19 <i>Presidents' Day 2/15</i> February 22-26	In customary measurement, identify and convert units of measurement in length, volume, temperature and weight <u>Assessment #10</u>	Differentiate Fact and Opinion  <u>Assessment #13</u>
March 1-4 March 8-12	Identify, compare, and analyze attributes of 2 and 3 dimensional shapes <u>Assessment #11</u>	Identify cause and effect  <u>Assessment #14</u>
March 15-19	In metric measurement, identify and convert units of measurement in length, volume, temperature and weight (use of FOSS kit for metrics is recommended)	Compare/Contrast  <u>Assessment #15</u>
March 22 -26 <i>Early Release Mar. 26</i> <i>Spring Break Mar 29- Aprl 2</i>	<u>Assessment #12</u>	Author's purpose  <u>Assessment #16</u>
April 5-9 April 12-16	Demonstrate proficiency by recognizing and computing fractions  <u>Assessment #13</u>	
April 19-23	Review problem solving skills and clarify vocabulary for addition, subtraction, multiplication and division (focus on math properties – associative, commutative, identity, and zero)	Review for Spring IRI w/ emphasis on fluency (120 wpm minimum)  <u>No Formal Assessment</u>
April 26-30	Review and prepare for ISAT, including at teacher discretion : calendar facts, problem solving, division, geometry, rounding and fractions <u>No formal Assessment</u>	Maintenance and review per teacher discretion; or focus on mood/tone, compare/contrast, author's purpose, genres  <u>No formal Assessment</u>
May 3-7 May 10-14 May 17-21 May 24-28 ( <i>Memorial Day – 31</i> ) May 31-June4 ( <i>Early Release – 6/4</i> )	Maintenance and review per teacher discretion <b>Add two suggested SFAs, algebraic language and data analysis</b>  <u>No formal Assessment</u>	

**4<sup>th</sup> Grade Math & Reading Instructional Calendar  
2009-2010**

The following concepts are only a portion of the total curriculum. Many skills are on-going and are included in instruction before and after the target period. The purpose of this instructional calendar is to focus instruction and help students achieve mastery on a limited number of critical concepts. *Fluency and ISAT reading and math vocabulary practice should be continuous throughout the school year. Fry Word List 451 – 600.*

**1st Semester**

<b>Date</b>	<b>Math Concepts</b>	<b>Reading Concepts</b>
Aug 31 – Sept. 4	Identify place value to millions (Recall of basic facts is an ongoing focus) <b><u>Assessment #1</u></b>	Identify the suffix, prefix, and root of a given word  <b><u>Assessment #1</u></b>
Sept. 8 – Sept. 11 <i>Labor Day Sept. 7</i>		
September 14-18	Demonstrate the knowledge of whole numbers to millions (Read, write, order and compare) <b><u>Assessment #2</u></b>	Use context clues to choose correct meanings of identified words within a reading passage <b><u>Assessment #2</u></b>
September 21-25		
September 28 – 30 <i>(Oct. 1 – 2 In-service)</i>	Round whole numbers up to the thousands place <b><u>Assessment #3</u></b>	Use reference materials: glossary, dictionary, table of contents, index <b><u>Assessment #3</u></b>
Oct. 5 - Oct. 9	Add/Subtraction whole number up to four digit (Written horizontally and vertically) <b><u>Assessment #4</u></b>	Identify main idea and supporting details  <b><u>Assessment #4</u></b>
October 12 -16	Use concrete materials to represent the concept of multiplication and division and how it relates to repeated addition <b><u>Assessment #5</u></b>	
October 19-23	Recall of Multiplication facts through 10 (90% correct in 5 minutes)  <b><u>Assessments #6</u></b>	Decode multi-syllabic words <b><u>Assessment #5</u></b>
October 26 -30 <i>early release Oct. 30</i>	Preparation for DMA (7a-Data collect, order, and display (graphing) and Probability; 7b-Elapsed time; 7c-money add/subtract; 7d-identify geometric shapes and area & perimeter of rectangle; 7e-patterning [1 week each]; story problems on-going)  <b><u>Optional #7a-e</u></b>	Identify transitional words or phrases between sentences  <b><u>Assessment #6</u></b>
November 2 - 4 <i>(Conferences Nov 5 -6)</i>		Students will recall the chronological order of events in a passage  <b><u>Assessment #7</u></b>
November 9 -13		
November 16-20		
November 23-25 <i>Early Release – 25 Thanksgiving 26 – 27</i>		
Nov 30- Dec 4	Multiply a 2-digit number by a 1-digit number <b><u>Assessment #8</u></b>	Demonstrate understanding of multiple meaning words  <b><u>Assessment #8</u></b>
December 7-9	Multiply a 2- or 3-digit number by a 2-digit number  <b><u>Assessment #9</u></b>	Demonstrate understanding of homonyms, synonyms and antonyms  <b><u>Assessment #9</u></b>
December 14-18 <i>Early Release Dec 18 Christmas 12/21-1/1</i>		
January 4 - 8		
January 11- 15	Divide a two or three digit number by a one digit number  <b><u>Assessment #10</u></b>	Use reference materials: encyclopedia, brochure, almanac, bibliography  <b><u>(Continued 2nd semester)</u></b>
January 18-22		

