

WEEK 1

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

Twice Yours ~ Unit 4 ~ Week 1

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Classify and categorize words by spelling, sound, or meaning. (LA.K-1.L.4) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Week 1 Vocabulary Words (Appendix 1) 	Standard: Classify and categorize words by spelling, sound, or meaning. (LA.K-1.L.4) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Vocabulary Word Cards (Appendix A) 	Standard: Classify and categorize words by spelling, sound, or meaning. (LA.2.L.5) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Vocabulary Word Cards (Appendix A)
2	Activity: Fill in the Blank Resources: <ul style="list-style-type: none"> Picture cards for <i>Build a Word</i> game (see DLP) 	Activity: Fill in the Blank	Activity: Fill in the Blank
3	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 	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 printable (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"> Vocabulary Assessment Web printable (Appendix C) 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Vocabulary Assessment Web printable (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 collaborative conversations (LA.K-2.SL.1) (LA.K.SL.8) Activity: Introduce Twice Yours Resources: <ul style="list-style-type: none">Twice Yours, one copy per studentChart paper and markers	Standard: Participate in collaborative conversations (LA.K-2.SL.1) (LA.1-2.SL.7) Activity: Introduce Twice Yours Resources: <ul style="list-style-type: none">Twice Yours, one copy per studentChart paper and markers	Standard: Participate in collaborative conversations (LA.K-2.SL.1) (LA.1-2.SL.7) Activity: Introduce Twice Yours Resources: <ul style="list-style-type: none">Twice Yours, one copy per studentChart 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: Collaborative Conversations Resources: <ul style="list-style-type: none">Chart paper	Activity: Collaborative Conversations Resources: <ul style="list-style-type: none">Chart paper	Activity: Collaborative Conversations Resources: <ul style="list-style-type: none">Chart paper
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: All Right, Stop, Collaborate, and Listen Resources: <ul style="list-style-type: none">Collaborative Conversation Tickets (Appendix B)	Activity: All Right, Stop, Collaborate, and Listen Resources: <ul style="list-style-type: none">Collaborative Conversation Tickets (Appendix B)	Activity: All Right, Stop, Collaborate, and Listen Resources: <ul style="list-style-type: none">Collaborative Conversation Tickets (Appendix B)

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Ask and answer questions to clarify details (LA.K-2.RL.1) Activity: Asking Key Questions about Twice Yours Resources: <ul style="list-style-type: none"> Asking Key Questions about Twice Yours (Appendix B) 	Standard: Ask and answer questions to clarify details (LA.K-2.RL.1) Activity: Asking Key Questions about Twice Yours Resources: <ul style="list-style-type: none"> Asking Key Questions about Twice Yours (Appendix B) 	Standard: Ask and answer questions to clarify details (LA.K-2.RL.1) Activity: Asking Key Questions about Twice Yours Resources: <ul style="list-style-type: none"> Asking Key Questions about Twice Yours (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: Cite that Evidence Resources: <ul style="list-style-type: none"> Asking Key Questions about Twice Yours (Appendix B) 	Activity: Cite that Evidence Resources: <ul style="list-style-type: none"> Asking Key Questions about Twice Yours (Appendix B) 	Activity: Cite that Evidence Resources: <ul style="list-style-type: none"> Asking Key Questions about Twice Yours (Appendix B)
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 Parable Resources: <ul style="list-style-type: none"> 8 ½ X 11" plain paper 	Activity: Ask and Answer Questions about a Parable Resources: <ul style="list-style-type: none"> Ask and Answer Questions about the Good Samaritan (Appendix B) 	Activity: Ask and Answer Questions about a Parable Resources: <ul style="list-style-type: none"> Ask and Answer Questions about the Good Samaritan (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) <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 persuasive letter (LA.K-2.W.1) Activity: Stating a Clear Goal Resources: <ul style="list-style-type: none"> Persuasive Letter Model (Appendix B)
2	Standard: Identify and use proper nouns (LA.K-2.L.1) Activity: Proper Nouns– Part 1 Resources: Common and Proper Noun Sort (Appendix B) <ul style="list-style-type: none"> Common and Proper Noun Sort Cards (Appendix B)
3	Standard: Write a persuasive letter (LA.K-2.W.1) Activity: Drafting a Persuasive Letter Resources: <ul style="list-style-type: none"> Persuasive Letter Model (Appendix B) Persuasive Letter Frame (Appendix B)
4	Standard: Identify and use proper nouns (LA.K-2.L.1) Activity: Proper Nouns– Part 2 Resources: <ul style="list-style-type: none"> Identifying and Writing Proper Nouns (Appendix B)
5	Standard: Wrap up writing pieces, share, publish, etc. Activity: Complete writing and other writing activities

