

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

Vocabulary

No Oral Vocabulary Assessment for Kindergarten.

Phonological Awareness/Phonics

ACTIVITY:	Letter Naming Pre Assessment
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Differentiated Kindergarten Activity:

- Administer the following assessments found in Ellen Ochoa Daily Lesson Guide to kindergarten students:
 - Make a single copy of the following assessments: *Alphabet Recognition - Uppercase* and *Alphabet Recognition - Lowercase* printables (1st Grade Ellen Ochoa Appendix C).
 - Make a classroom set of the first page of *Phonological/Phonemic Awareness Assessment* printable (1st Grade Ellen Ochoa Appendix D). Use this to record student responses.
 - Conduct individual Kindergarten assessments using: *Alphabet Recognition - Uppercase* and *Alphabet Recognition - Lowercase* printables (1st Grade Ellen Ochoa Appendix C).

****Note** Letter Sound Identification, Decoding Words, and Sight Words printables (1st Grade Ellen Ochoa Appendix C) are not appropriate at the beginning of the year for Kindergarten and therefore, should not be administered to Kindergarten at the start of the year.**

Shared Read Aloud

ACTIVITY:	Reading Interest Inventory
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Differentiated Kindergarten Activity:

- Say: We are going to see what kinds of books you are interested in today.
- Using the *Kindergarten Reading Inventory* printable (Appendix B), discuss the different topics with students and get feedback on the kinds of topics they like.
- Say: Now I want you to think of what your most favorites are. Turn to your shoulder partner and tell what your favorites are and why.
- After sufficient time has been allowed, explain that they will now rate these topics. Explain the star rating system: 4 stars for your most favorites, 3 stars are favorites but not as high as 4 stars, 2 stars are average, and 1 star for least favorites.
- Pass out the *Kindergarten Reading Inventory* printable (Appendix B) and have them color in the stars according to their preferences.
- Early finishers can color the pictures as well.

Use the 1st Grade Reading Inventory in the *Teacher Manual* for 2nd grade.

Comprehension Mini-Lesson

ACTIVITY:	Continue Reading Interest Inventory
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DAY 1

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

ACTIVITY:	Pre-Assessment
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Assess for reading readiness using the *Reading A-Z* guided reading format or another format selected by the teacher. Most Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time. You will want to assess any Kindergarten student that appears to be ready to begin guided reading instruction.

Independent Reading/Literacy Centers

ACTIVITY:	Continue Guided Reading Pre-Assessment
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DAY 1

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Generating Text Organization and Structure (LA.K-2.W.2) (K.GTOS2) Produce writing that honors God and affirms the teachings of His word (LA.1-2.W.4)
ACTIVITY:	Introduction to Writers Workshop & Beginning of Year Assessment

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 they 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.

Differentiated K-2 Activity:

- Welcome children to the Writing Workshop.
- Prepare a poster with the parts of the Workshop listed below.
- Tell children; “Every day we will have Writing Workshop and it will have these parts:
 - 1 - A Mini-lesson (say: this is where I will be teaching you something about writing.)
 - 2 - Writing time and Conferencing (here everyone will be writing and I will go around and talk to you about your writing, sometimes I will talk to one or two of you, if it is not your turn, it is OK, your turn will come in the next day or two).
 - 3 - Sharing time (sometimes I will ask for volunteers at other times I will ask for everyone to share during Writing Workshop time. Other times, we will have specific times to share in the Author's Chair - (have a special chair to show students).
- For our mini-lesson today I want to explain to you what we are going to do. Because writers are different, I want to see what you know. So for writing time today you will write about a food that you like. Sometimes, authors write about things that are true. This is called informational writing. Think about a food that you like: what it looks like, how it smells, and even how it tastes. Some of you will draw a picture and some of you will write some words, that’s OK.
- When writing time comes, remind children they will work on their own.
- Let them know that you can’t help them to know what to write, but if they tell you what they want to write with the picture, you can write it for them (Say: Wait until I come to you, don’t shout out or come to me.)
- There are templates for each grade level (Appendix C) labeled: *Writing Benchmark Assessment*
- Collect these writing pieces and save them. They are your beginning of the year Writing Pre-assessment & Baseline.

