

WEEK 1

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

Me...Jane ~ Unit 6 ~ Week 1

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Identify base words and endings. (LA.K-2.L.4) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Vocabulary Words (Appendix 1) 	Standard: Identify base words and endings. (LA.K-2.L.4) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Week 1 Vocabulary Word Cards (Appendix A) 	Standard: Identify base words and endings. (LA.K-2.L.4) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Week 1 Vocabulary Word Cards (Appendix A)
2	Activity: Guess My Word	Activity: Guess My Word	Activity: Guess My Word
3	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> My Picture Journal (Appendix 1) 	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> 8 ½ X 11" card stock and markers 	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> 8 ½ X 11" card stock and markers
4	Activity: Dictionary Author	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> First Grade Academic Vocabulary Graphic Organizer (Appendix 1) 	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> Academic Vocabulary Dictionary (Appendix A)
5	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Week 1 Vocabulary Assessment (Appendix 1) 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Weekly Vocabulary Assessment: Web or Weekly Vocabulary Assessment: Square (Appendix C) 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Weekly Vocabulary Assessment: Web or Weekly Vocabulary Assessment: Square (Appendix C)

PHONEMIC AWARENESS/PHONICS/SPELLING

Note: See Daily Lesson Guide, Week 1 Day 1 for instructions.

Reading Workshop – Approximately 80 minutes/day**WHOLE GROUP INSTRUCTION** (20 minutes)

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

SHARED READ-ALoud

Day	Kindergarten	First Grade	Second Grade
1	Standard: Ask and answer questions to gather additional information (LA.K-2.SL.3) Activity: Ask and Answer Questions Resources: <ul style="list-style-type: none"> Chart paper and markers 	Standard: Ask and answer questions to gather additional information (LA.K-2.SL.3) Activity: Ask and Answer Questions Resources: <ul style="list-style-type: none"> Chart paper and markers 	Standard: Ask and answer questions to gather additional information (LA.K-2.SL.3) Activity: Ask and Answer Questions Resources: <ul style="list-style-type: none"> Chart paper and markers
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	Activity: Ask and Answer Questions–Part 1 Resources: <ul style="list-style-type: none"> Chart paper and markers Teacher-selected informational text or video (see lesson) 	Activity: Ask and Answer Questions–Part 1 Resources: <ul style="list-style-type: none"> Chart paper and markers Teacher-selected informational text or video (see lesson) 	Activity: Ask and Answer Questions–Part 1 Resources: <ul style="list-style-type: none"> Chart paper and markers Teacher-selected informational text or video (see lesson)
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	Activity: Ask and Answer Questions about a Report	Activity: Ask and Answer Questions about a Report	Activity: Ask and Answer Questions about a Report

COMPREHENSION MINI-LESSON

Day	Kindergarten	First Grade	Second Grade
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1	Standard: Determine meaning of words and phrases in a text (LA.K-2.RI.4) Activity: Introduce Me...Jane Resources: <ul style="list-style-type: none"> Me...Jane, one copy per student 	Standard: Determine meaning of words and phrases in a text (LA.K-2.RI.4) Activity: Introduce Me...Jane Resources: <ul style="list-style-type: none"> Me...Jane, one copy per student 	Standard: Determine meaning of words and phrases in a text (LA.K-2.RI.4) Activity: Introduce Me...Jane Resources: <ul style="list-style-type: none"> Me...Jane, one copy per student
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	Activity: Me...Jane Clarifying Questions Resources: <ul style="list-style-type: none"> Computer or dictionary (see lesson) 	Activity: Me...Jane Clarifying Questions Resources: <ul style="list-style-type: none"> Computer or dictionary (see lesson) 	Activity: Me...Jane Clarifying Questions Resources: <ul style="list-style-type: none"> Computer or dictionary (see lesson)
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	Activity: Me...Jane Text-Dependent Questions Resources: <ul style="list-style-type: none"> Picture book Story Map worksheet (Appendix 2) 	Activity: Me...Jane Text-Dependent Questions	Activity: Me...Jane Text-Dependent Questions

SMALL-GROUP INSTRUCTION (60 minutes)

Note : Students will participate in **Guided Reading** and **Independent Reading/Literacy Centers** during this time that are scheduled simultaneously.. Select texts according to the students' instructional levels, using the Teacher Manual for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole-Group Instruction to Guided Reading texts.