WEEK 2

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

Twice Yours ~ Unit 4 ~ Week 2

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Understand word relationships: homophones. (LA.K.L5) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Vocabulary Words (Appendix 1) 	Standard: Understand word relationships: homophones. (LA.1.L.4) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Week 2 Vocabulary Word Cards, (Appendix A). 	Standard: Understand word relationships: homophones. (LA.2.L5) Activity: Introduce Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> LWeek 2 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 1/2 x 11" card stock and markers 	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> "8 1/2 x 11" card stock and markers
4	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> Blank paper 	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> Academic Vocabulary Dictionary printable First Grade.(Appendix 1) 	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> Academic Vocabulary Dictionary (Appendix 1)
5	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Vocabulary Word Assessment- Kindergarten (Appendix1) 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> First Grade Academic Vocabulary Graphic Organizer (Appendix 1) 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Weekly Vocabulary Assessment Web (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: Tell a story with key ideas (LA.K.SL.7) Activity: Tell Us a Story! Resources: <ul style="list-style-type: none"> Oral parable presentation (see lesson) Walking with God–Parable Checklist (Appendix B) Letter for Family (Appendix B) 	Standard: Tell a story with key ideas (LA.1.SL.7) Activity: Tell Us a Story! Resources: <ul style="list-style-type: none"> Oral parable presentation (see lesson) Walking with God–Parable Checklist (Appendix B) Letter for Family (Appendix B) 	Standard: Tell a story with key ideas (LA.2.SL.4) Activity: Tell Us a Story! Resources: <ul style="list-style-type: none"> Oral parable presentation (see lesson) Walking with God–Parable Checklist (Appendix B) Letter for Family (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: Sequence a Story Resources: <ul style="list-style-type: none"> Sequencing (Appendix 2) Walking with God–Parable Scoring Guide (Appendix D) 	Activity: Sequence a Story Resources: <ul style="list-style-type: none"> Sequence a Story: Twice Yours (Appendix B) Walking with God–Parable Scoring Guide (Appendix D) 	Activity: Sequence a Story Resources: <ul style="list-style-type: none"> Sequence a Story: Twice Yours (Appendix B) Walking with God–Parable 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: Tell Me a Story Resources: <ul style="list-style-type: none"> Walking with God–Parable Scoring Guide 	Activity: Tell Me a Story Resources: <ul style="list-style-type: none"> Walking with God–Parable Scoring Guide 	Activity: Tell Me a Story Resources: <ul style="list-style-type: none"> Walking with God–Parable Scoring Guide

	(Appendix D)	(Appendix D)	(Appendix D)
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COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Describe rhythm and meaning in a poem (LA.K.RL.5) Activity: Rhythm, Rhyme, and Alliteration–Part 1 Resources: <ul style="list-style-type: none"> Teacher-selected poems (see lessons) Alliteration Action (Appendix 2) Chart paper and markers 	Standard: Identify words in poems that appeal to the senses (LA. 1.RL.4) Activity: DRhythm, Rhyme, and Alliteration–Part 1 Resources: <ul style="list-style-type: none"> Teacher-selected poems (see lessons) Alliteration Adventure (Appendix B) Chart paper and markers 	Standard: Describe rhythm and meaning in a poem (LA.2.RL.5) Activity: Rhythm, Rhyme, and Alliteration–Part 1 Resources: <ul style="list-style-type: none"> Teacher-selected poems (see lessons) Alliteration Adventure (Appendix B) 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: Rhythm, Rhyme, and Alliteration–Part 2 Resources: <ul style="list-style-type: none"> Alliteration Action-2 (Appendix 2). 	Activity: Rhythm, Rhyme, and Alliteration–Part 2 Resources: <ul style="list-style-type: none"> Rhyme Time (Appendix B) 	Activity: Rhythm, Rhyme, and Alliteration–Part 2 Resources: <ul style="list-style-type: none"> Rhyme Time (Appendix B)
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: Analyzing Poetry Resources: <ul style="list-style-type: none"> My Poem (Appendix B) 	Activity: Analyzing Poetry Resources: <ul style="list-style-type: none"> My Poem (Appendix B) 	Activity: Analyzing Poetry Resources: <ul style="list-style-type: none"> My Poem (Appendix B)

