

**DAY 1**

# Word Study

NOTE: NAD Standards are followed by the corresponding Marzano Priority Standard when it is available.

## Vocabulary

|                   |  |
|-------------------|--|
| <b>OBJECTIVE:</b> |  |
| <b>ACTIVITY:</b>  | End of the Year Vocabulary Assessments |

### Anchor Text Vocabulary Words:

|         |          |
|---------|----------|
| 1. Word | NO WORDS |
|---------|----------|

Follow the DLG, Cleversticks, p. 98 for assessment directions.

## Phonological Awareness/Phonics/Spelling

- See instructions for this section on Week 1 Day 1.

**DAY 1**

# Reading Workshop Whole-Group

## Shared Read Aloud

|                   |                               |
|-------------------|-------------------------------|
| <b>OBJECTIVE:</b> |                               |
| <b>ACTIVITY:</b>  | End of the Grammar Assessment |

## Comprehension Mini-lesson

|                   |                     |
|-------------------|---------------------|
| <b>OBJECTIVE:</b> |                     |
| <b>ACTIVITY:</b>  | Close Reading Day 1 |

Teach according to DLG, *Cleversticks*, pp. 101-103.

**DAY 1**

## Reading Workshop Small-Group

### Guided Reading - Differentiate According to Standards

|                   |   |
|-------------------|---|
| <b>OBJECTIVE:</b> | Read on-level text with purpose and understanding (L.A.K-2.RF.4)<br>Use silent reading strategies (LA.K-2.RF.4) |
|-------------------|---|

*Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.*

*This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.*

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

### Independent Reading/Literacy Centers

|                   |   |
|-------------------|---|
| <b>OBJECTIVE:</b> | Demonstrate understanding of the basic features of print (LA.K-2.RF.1)<br>Read informational texts on topics of interest (LA.K-2.RI.14) |
|-------------------|---|

**DAY 1**

# Writing Workshop

## Writing Mini-Lesson

|                   |  |
|-------------------|--|
| <b>OBJECTIVE:</b> | Edit and publish an opinion paragraph (LA.K-2.W.1 & 6) |
| <b>ACTIVITY:</b>  | Edit Your Opinion                                      |

## Teach/Model/Practice

**NOTE:** Many of the Writing Workshop lessons in the Bridge have been written to be used across the grades. When a lesson appears in this document, it will be noted if it should be used alone or in collaboration with the lesson that is in the Grade 1 Pathways 2.0 Writing Workshop. Page number(s) from the Pathways 2.0 book will be included for your reference.

- Teach according to the DLG, Cleversticks, pp. 104 - 105.
- Use as much information from the Teach/Model to instruct and support the editing process with the students.
- As students edit, circulate and conference with students.
- Give students time to complete the editing process.

Note: At this point, students should have the piece from their notebook, the second draft, and they will write the last draft tomorrow.

**DAY 2**

# Word Study

## Vocabulary

|                   |  |
|-------------------|--|
| <b>OBJECTIVE:</b> |  |
| <b>ACTIVITY:</b>  | End of the Year Assessment: Vocabulary Acquisition |

## Anchor Text Vocabulary Words:

|         |          |
|---------|----------|
| 1. Word | NO WORDS |
|---------|----------|

## Phonological Awareness/Phonics/Spelling

- See instructions for this section on Week 1 Day 1.

DAY 2

Reading Workshop

Whole-Group

## Shared Read Aloud/Comprehension Mini-lesson

Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.

DAY 2

Reading Workshop

Small-Group

## Guided Reading - Differentiate According to Standards

|                   |   |
|-------------------|---|
| <b>OBJECTIVE:</b> | Read on-level text with purpose and understanding (L.A.K-2.RF.4)<br>Use silent reading strategies (LA.K-2.RF.4) |
|-------------------|---|

***Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.***

***This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.***

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

## Independent Reading/Literacy Centers

|                   |   |
|-------------------|---|
| <b>OBJECTIVE:</b> | Demonstrate understanding of the basic features of print (LA.K-2.RF.1)<br>Read informational texts on topics of interest (LA.K-2.RI.14) |
|-------------------|---|

**DAY 2**

## Writing Workshop

### Writing Mini-Lesson

|                   |   |
|-------------------|---|
| <b>OBJECTIVE:</b> | Publish and opinion piece(LA. K -2.W.1 & 6) |
| <b>ACTIVITY:</b>  | Get Published                               |

**Note:** Use the lesson of Day 3 today.

### Teach/ModelPractice

- Teach according to the DLG, *Cleversticks*, pp. 110 - 111.
- Use needed information from the DLG to instruct, review, and support the publishing process.
- Give students the time to complete their final draft.
- Circulate to check on students.

**DAY 3**

## Word Study

### Vocabulary

|                   |  |
|-------------------|--|
| <b>OBJECTIVE:</b> |  |
|-------------------|--|

|                  |             |
|------------------|-------------|
| <b>ACTIVITY:</b> | NO ACTIVITY |
|------------------|-------------|

### Anchor Text Vocabulary Words:

|           |          |
|-----------|----------|
| <b>1.</b> | NO WORDS |
|-----------|----------|

## Phonological Awareness/ Phonics/Spelling

- See instructions for this section on Week 1 Day 1.

DAY 3

# Reading Workshop

Whole-Group

## Shared Read Aloud/Comprehension Mini-Lesson

|                   |                     |
|-------------------|---------------------|
| <b>OBJECTIVE:</b> |                     |
| <b>ACTIVITY:</b>  | Close Reading Day 2 |

Teach according to DLG, Cleversticks, p.109.