DAY 2 **Word Study**

Vocabulary

ACTIVITY:	Guess My Word/Oral Vocabulary Routine
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Anchor Text Vocabulary Words:

1. yelling	to say something very loudly
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<p>2. pushing</p> <p>3. running</p> <p>4. finished</p>	<p>to use force to move someone or something away from you</p> <p>to move with your legs at a speed that is faster than walking</p> <p>completed</p>
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Teach according to the DLG, Ellen Ochoa, pp.16-18.

Differentiated Kindergarten Activity:

- Only four words are selected for Kindergarten. They are more concrete in nature.
- After teaching according to the DLG Ellen Ochoa pp. 16-18, Distribute copies of the Week 1 *Vocabulary Word Cards* printable (Appendix A).
- Guide Kindergarten students through the process of cutting apart the cards and storing them according to your expectations.
- Have Kindergarten students play “Guess My Word” with the following adjustment: In partners, students will choose a Vocabulary Card, cover the word with their hand, and ask their partner to guess the vocabulary word based on the picture they are seeing.

Phonological Awareness/Phonics

OBJECTIVE:	Measure level of understanding of phonological awareness (LA.K.RF.3)
ACTIVITY:	Gathering Routine/Phonological Awareness Pre Assessment

Teach according to the DLG, Ellen Ochoa, pp.18-19.

Differentiated Kindergarten - Second Grade Activity:

- Make a copy of the *PAST Phonological Awareness Skills Test* printable (Appendix C).
- Review the directions for administering and scoring the PAST ahead of time.
- Become familiar with the tasks in the PAST.
- Make a classroom set of the *PAST Phonological Awareness Scoring Sheet* printable (Appendix C).
- Begin the *Phonological Awareness Skills Test (PAST)*
- Administer this test individually with each student (K-2) throughout the week.

NOTE: The *Phonological Awareness Skills Test* measures all levels of phonological awareness. It is organized from the simplest to the most complex skill. K-2 grade level benchmarks are also noted. It is recommended that this assessment be used for all K-2 students instead of the Phonological/Phonemic Awareness Assessment Tasks 4-7 (Appendix D-3 and D-4) in the 1st Grade Unit 1 Daily Lesson Guide. The PAST will give a more complete picture of the class. Teachers will see the phonological awareness strengths and needs of their students. This information will provide focused direction as they plan for the phonological awareness needs of the class.

DAY 2

Reading Workshop Whole-Group

Shared Read Aloud

ACTIVITY:	Reading Workshop Routines
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Teach according to the DLG, Ellen Ochoa, p. 20.

Comprehension Mini-Lesson

ACTIVITY:	Preview and Predict
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Teach according to the DLG, Ellen Ochoa pp. 20-21.

DAY 2

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

ACTIVITY:	Pre-Assessment and Guided Reading Leveling
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Assess for reading readiness using the *Reading A-Z* guided reading format or another format selected by the teacher. Most Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time. You will want to assess any Kindergarten student that appears to be ready to begin guided reading instruction.

Independent Reading/Literacy Centers

ACTIVITY:	Continue Guided Reading Pre-Assessment
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DAY 2

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	With support, write routinely for a range of tasks, purposes, and audiences (LA.K-2.W.10)
ACTIVITY:	Organizing the Writing Workshop

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 they 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.**