**2nd Semester  
2009-2010**

<b>Date</b>	<b>Math Concepts</b>	<b>Reading Concepts</b>
January 26 - 29 (Inservice Jan. 25)	Determine an Average (mean) for a set of whole numbers <u>Assessment #11</u>	Use reference materials: encyclopedia, brochure, almanac, bibliography (Continued from 1st semester) <u>Assessment #10</u>
February 1-5	Use concrete materials to recognize, represent and compare fractions  <u>Assessment #12</u>	Draw inferences and conclusions from text  <u>Assessment #11</u>
February 8-12	Add/subtract fractions with like denominators (without simplification) and use appropriate vocabulary  <u>Assessment #13</u>	Distinguish between fact and opinion  <u>Assessment #12</u>
February 16-19 <i>Presidents' Day 2/15</i>		
February 22-26		
March 1-4	Compare and order decimals to the hundredths place  <u>Assessment #14</u>	Identify bias and persuasive language  <u>Assessment # 13</u>
March 8-12		
March 15-19	Become familiar with units of measurement for weight and length (metric and standard)  <u>Assessment #15</u>	Identify cause and effect relationships within narrative and expository texts  <u>Assessment # 14</u>
March 22 -26 <i>Early Release Mar. 26 Spring Break Mar 29- Apr 2</i>		Use reference materials: recipe, advertisement, catalog, field guide  <u>Assessment #15</u>
April 5-9		
April 12-16	Calculate area and perimeter of geometric figures (introduce volume)  <u>Assessment #16</u>	Reading directions – determine important information & missing steps  <u>Assessment #16</u>
April 19-23		
April 26-30		
April 26-30	Become familiar with units of measurement for analog and digital clocks, and temperature (C and F)  <u>Assessment #17</u>	Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fairy tales, fables, myths, poems, and plays  <u>Assessment #17</u>
May 3-7	Instantly recall all basic facts by completing 100 problems in 5 min. with 90% accuracy  <u>Assessment #18</u>	
May 10-14		
May 17-21	Introduce algebraic concepts using Hands-on Equations kits  <u>No Assessment</u>	Fluency practice - no assessment
May 24-28 ( <i>Memorial Day – 31</i> )		
May 31-June 4 ( <i>Early Release – 6/4</i> )		

**5<sup>th</sup> Grade Math & Reading Instructional Calendar  
2009 - 2010**

The purpose of this instructional calendar is to focus instruction and help students achieve mastery on a limited number of critical concepts. The following concepts are only a portion of the total curriculum. Many skills are on-going and will be included in instruction before and after the target period. Adjustments to the calendar may be made to meet student needs.