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	<p>Standard: Write persuasively. State an opinion (LA.K-2.W.1)</p> <p>Activity: Persuasive Writing—Stating an Opinion</p> <p>Resources:</p> <ul style="list-style-type: none"> Opinion Paragraph Model (Appendix B)
2	<p>Standard: Produce and expand simple sentences (LA.K-2.L.1)</p> <p>Activity: Expanding sentences</p> <p>Resources:</p> <ul style="list-style-type: none"> The Ban Boring Sentences! printable (Appendix B)
3	<p>Standard: Write persuasively. State an opinion (LA.K-2.W.1)</p> <p>Activity: Drafting an Opinion Paragraph</p> <p>Resources:</p> <ul style="list-style-type: none"> Opinion Paragraph Model (Appendix B) Opinion Paragraph Frame A (Appendix B) Opinion Paragraph Prewriting Graphic Organizer (Appendix B)
4	<p>Standard: Produce and expand simple sentences (LA.K-2.L.1)</p> <p>Activity: Combining Sentences</p> <p>Resources: Combining the Sentences! (Appendix B)</p>
5	<p>Standard: Wrap up writing pieces, share, publish, etc.</p> <p>Activity: Complete writing and other writing activities</p>

WEEK 3

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

Twice Yours ~ Unit 4 ~ Week 3

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Identify root words and their inflectional forms (LA.K-2.L.4) Activity: Introduce Anchor Text Vocabulary Words Resources: <ul style="list-style-type: none"> Vocabulary Word Cards printable (Appendix 1) 	Standard: Identify root words and their inflectional forms (LA.K-2.L.4) Activity: Introduce Anchor Text Vocabulary Words Resources: <ul style="list-style-type: none"> Week 3 Vocabulary Word Cards (Appendix A) 	Standard: Identify root words and their inflectional forms (LA.K-2.L.4) Activity: Introduce Anchor Text Vocabulary Words Resources: <ul style="list-style-type: none"> Week 3 Vocabulary Word Cards (Appendix A)
2	Activity: True or False	Activity: True or False	Activity: True or False
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 1/2 x 11" card stock and markers 	Activity: Introduce Academic Vocabulary Resources: <ul style="list-style-type: none"> "8 1/2 x 11" card stock and markers
4	Activity: Dictionary Author Resources: <ul style="list-style-type: none"> "8 1/2 x 11" card stock and markers 	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 printable (Appendix A)
5	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Vocabulary Assessment (Appendix 1). 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Weekly Vocabulary Assessment Web (Appendix C) 	Activity: Weekly Vocabulary Assessment Resources: <ul style="list-style-type: none"> Weekly Vocabulary Assessment Web (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: Recount key ideas from a text read aloud (LA.K-2.SL.2) Activity: Twice Yours Text-Dependent Questions	Standard: Recount key ideas from a text read aloud (LA.K-2.SL.2) Activity: Twice Yours Text-Dependent Questions	Standard: Recount key ideas from a text read aloud (LA.K-2.SL.2) Activity: Twice Yours Text-Dependent Questions
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: What Do You Infer?	Activity: What Do You Infer?	Activity: What Do You Infer?
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: Recounting a Narrative Text Resources: <ul style="list-style-type: none">• Recounting Graphic Organizer, 2 pages (Appendix B)	Activity: Recounting a Narrative Text Resources: <ul style="list-style-type: none">• Recounting Graphic Organizer, 2 pages (Appendix B)	Activity: Recounting a Narrative Text Resources: <ul style="list-style-type: none">• Recounting Graphic Organizer, 2 pages (Appendix B)