****Many Kindergarten students will not be ready for Guided Reading and should work on developmentally appropriate activities provided in Independent Reading/Literacy Centers.**

Writing Workshop – Approximately 40 minutes/day	
Writing (30 minutes) Note: Two days are Writing Mini-Lessons; two days are Grammar Mini-Lessons. Mini-lessons should be no more than ten minutes, with the rest of the time devoted to independent writing.	
WRITING/GRAMMAR MINI-LESSON	
Day	Kindergarten through Second Grade
1	Standard: Drafting a descriptive paragraph (LA.K-2.W.3) Activity: Brainstorming a Topic Resources: <ul style="list-style-type: none"> • Chart paper • Descriptive Paragraph Model (Appendix B)
2	Standard: Use commas properly in dates, places, series, and in letters (LA.K-2.L.2) Activity: Comma In Context Resources: <ul style="list-style-type: none"> • Add Commas in Context (Appendix B) • Chart paper and markers
3	Standard: Drafting a descriptive paragraph (LA.K-2.W.3) Activity: Drafting a Descriptive Paragraph Resources: <ul style="list-style-type: none"> • Chart paper • Descriptive Paragraph Model printable (Appendix B) • Descriptive Paragraph: Writing Frame (Appendix B)
4	Standard: Use commas properly in dates, places, series, and in letters (LA.K-2.L.2) Activity: Using Commas in Context Resources: <ul style="list-style-type: none"> • Add Commas in Context (Appendix B) • Chart paper
5	Standard: Complete descriptive piece Activity: Publish Final Draft of Favorite Place

WEEK 2

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

Me...Jane ~ Unit 6 ~ Week 2

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Identify word relationships: synonyms, antonyms, analogies. (LA.K-2.L.5) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Vocabulary Words (Appendix 1) Word-Picture Matching Cards (Appendix 1) 	Standard: Identify word relationships: synonyms, antonyms, analogies. (LA.K-2.L.5) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Week 2 Vocabulary Word Cards (Appendix A) Word Relationship Cards (Appendix A) 	Standard: Identify word relationships: synonyms, antonyms, analogies. (LA.K-2.L.5) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Week 2 Vocabulary Word Cards (Appendix A) Word Relationship Cards (Appendix A)
2	Activity: Guess My Word – Word Relationships	Activity: Guess My Word – Word Relationships Resources: <ul style="list-style-type: none"> Word Relationship Cards (Appendix A) 	Activity: Guess My Word – Word Relationships Resources: <ul style="list-style-type: none"> Word Relationship Cards (Appendix A)
3	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> My Picture Journal (Appendix A) 	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> 8 ½ X 11" card stock and markers 	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> 8 ½ X 11" card stock and markers
4	Activity: Dictionary Author	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> First Grade Academic Vocabulary Graphic Organizer (Appendix 1) 	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> Academic Vocabulary Dictionary (Appendix A)
5	Activity: Weekly Vocabulary Assessment Resources:	Activity: Weekly Vocabulary Assessment Resources:	Activity: Weekly Vocabulary Assessment Resources:

<ul style="list-style-type: none"> Week 2 Vocabulary Assessment (Appendix 1) 	<ul style="list-style-type: none"> Weekly Vocabulary Assessment Web or Weekly Vocabulary Assessment Square (Appendix C) 	<ul style="list-style-type: none"> Weekly Vocabulary Assessment Web or Weekly Vocabulary Assessment Square (Appendix C)
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PHONEMIC AWARENESS/PHONICS/SPELLING

Note: See Daily Lesson Guide, Week 1 Day 1 for instructions.

Reading Workshop – Approximately 80 minutes/day

WHOLE GROUP INSTRUCTION (20 minutes)

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

SHARED READ-ALoud

Day	Kindergarten	First Grade	Second Grade
1	Standard: Add visual displays to descriptions when appropriate (LA.K-1.SL.5) Activity: Textual Illustration Resources: <ul style="list-style-type: none"> Digital Recording and Visual Representation Scoring Guide (Appendix D) Teacher-selected poem (see lesson) 	Standard: Add visual displays to descriptions when appropriate (LA.K-1.SL.5) Activity: Textual Illustration Resources: <ul style="list-style-type: none"> Digital Recording and Visual Representation Scoring Guide (Appendix D) Teacher-selected poem (see lesson) 	Standard: Create a digital recording with an accompanying visual display (LA.2.SL.5) Activity: Textual Illustration Resources: <ul style="list-style-type: none"> Digital Recording and Visual Representation Scoring Guide (Appendix D) Teacher-selected poem (see lesson)
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	Activity: Build Expressions	Activity: Build Expressions	Activity: Build Expressions
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	Activity: Digital Recording Resources: <ul style="list-style-type: none"> Recording equipment (see lesson) 	Activity: Digital Recording Resources: <ul style="list-style-type: none"> Recording equipment (see lesson) 	Activity: Digital Recording Resources: <ul style="list-style-type: none"> Recording equipment (see lesson)