**1st Semester**

<b>Date</b>	<b>Math Concepts</b>	<b>Reading Concepts</b>
Aug 31 – Sept. 4	Instantly recall basic multiplication and division facts through 12 w/ 90% mastery of 100 facts in 4 minutes <u>Assessment #1</u>	Word identification and word analysis root words: word or part of word that is used as a base for other words, base word can stand alone  <u>Assessment #1</u>
Sept. 8 – Sept. 11 <i>Labor Day Sept. 7</i>	Place value: Order & compare decimals through thousandths  <u>Assessment #2</u>	Word identification and word analysis Prefix / Suffix
September 14-18		anti/extra/inter/mid/semi/sub/ and forms of /tion/ and /ous; ist <u>Assessment #2</u>
September 21-25	Add and subtract decimals through thousandths using both horizontal and vertical format  <u>Assessment #3</u>	Word identification and word analysis Antonyms/ Synonyms. <u>Assessment #3</u>
September 28 – 30 <i>(Oct. 1 – 2 In-service)</i>		
Oct. 5 - Oct. 9		
October 12 -16	Multiply & Divide whole numbers using both horizontal and vertical format <u>Assessment #4</u>	Word identification and word analysis Multiple meaning words/Homonyms <u>Assessment #4</u>
October 19-23		
October 26 -30 <i>early release Oct. 30</i>	Instantly recall basic multiplication and division facts through 12 w/ 90% mastery of 100 facts in 4 minutes <u>Repeat Assessment #1</u>	Recognize transition words for story sequencing along with varied and interesting sentence beginnings (Team time for this focus: DWA prep <u>Assessment #5 DWA</u>
November 2 - 4 <i>(Conferences Nov 5 -6)</i>	Identify and convert commonly used standard units of length  <u>Assessment #5A</u>	
November 9 -13		
November 16-20	Identify and convert commonly used metric units of length  <u>Assessment #5B</u>	Review of Reading Concepts #1-6
November 23-25 <i>Early Release – 25</i> <i>Thanksgiving 26 – 27</i>		
Nov 30- Dec 4	Calculate perimeter, area of polygons  <u>Assessment #6</u>	Following multi-step written directions i.e.: Recipes / directions with multiple variables / game instructions / travel  <u>Assessment #7</u>
December 7-9		
December 14-18 <i>Early Release Dec 18</i> <i>Christmas 12/21-1/1</i>		
January 4 - 8		
January 11- 15	Estimate by rounding to the greatest place: Addition and Subtraction of decimals and money through thousandths, using the multi-step problem solving process (explore, plan, solve, examine) <u>Assessment #7</u>	Apply the following skills to non-fiction materials: Recognizing relevant details and facts  <u>Assessment #8</u>
January 18-22	Compute the mean, median, mode and range of a set of numbers <u>Continue Next Semester</u>	Apply the following skills to non-fiction materials: Main Idea  <u>Continue Next Semester</u>

2nd Semester

<b>Date</b>	<b>Math Concepts</b>	<b>Reading Concepts</b>
January 26 - 29 (Inservice Jan. 25)	Compute the mean, median, mode and range of a set of numbers <u>Assessment #8</u>  <u>Repeat Assessment #1</u>	Apply the following skills to non-fiction materials: Main Idea  <u>Assessment #9</u>
February 1-5 February 8-12	Least Common Multiples and Greatest Common Factor (GCF) of up to 3 numbers  <u>Assessment #9A and 9B</u>	Apply the following skills to non-fiction materials: inference and drawing conclusions (include author's purpose)  <u>Assessment #10</u>
February 16-19 <i>Presidents' Day 2/15</i> February 22-26		Apply the following skills to non-fiction materials: Cause and Effect (Integrate with the social studies practice pages from each chapter.)  <u>Assessment #11</u>
March 1-4 March 8-12	Equivalent fractions and simplifying fractions to lowest terms  <u>Assessment #10A and 10B</u> Add and subtract fractions  <u>Assessment #11</u>	Determine and use best source of information i.e.: dictionaries, thesaurus, table of contents, glossary, using guide words, index, bibliography, catalog. (Integrate with the social studies skills practice pages from each chapter.)  <u>Assessment #12</u>
March 15-19	Instantly recall basic multiplication and division facts through 12 w/ 90% mastery of 100 facts in 4 minutes <u>Assessment #1</u>	Compare and contrast elements from a factual paragraph (Suggest use of graphic organizer)
March 22 -26 <i>Early Release Mar. 26</i> <i>Spring Break Mar 29- April 2</i>	Multiply and Divide Decimals  <u>Assessment #12</u>	<u>Assessment #13</u>
April 5-9	<u>Repeat Assessment #1</u>	Review Reading Concepts for Spring ISAT's
April 12-16	Multiply and Divide fractions (answers must be in simplest form) <u>Assessment #13</u>	
April 19-23		
April 26-30 May 3-7	Collect and organize data in charts, graphs, and tables. Analyze and draw conclusions  <u>Assessment #14</u>	Apply the following skills to non-fiction materials: summarizing  <u>Assessment #14</u>
May 10-14	Probability: predict, analyze, record probability ratios (simplify when appropriate) <u>Assessment #15</u>	Apply skills to a variety of non-fiction texts i.e.: newspapers, internet, textbooks, magazines, encyclopedia, etc.
May 17-21	Instantly recall basic multiplication and division facts through 12 w/ 90% mastery of 100 facts in 4 minutes <u>Assessment #1</u>	
May 24-28 <i>(Memorial Day – 31)</i>	Add and subtract intervals of time <u>Assessment #16</u>	
May 31-June 4 <i>(Early Release – 6/4)</i>	<u>Repeat Assessment #1</u>	