**Teach/Model**

**Guided Practice**

**Independent Practice**

DAY 3

## Reading Workshop Small-Group

### Guided Reading - Differentiate According to Standards

|                   |   |
|-------------------|---|
| <b>OBJECTIVE:</b> | Read on-level text with purpose and understanding (L.A.K-2.RF.4)<br>Use silent reading strategies (LA.K-2.RF.4) |
|-------------------|---|

*Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.*

*This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.*

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

### Independent Reading/Literacy Centers

|                   |   |
|-------------------|---|
| <b>OBJECTIVE:</b> | Demonstrate understanding of the basic features of print (LA.K-2.RF.1)<br>Read informational texts on topics of interest (LA.K-2.RI.14) |
|-------------------|---|

DAY 3

## Writing Workshop

### Grammar Mini-Lesson

|                   |  |
|-------------------|--|
| <b>OBJECTIVE:</b> | End of Year Benchmark Writing Assessment |
|-------------------|--|

|                  |                       |
|------------------|-----------------------|
| <b>ACTIVITY:</b> | End of Year Benchmark |
|------------------|-----------------------|

### Teach/Model/Practice

- This lesson is from Day 2 of the DLG, Cleversticks, pp.107-108.
- Follow the DLG, Cleversticks, pp. 107 - 108.
- In addition to the script in the DLG, remind students about the traits of writing for example: remind them to choose the best words, share their voice with their readers, and do their very best at this writing piece.

Optional: You may choose to schedule the writing test over two days to mirror the test that’s done in 3rd grade if your school has a writing assessment program. You might schedule 30 minutes the first day and 30 minutes the next day.

**DAY 4**

# Word Study

### Vocabulary

|                   |             |
|-------------------|-------------|
| <b>OBJECTIVE:</b> |             |
| <b>ACTIVITY:</b>  | NO ACTIVITY |

### Anchor Text Vocabulary Words:

|           |          |
|-----------|----------|
| <b>1.</b> | NO WORDS |
|-----------|----------|

### Phonological Awareness/Phonics/Spelling

- See instructions for this section on Week 1 Day 1.



DAY 4

## Reading Workshop Whole-Group

### Shared Read Aloud/Comprehension Mini-lesson

Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.

DAY 4

## Reading Workshop Small-Group

### Guided Reading - Differentiate According to Standards

|                   |   |
|-------------------|---|
| <b>OBJECTIVE:</b> | Read on-level text with purpose and understanding (L.A.K-2.RF.4)<br>Use silent reading strategies (LA.K-2.RF.4) |
|-------------------|---|

*Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.*

*This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.*

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

### Independent Reading/Literacy Centers

|                   |   |
|-------------------|---|
| <b>OBJECTIVE:</b> | Demonstrate understanding of the basic features of print (LA.K-2.RF.1)<br>Read informational texts on topics of interest (LA.K-2.RI.14) |
|-------------------|---|

DAY 4

## Writing Workshop

## Grammar Mini-Lesson

|                   |  |
|-------------------|--|
| <b>OBJECTIVE:</b> | End of the year assessment or writing activities |
| <b>ACTIVITY:</b>  | End of the Year Writing                          |

## Teach/Model/Practice

Teachers may administer assessments or have last minute writing activities such as writing to the next group of students who will be new in this class or write a thank you note to someone, etc.

**DAY 5**

## Word Study

## Vocabulary

|                   |             |
|-------------------|-------------|
| <b>OBJECTIVE:</b> |             |
| <b>ACTIVITY:</b>  | NO ACTIVITY |

## Anchor Text Vocabulary Words:

|  |          |
|--|----------|
|  | NO WORDS |
|--|----------|

## Phonological Awareness/Phonics/Spelling

- See instructions for this section on Week 1 Day 1.

**DAY 5**

## Reading Workshop Whole-Group

## Shared Read Aloud/Comprehension Mini-Lesson

|                   |                     |
|-------------------|---------------------|
| <b>OBJECTIVE:</b> |                     |
| <b>ACTIVITY:</b>  | Close Reading Day 3 |

Teach according to DLG, *Cleversticks*, pp. 112-113.

Teach/Model

Guided Practice

Independent Practice

**DAY 5**

## Reading Workshop Small-Group

### Guided Reading - Differentiate According to Standards

|                   |   |
|-------------------|---|
| <b>OBJECTIVE:</b> | Read on-level text with purpose and understanding (L.A.K-2.RF.4)<br>Use silent reading strategies (LA.K-2.RF.4) |
|-------------------|---|

*Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.*

*This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.*

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

## Independent Reading/Literacy Centers

|                   |   |
|-------------------|---|
| <b>OBJECTIVE:</b> | Demonstrate understanding of the basic features of print (LA.K-2.RF.1)<br>Read informational texts on topics of interest (LA.K-2.RI.14) |
|-------------------|---|

**DAY 5**

# Writing Workshop

## Author's Chair and Wrap-up

|                   |   |
|-------------------|---|
| <b>OBJECTIVE:</b> | End of Year assessments or writing activities |
| <b>ACTIVITY:</b>  | Assessment or Writing Activities              |

## Sharing Writing

Teachers may administer assessments or have last minute writing activities such as writing to the next group of students or asking students to share how much they have grown in writing this year.