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Predict content and outcomes of a text using pictures, illustrations, and text (LA.K-2.RI.10) Activity: Make Nonfiction Predictions–Part 1 Resources: <ul style="list-style-type: none"> Teacher-selected nonfiction text (see lesson) Chart paper and markers 	Standard: Predict content and outcomes of a text using pictures, illustrations, and text (LA.K-2.RI.10) Activity: Make Nonfiction Predictions–Part 1 Resources: <ul style="list-style-type: none"> Teacher-selected nonfiction text (see lesson) Chart paper and markers 	Standard: Predict content and outcomes of a text using pictures, illustrations, and text (LA.K-2.RI.10) Activity: Make Nonfiction Predictions–Part 1 Resources: <ul style="list-style-type: none"> Teacher-selected nonfiction text (see lesson) Chart paper and markers
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	Activity: Make Nonfiction Predictions–Part 2 Resources: <ul style="list-style-type: none"> Teacher-selected nonfiction text (see lesson) 	Activity: Make Nonfiction Predictions–Part 2 Resources: <ul style="list-style-type: none"> Teacher-selected nonfiction text (see lesson) 	Activity: Make Nonfiction Predictions–Part 2 Resources: <ul style="list-style-type: none"> Teacher-selected nonfiction text (see lesson)
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	Activity: Make Nonfiction Predictions–Part 3 Resources: <ul style="list-style-type: none"> Teacher-selected nonfiction text (see lesson) Selection of nonfiction texts, one per pair or small group (see lesson) 	Activity: Make Nonfiction Predictions–Part 3 Resources: <ul style="list-style-type: none"> Teacher-selected nonfiction text (see lesson) Selection of nonfiction texts, one per pair or small group (see lesson) 	Activity: Make Nonfiction Predictions–Part 3 Resources: <ul style="list-style-type: none"> Teacher-selected nonfiction text (see lesson) Selection of nonfiction texts, one per pair or small group (see lesson)

SMALL-GROUP INSTRUCTION (60 minutes)
<p>Note : Students will participate in Guided Reading and Independent Reading/Literacy Centers during this time that are scheduled simultaneously.. Select texts according to the students’ instructional levels, using the Teacher Manual for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole-Group Instruction to Guided Reading texts.</p> <p>**Many Kindergarten students will not be ready for Guided Reading and should work on developmentally appropriate activities provided in Independent Reading/Literacy Centers.</p>

Writing Workshop – Approximately 40 minutes/day	
Writing (30 minutes) <i>Note: Two days are Writing Mini-Lessons; two days are Grammar Mini-Lessons. Mini-lessons should be no more than ten minutes, with the rest of the time devoted to independent writing.</i>	
WRITING/GRAMMAR MINI-LESSON	
Day	Kindergarten through Second Grade
1	Standard: Write a fictional narrative (LA.K-2.W.3) Activity: Choosing Characters and Setting Resources: <ul style="list-style-type: none"> • Fictional Narrative: PreWriting Model (Appendix B) • Chart paper
2	Standard: Identify and use proper nouns of places and dates (LA.K-2.L.1) (LA.K-2.L.2) Activity: Proper Nouns–Places and Dates Resources: <ul style="list-style-type: none"> • Proper Noun Hunt (Appendix B)
3	Standard: Write a fictional narrative (LA.K-2.W.3) Activity: Using a Story Map Resources: <ul style="list-style-type: none"> • Fictional Narrative: Prewriting Model (Appendix B) • Fictional Narrative Story Map Model (Appendix B) • Fictional Narrative Story Map (Appendix B)
4	Standard: Identify and use proper nouns of places and dates (LA.K-2.L.1) (LA.K-2.L.2) Activity: Proper Nouns–Places and Dates Resources: <ul style="list-style-type: none"> • Proper Noun Sort Cards (Appendix B) • Proper Noun Sort Form (Appendix B)
5	Standard: Complete fictional narrative Activity: Wrap Up, Publish & Share