**\*\*Fluency practice should be continuous throughout the school year with a minimum goal of 145 wpm.**

**6<sup>th</sup> Grade Math & Reading Instructional Calendar  
2009 - 2010**

The following concepts are only a portion of the total curriculum. Many skills are on-going and will be included in instruction before and after the target period. The purpose of this instructional calendar is to focus instruction and help students achieve mastery on a limited number of critical concepts.

**1<sup>st</sup> Semester**

<b>Date</b>	<b>Math Concepts</b>	<b>Reading Concepts</b>
Aug 31 – Sept. 4	<b>Place Value: Order and Compare decimals through thousandths. 3</b>	Understand the meaning of the prefixes: re, pre, de, co, extra, over, trans, un, dis, mis, non, im, & in. 2
Sept. 8 – Sept. 11 <i>Labor Day Sept. 7</i>		<b><u>Assessment #1A and 1B</u></b>
September 14-18		Understand the meaning of suffixes able/ible, er/or, less, & ous/ful. 1 <b><u>Assessment #2</u></b>
September 21-25	<b>Add and subtract decimals with horizontal and vertical alignment. 1</b> <b><u>Assessment #2</u></b>	Understand & use synonyms, antonyms, and homonyms (homophones and homographs) in context. 2
September 28 – 30 <i>Oct. 1 – 2 In-service</i>	<b>Multiply whole numbers and decimals with 2-digit multipliers with horizontal and vertical alignment. 2</b> <b><u>Assessment #3</u></b>	<b><u>Assessment #3</u></b>
Oct. 5 - Oct. 9		Using context clues to determine the meaning of unfamiliar words, multiple meaning words & compound words. 2
October 12 -16	<b>Division of whole numbers with 2-digit divisors using both symbols. 2</b>	<b><u>Assessment #4</u></b>
October 19-23		Infer meaning and draw conclusions from explicitly stated text and implied textual information. 2
October 26 -30 <i>Early Release Oct. 30</i>	<b>Organize and use data in tables, graphs, and charts in order to answer questions. 2</b>	<b><u>Assessment #5</u></b>
November 2 - 4 <i>Conferences Nov 5 -6</i>		Author's purpose: inform, persuade, entertain, and explain. 4
November 9 -13		<b><u>Assessment #6</u></b>
November 16-20	<b>Practice for DMA – Problem Solving; Review mean, median, mode, &amp; range; area &amp; perimeter; patterns; probability; measurement; coordinate graphing (November 19-21 Team time – DMA practice) 4</b> <b><u>Assessment – DMA 12/2</u></b>	<b><u>Assessment #6</u></b>
November 23-25 <i>Early Release – 25 Thanksgiving 26 – 27</i>		Compare & contrast information from multiple sources. 2
Nov 30- Dec 4		<b><u>Assessment #7</u></b>
December 7-9	<b>Divisibility Rules 2</b>	Determine cause & effect from written text. 2
December 14-18 <i>Early Release Dec 18 Christmas 12/21-1/1</i>	<b><u>Assessment #6</u></b>	<b><u>CBM Assessment #8</u></b>
January 4 - 8	<b>Order of Operations with and without exponents. 2</b>	Story Elements; character, setting, and plot (conflict/resolution). 2
January 11- 15		<b><u>Assessment #7</u></b>
January 18-22	<b>Division of decimals with the decimal point in the dividend, divisor, and/or both. 2</b>	<b><u>Assessment #9</u></b>
	<b><i>Continued next week</i></b>	