COMPREHENSION MINI-LESSON

Day	Kindergarten	First Grade	Second Grade
1	Standard: Demonstrate understanding of story elements (LA.K-2.RL.3, LA.K-2.RL.8) Activity: Identify Story Elements Resources:	Standard: Demonstrate understanding of story elements (LA.K-2.RL.3, LA.K-2.RL.8) Activity: Identify Story Elements Resources:	Standard: Demonstrate understanding of story elements (LA.K-2.RL.3, LA.K-2.RL.8) Activity: Identify Story Elements Resources:

	<ul style="list-style-type: none"> Chart paper and markers 	<ul style="list-style-type: none"> Chart paper and markers 	<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: Understanding the Elements Resources: <ul style="list-style-type: none"> Selection of narrative texts (see lesson) Chart paper and markers Sticky notes 	Activity: Understanding the Elements Resources: <ul style="list-style-type: none"> Selection of narrative texts (see lesson) Chart paper and markers Sticky notes 	Activity: Understanding the Elements Resources: <ul style="list-style-type: none"> Selection of narrative texts (see lesson) Chart paper and markers Sticky notes
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: Identify the Elements Resources: <ul style="list-style-type: none"> Story Elements Sort Cards, 3 pages (Appendix B), one set 	Activity: Identify the Elements Resources: <ul style="list-style-type: none"> Story Elements Sort Cards, 3 pages (Appendix B), one set 	Activity: Identify the Elements Resources: <ul style="list-style-type: none"> Story Elements Sort Cards, 3 pages (Appendix B), one set

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: Write a persuasive paragraph (LA.K-2.W.1) Activity: Stating a Goal
2	Standard: Identify proper subject-verb agreement (LA.K-2.L.1) Activity: Agree or Disagree Resources: <ul style="list-style-type: none"> Agree or Disagree? (Appendix B)
3	Standard: Write a persuasive paragraph (LA.K-2.W.1) Activity: Drafting a Persuasive Paragraph Resources: <ul style="list-style-type: none"> Persuasive Paragraph Model (Appendix B) Persuasive Paragraph Frame A (Appendix B) Persuasive Paragraph Frame B (Appendix B)
4	Standard: Identifying and using proper subject-verb agreement (LA.K-2.L.1) Activity: Choose the Right Subject Resources: <ul style="list-style-type: none"> Singular, Plural, or Compound? (Appendix B)
5	Standard: Wrap up writing pieces, share, publish, etc. Activity: Complete writing and other writing activities