WEEK 3

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

Me...Jane ~ Unit 6 ~ Week 3

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Identify and define simple compound words (LA.K-1.L.3) (LA.2.L.4) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Vocabulary Words (Appendix 1). 	Standard: Identify and define simple compound words (LA.K-1.L.3) (LA.2.L.4) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Week 3 Vocabulary Word Cards (Appendix A) 	Standard: Identify and define simple compound words (LA.K-1.L.3) (LA.2.L.4) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Week 3 Vocabulary Word Cards (Appendix A)
2	Activity: Compound Word Hunt	Activity: Compound Word Hunt	Activity: Compound Word Hunt
3	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> My Picture Journal (Appendix 1) 	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> 8 ½" x 11" card stock and markers 	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> 8 ½" x 11" card stock and markers
4	Activity: Dictionary Author	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> First Grade Academic Vocabulary Graphic Organizer (Appendix 1) 	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> Academic Vocabulary Dictionary (Appendix A)
5	Activity: Weekly Vocabulary Assessments Resources: <ul style="list-style-type: none"> Week 3 Vocabulary Assessment (Appendix 1). 	Activity: Weekly Vocabulary Assessments Resources: <ul style="list-style-type: none"> Weekly Vocabulary Assessment Web or Weekly Vocabulary Assessment: Square (Appendix C) 	Activity: Weekly Vocabulary Assessments Resources: <ul style="list-style-type: none"> Weekly Vocabulary Assessment Web or Weekly Vocabulary Assessment: Square (Appendix C)

PHONEMIC AWARENESS/PHONICS/SPELLING

Note: See Daily Lesson Guide, Week 1 Day 1 for instructions.

Reading Workshop – Approximately 80 minutes/day**WHOLE GROUP INSTRUCTION** (20 minutes)

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

SHARED READ-ALoud

Day	Kindergarten	First Grade	Second Grade
1	Standard: Participate in readers’ theater (LA.K-1.SL.7) (LA.2.SL.4) Activity: Readers’ Theater–Part 1 Resources: <ul style="list-style-type: none"> Teacher-selected readers’ theater script (see lesson) 	Standard: Participate in readers’ theater (LA.K-1.SL.7) (LA.2.SL.4) Activity: Readers’ Theater–Part 1 Resources: <ul style="list-style-type: none"> Teacher-selected readers’ theater script (see lesson) 	Standard: Participate in readers’ theater (LA.K-1.SL.7) (LA.2.SL.4) Activity: Readers’ Theater–Part 1 Resources: <ul style="list-style-type: none"> Teacher-selected readers’ theater script (see lesson)
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	Activity: Readers’ Theater–Part 2 Resources: <ul style="list-style-type: none"> Readers’ Theater Scoring Guide (Appendix D) 	Activity: Readers’ Theater–Part 2 Resources: <ul style="list-style-type: none"> Readers’ Theater Scoring Guide (Appendix D) 	Activity: Readers’ Theater–Part 2 Resources: <ul style="list-style-type: none"> Readers’ Theater Scoring Guide (Appendix D)
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	Activity: Readers’ Theater Performance Resources: <ul style="list-style-type: none"> Readers’ Theater Scoring Guide (Appendix D) 	Activity: Readers’ Theater Performance Resources: <ul style="list-style-type: none"> Readers’ Theater Scoring Guide (Appendix D) 	Activity: Readers’ Theater Performance Resources: <ul style="list-style-type: none"> Readers’ Theater Scoring Guide (Appendix D)

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Distinguish between fact and opinion (LA.K-2.RI.11) Activity: Fact or Opinion? Resources: <ul style="list-style-type: none"> Facts and Opinions (Appendix 2) Fact and Opinion Cards (Appendix B) Fact and Opinion Pairs (Appendix B) 	Standard: Distinguish between fact and opinion (LA.K-2.RI.11) Activity: Fact or Opinion? Resources: <ul style="list-style-type: none"> Fact and Opinion Cards (Appendix B) Fact and Opinion Pairs (Appendix B) 	Standard: Distinguish between fact and opinion (LA.K-2.RI.11) Activity: Fact or Opinion? Resources: <ul style="list-style-type: none"> Fact and Opinion Cards (Appendix B) Fact and Opinion Pairs (Appendix B)
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	Activity: Fact of Opinion?	Activity: Fact of Opinion?	Activity: Fact of Opinion?
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	Activity: Fact or Opinion Formative Assessment Resources: <ul style="list-style-type: none"> Fact of Opinion? (Appendix B) 	Activity: Fact or Opinion Formative Assessment Resources: <ul style="list-style-type: none"> Fact of Opinion? (Appendix B) 	Activity: Fact or Opinion Formative Assessment Resources: <ul style="list-style-type: none"> Fact of Opinion? (Appendix B)