2<sup>nd</sup> Semester

<b>Date</b>	<b>Math Concepts</b>	<b>Reading Concepts</b>
January 26 - 29 <i>In-service Jan. 25</i>	<b>CONTINUED</b> <b><u>Assessment #8</u></b>	<b>Identify simile and metaphors (basic &amp; extended) and personification. 2</b>
February 1-5	<b>Determine GCF/LCM given a set of whole numbers. 2</b>	<b><u>Assessment #10</u></b>
February 8-12	<b><u>Assessment #9</u></b>	<b>Identify alliteration, idiom, hyperbole &amp; onomatopoeia. 2</b>
February 16-19 <i>Presidents' Day 2/15</i>	<b>Identifying fractions in lowest terms and finding equivalency. 2</b>	<b><u>Assessment #11</u></b>
February 22-26	<b><u>Assessment #10</u></b>	<b>Determine main idea from written text. 4 weeks <i>(Team Time DWA Practice)</i></b>
March 1-4	<b>Convert improper fractions to mixed numbers and mixed numbers to improper fractions. 1</b>	
	<b><u>Assessment #11</u></b>	
March 8-12	<b>Converting decimals, fractions, and percents. 2</b>	
March 15-19	<b><u>Assessment #12</u></b>	<b><u>Assessment #12</u></b>
March 22 -26 <i>Early Release Mar. 26</i> <i>Spring Break Mar 29- Apr 2</i>	<b>Addition and subtraction with like and unlike denominators simplifying and regrouping as necessary. 2</b>	<b>Sequencing skills: determine events in correct order. 2</b>
April 5-9	<b><u>Assessment #13</u></b>	<b><u>Assessment #13</u></b>
April 12-16	<b>Measurement with customary and metric units. 1</b>	<b>Persuasive elements: of bias, assumption, validity of source &amp; stereotyping. 2</b>
	<b><u>Assessment #14</u></b>	
April 19-23	<b>Proportion and ratios 2</b>	<b><u>Assessment #14</u></b>
April 26-30	<b><u>Assessment #15</u></b>	<b>Determine if a statement is true, false, fact, opinion or inference. 2</b>
May 3-7	<b>Probability 2</b>	<b><u>Assessment #15</u></b>
May 10-14	<b><u>Assessment #16</u></b>	<b>Fluency 157 wpm 2</b>
May 17-21	<b>Estimation with whole numbers and decimals. 2</b>	<b><i>CBM (Assessment #16)</i></b>
May 24-28 <i>Memorial Day – 31</i>	<b><u>Assessment #17</u></b>	<b>Review reference skills: finding information in the table of contents, glossary, and index, and understanding text organization. 2</b>
May 31-June 4 <i>Early Release – 6/4</i>	<b>Geometry – Perimeter, area, and volume. 1</b>	<b><u>Assessment #17</u></b>
	<b><u>Assessment #18</u></b>	
<b>SUMMER</b>	<b>Introduce Integers (for 7<sup>th</sup> grade)</b>	<b>Genre Study</b>
	<b><u>No Assessment</u></b>	<b><u>No Assessment</u></b>

\*\*Fluency practice should be continuous throughout the school year with a minimum goal of 157 wpm by spring.

\*\*Instant recall of addition, subtraction, multiplication, and division facts through 12's should be continuous throughout the school year.