WEEK 4

At a Glance

Standards, Activities, and Resources

K - 2 BRIDGE

Second Grade Cycle Pathways 2.0

Twice Yours ~ Unit 4 ~ Week 4

Word Study – Approximately 40 minutes/day			
VOCABULARY			
Day	Kindergarten	First Grade	Second Grade
1	Standard: Review vocabulary skills from Units 3 and 4 Activity: Review Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Unit 3 Vocabulary Words (Appendix 1) Unit 4 Vocabulary Words (Appendix 1) 	Standard: Review vocabulary skills from Units 3 and 4 Activity: Review Anchor Text Vocabulary	Standard: Review vocabulary skills from Units 3 and 4 Activity: Review Anchor Text Vocabulary
2	Activity: Review Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Yes/No Cards (Appendix A) 	Activity: Review Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Yes/No Cards (Appendix A) 	Activity: Review Anchor Text Vocabulary Resources: <ul style="list-style-type: none"> Yes/No Cards (Appendix A)
3	Activity: Review Anchor Text Vocabulary	Activity: Review Anchor Text Vocabulary	Activity: Review Anchor Text Vocabulary
4	Activity: End-of-Unit Review Game Resources: <ul style="list-style-type: none"> Unit 3 Vocabulary Words (Appendix 1) Unit 4 Vocabulary Words (Appendix 1) 	Activity: End-of-Unit Review Game Resources: <ul style="list-style-type: none"> Unit 3 Anchor Text Vocabulary Cards (Appendix A) Unit 4 Anchor Text Vocabulary Cards (Appendix A) 	Activity: End-of-Unit Review Game Resources: <ul style="list-style-type: none"> Unit 3 Anchor Text Vocabulary Cards (Appendix A) Unit 4 Anchor Text Vocabulary Cards (Appendix A)
5	Activity: Units 3 and 4: End-of-Unit Assessment Resources: <ul style="list-style-type: none"> Units 3 and 4: End-of-Unit Assessment, Kindergarten (Appendix 3) 	Activity: Units 3 and 4: End-of-Unit Assessment Resources: <ul style="list-style-type: none"> Units 3 and 4: End-of-Unit Assessment, 1st Grade (Appendix 3) 	Activity: Units 3 and 4: End-of-Unit Assessment Resources: <ul style="list-style-type: none"> Units 3 and 4: End-of-Unit Assessment, 3 pages (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: Assess student learning over Units 3 and 4 Activity: Summative Performance Task Resources: <ul style="list-style-type: none"> Summative Performance Task Outline and Summative Performance Task: Opinion Paragraph Frame (Appendix C) Summative Performance Task Scoring Guide (Appendix D) 	Standard: Assess student learning over Units 3 and 4 Activity: Summative Performance Task Resources: <ul style="list-style-type: none"> Summative Performance Task Outline and Summative Performance Task: Opinion Paragraph Frame (Appendix C) Summative Performance Task Scoring Guide (Appendix D) 	Standard: Assess student learning over Units 3 and 4 Activity: Summative Performance Task Resources: <ul style="list-style-type: none"> Summative Performance Task Outline and Summative Performance Task: Opinion Paragraph Frame (Appendix C) 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–Part 2	Activity: Close Reading–Part 2	Activity: Close Reading–Part 2
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–Part 3	Activity: Close Reading–Part 3	Activity: Close Reading–Part 3

COMPREHENSION MINI-LESSON			
Day	Kindergarten	First Grade	Second Grade
1	<p>Standard: Ask and answer questions about key details, identifying the main topic and making predictions using pictures and illustrations</p> <p>Activity: Close Reading–Part 1</p> <p>Resources:</p> <ul style="list-style-type: none"> Each Kindness by Jacqueline Woodson, one copy Reading Detective Badges (Appendix B) 	<p>Standard: Ask and answer questions about key details, identifying the main topic and making predictions using pictures and illustrations</p> <p>Activity: Close Reading–Part 1</p> <p>Resources:</p> <ul style="list-style-type: none"> Each Kindness by Jacqueline Woodson, one copy Reading Detective Badges (Appendix B) 	<p>Standard: Ask and answer questions about key details, identifying the main topic and making predictions using pictures and illustrations</p> <p>Activity: Close Reading–Part 1</p> <p>Resources:</p> <ul style="list-style-type: none"> Each Kindness by Jacqueline Woodson, one copy Reading Detective Badges (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: Close Reading–Part 2	Activity: Close Reading–Part 2	Activity: Close Reading–Part 2
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–Part 3	Activity: Close Reading–Part 3	Activity: Close Reading–Part 3

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: Writing a persuasive paragraph (LA.K-2.W.1) Activity: Selecting a Topic Resources: <ul style="list-style-type: none"> Persuasive Paragraph Model (Appendix B)
2	Standard: Identify and use adverbs, irregular plurals, proper nouns, and subject-verbs agreement Activity: Grammar Review
3	Standard: Plan a persuasive essay (LA.K-2.W.1) Activity: Planning a Persuasive Essay Resources: <ul style="list-style-type: none"> Persuasive Paragraph: Prewriting Model (Appendix B) Persuasive Paragraph: Prewriting (Appendix B), 2 copies per student
4	Standard: Identify and punctuate sentences, produce and expand simple sentences, and use commas in letter greetings and closings Activity: Grammar Review
5	Standard: Activity: This time may be used for completing end-of-unit assessment or writing activities as needed.