SMALL-GROUP INSTRUCTION (60 minutes)	
<p>Note : Students will participate in Guided Reading and Independent Reading/Literacy Centers during this time that are scheduled simultaneously.. Select texts according to the students' instructional levels, using the Teacher Manual for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole-Group Instruction to Guided Reading texts.</p> <p>**Many Kindergarten students will not be ready for Guided Reading and should work on developmentally appropriate activities provided in Independent Reading/Literacy Centers.</p>	

Writing Workshop – Approximately 40 minutes/day	
Writing (30 minutes) Note: Two days are Writing Mini-Lessons; two days are Grammar Mini-Lessons. Mini-lessons should be no more than ten minutes, with the rest of the time devoted to independent writing.	
WRITING/GRAMMAR MINI-LESSON	
Day	Kindergarten through Second Grade
1	Standard: Write a fictional narrative (LA.K-2.W.3) Activity: Writing Dialogue Resources: <ul style="list-style-type: none"> Fictional Narrative Model (Appendix B)
2	Standard: Identify and use prepositions and prepositional phrases correctly. (LA.K-2.L.1) Activity: When and Where? Resources: <ul style="list-style-type: none"> Prepositions Where (Appendix B)
3	Standard: Write a fictional narrative (LA.K-2.W.3) Activity: Drafting a Fictional Narrative Resources: <ul style="list-style-type: none"> Fictional Narrative Frame: Writing Frame Model (Appendix B) Fictional Narrative: Writing Frame (Appendix B)
4	Standard: Identify and use prepositions and prepositional phrases correctly. (LA.K-2.L.1) Activity: When or Where? Resources: <ul style="list-style-type: none"> Prepositions in Context (Appendix B)
5	Standard: Continue narrative piece Activity: Wrap Up

WEEK 4

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

Me...Jane ~ Unit 6 ~ Week 4

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Review vocabulary skills Activity: Review Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Snapshot (Appendix 1) 	Standard: Review vocabulary skills Activity: Review Anchor Text Vocabulary	Standard: Review vocabulary skills Activity: Review Anchor Text Vocabulary
2	Activity: Review Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Vocabulary Words Review 2 (Appendix 1) 	Activity: Review Anchor Text Vocabulary	Activity: Review Anchor Text Vocabulary
3	Activity: Review Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Vocabulary Words Review 3 (Appendix 1) 	Activity: Review Anchor Text Vocabulary	Activity: Review Anchor Text Vocabulary
4	Activity: End-of-Unit Review	Activity: End-of-Unit Review Resources: <ul style="list-style-type: none"> Unit 5 Anchor Text Vocabulary Cards (Appendix A) Unit 6 Anchor Text Vocabulary Cards (Appendix A) 	Activity: End-of-Unit Review Resources: <ul style="list-style-type: none"> Unit 5 Anchor Text Vocabulary Cards (Appendix A) Unit 6 Anchor Text Vocabulary Cards (Appendix A)
5	Activity: End-of-Unit Assessment Resources: <ul style="list-style-type: none"> Units 5 and 6 End-of-Unit Assessment (Appendix 3) 	Activity: End-of-Unit Assessment Resources: <ul style="list-style-type: none"> Units 5 and 6 End-of-Unit Assessment, 4 pages (Appendix C and Appendix D) 	Activity: End-of-Unit Assessment Resources: <ul style="list-style-type: none"> Units 5 and 6 End-of-Unit Assessment, 4 pages (Appendix C and Appendix D)

	<ul style="list-style-type: none"> Fictional Narrative: Story Map (Appendix B) 	<ul style="list-style-type: none"> Fictional Narrative: Story Map (Appendix B) 	<ul style="list-style-type: none"> Fictional Narrative: Story Map (Appendix B)
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PHONEMIC AWARENESS/PHONICS/SPELLING

Note: See Daily Lesson Guide, Week 1 Day 1 for instructions.

Reading Workshop – Approximately 80 minutes/day

WHOLE GROUP INSTRUCTION (20 minutes)

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

SHARED READ-ALoud			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Assess student learning from Units 5 and 6</p> <p>Activity: Summative Performance Task</p>	<p>Standard: Assess student learning from Units 5 and 6</p> <p>Activity: Summative Performance Task</p> <p>Resources:</p> <ul style="list-style-type: none"> Units 5 and 6 Summative Performance Task Outline for Teachers (Appendix C) Letter to Parents/Guardians, Unit 5 and 6 Summative Performance Task Outline for Students, Summative Performance Task Research Notes, Units 5 and 6 Summative Performance Students Checklist (Appendix C) Units 5 and 6 Summative Performance Task Scoring Guide (Appendix D) 	<p>Standard: Assess student learning from Units 5 and 6</p> <p>Activity: Summative Performance Task</p> <p>Resources:</p> <ul style="list-style-type: none"> Units 5 and 6 Summative Performance Task Outline for Teachers (Appendix C) Letter to Parents/Guardians, Unit 5 and 6 Summative Performance Task Outline for Students, Summative Performance Task Research Notes, Units 5 and 6 Summative Performance Students Checklist (Appendix C) Units 5 and 6 Summative Performance Task Scoring Guide (Appendix D)
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>

3	Activity: Close Reading–Day 2 Resources: <ul style="list-style-type: none"> Chart paper and markers 	Activity: Close Reading–Day 2 Resources: <ul style="list-style-type: none"> Chart paper and markers 	Activity: Close Reading–Day 2 Resources: <ul style="list-style-type: none"> Chart paper and markers
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	Activity: Close Reading–Day 3 Resources: <ul style="list-style-type: none"> Chart paper and markers 	Activity: Close Reading–Day 3 Resources: <ul style="list-style-type: none"> Chart paper and markers 	Activity: Close Reading–Day 3 Resources: <ul style="list-style-type: none"> Chart paper and markers

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Ask and answer questions about key details, identify the main topic, determine meanings of words and phrases in a text, and predict content using pictures and illustrations. Activity: Close Reading–Day 1 Resources: <ul style="list-style-type: none"> Where Do Polar Bears Live? by Sarah L. Thomson 	Standard: Ask and answer questions about key details, identify the main topic, determine meanings of words and phrases in a text, and predict content using pictures and illustrations. Activity: Close Reading–Day 1 Resources: <ul style="list-style-type: none"> Where Do Polar Bears Live? by Sarah L. Thomson 	Standard: Ask and answer questions about key details, identify the main topic, determine meanings of words and phrases in a text, and predict content using pictures and illustrations. Activity: Close Reading–Day 1 Resources: <ul style="list-style-type: none"> Where Do Polar Bears Live? by Sarah L. Thomson
2	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
3	Activity: Close Reading - Day 2 Resources: <ul style="list-style-type: none"> Chart paper and markers 	Activity: Close Reading - Day 2 Resources: <ul style="list-style-type: none"> Chart paper and markers 	Activity: Close Reading - Day 2 Resources: <ul style="list-style-type: none"> Chart paper and markers
4	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>	<i>This time may be used for completing reading activities as needed.</i>
5	Activity: Close Reading - Day 3 Resources: <ul style="list-style-type: none"> Chart paper and markers 	Activity: Close Reading - Day 3 Resources: <ul style="list-style-type: none"> Chart paper and markers 	Activity: Close Reading - Day 3 Resources: <ul style="list-style-type: none"> Chart paper and markers

SMALL-GROUP INSTRUCTION (60 minutes)

Note : Students will participate in **Guided Reading** and **Independent Reading/Literacy Centers** during this time that are scheduled simultaneously.. Select texts according to the students' instructional levels, using the Teacher Manual for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole-Group Instruction to Guided Reading texts.

****Many Kindergarten students will not be ready for Guided Reading and should work on developmentally appropriate activities provided in Independent Reading/Literacy Centers.**

Writing Workshop – Approximately 40 minutes/day

Writing (30 minutes)

Note: Two days are Writing Mini-Lessons; two days are Grammar Mini-Lessons. Mini-lessons should be no more than ten minutes, with the rest of the time devoted to independent writing.

WRITING/GRAMMAR MINI-LESSON

Day	Kindergarten through Second Grade
1	Standard: Edit a fictional narrative (LA.K-2.W.3) Activity: Edit a Fictional Narrative Resources: <ul style="list-style-type: none">• Fictional Narrative: Editing Checklist (Appendix B)• End of Unit Narrative Writing (Appendix 2)
2	Standard: Identify irregular past-tense verbs, verbs of being, and interrogative and compound sentences. Activity: Review
3	Standard: Publish a fictional narrative (LA.K-2.W.3) Activity: Get Published
4	Standard: Identify and use comma, proper nouns, and prepositions/prepositional phrases Activity: Review
5	Standard: Complete narrative piece Activity: Wrap Up