- Welcome children to Writer’s Workshop.
- Tell children; “Every day we will have Writing Workshop and it will have these parts”:
 - 1 - A Mini-lesson: say: this is where I will be teaching you something about writing
 - 2 - Writing time and Conferencing: say: here everyone will be writing and I will go around and talk to you about your writing, sometimes I will talk to one or two of you, if it is not your turn, it is OK, your turn will come in the next day or two.
 - 3 - Sharing time: say: (sometimes I will ask for volunteers or everyone to share during Writing Workshop time. Other times, we will have specific times to share during Author’s Chair - have a special chair to show students.
- For our mini-lesson today I want to explain how we will use the materials during Writing Workshop. (Read pages 21 to the top of page 22 in First Grade Unit 1, Ellen Ochoa Pathways 2.0 for ideas about tools and resources.)
- Give students a tour of where the resources are located in the room and where they should return their writing materials after they’re done.
- It is recommended that each student have a journal where most of their writing, revising and editing will be done.
- Teacher or student should date each writing entry.
- Students must be taught to work through their journal sequentially and not skip pages.
- Most of the time, students will publish their writing pieces on separate paper.

- This journal can be an ongoing document of student writing progress.
- After the tour is done, Say: For writing time today, you will write about yourself. Some of you will draw a picture and write your name, some of you may write the sentence: “My name is _____.” Others of you will write: your name and lots more after that. You might write your age, something about your family, something you like to do or anything else you want us to know. (write on the board or on chart paper: My name is _____.)
- When writing time comes, remind children that you will come around to see about them and they don’t need to call for you or stand up.
- Call on a couple of students to share what they have so far from their writing (Author’s chair will be later after you have a mini lesson about it).

DAY 3

Word Study

Vocabulary

ACTIVITY:	Vocabulary Word Review
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Vocabulary Words:

<ol style="list-style-type: none"> 1. yelling 2. pushing 3. running 4. finished 	<p>to say something very loudly</p> <p>to use force to move someone or something away from you</p> <p>to move with your legs at a speed that is faster than walking</p> <p>completed</p>
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Teach according to the DLG, Ellen Ochoa, p.23.

Phonological Awareness/Phonics

OBJECTIVE:	Measure level of understanding of phonological awareness (LA.K.RF.3)
ACTIVITY:	Phonological Awareness Pre Assessment

Differentiated Kindergarten - Second Grade Activity:

- Continue PAST Phonological Awareness Skills Test from Day 2 (Appendix C)

DAY 3 **Reading Workshop** Whole-Group

Shared Read Aloud

ACTIVITY:	Illustration and Text Details
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- Teach according to the DLG, Ellen Ochoa, p. 24 for grades K-2.

DAY 3 **Reading Workshop** Small-Group

Guided Reading - Differentiate According to Standards

ACTIVITY:	Pre-Assessment and Guided Reading Leveling
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Continue to assess for reading readiness using the *Reading A-Z* guided reading format or another format selected by the teacher. Most Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time. You will want to assess any Kindergarten student that appears to be ready to begin guided reading instruction.

Independent Reading/Literacy Centers

Activity:	Continue Guided Reading Pre-Assessment
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DAY 3

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Establishing Writing Workshop (LA.K-2.W.10)
ACTIVITY:	Write about Teacher

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 they 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.

- Welcome children to Writer’s Workshop.
- Tell children; “Every day we will have Writing Workshop and it will have these parts:
 - 1 - A Mini-lesson: say: this is where I will be teaching you something about writing
 - 2 - Writing time and Conferencing: say: here everyone will be writing and I will go around and talk to you about your writing, sometimes I will talk to one or two of you, if it is not your turn, it is OK, your turn will come in the next day or two.
 - 3 - Sharing time: say:sometimes I will ask for volunteers to share during Writing Workshop time. Other times, we will have specific times to share in the Author's Chair - point to the special chair to show students.
- For our mini-lesson today I want to talk about what great writers do. (Use page 22 in First Grade Unit 1, Ellen Ochoa Pathways 2.0 as an example and create the *Great Writer Anchor Chart* to share with the students.) you might ask students for input as well.
- For writing time, tell students that they will write about their teacher today! Write this sentence on a page. My teacher’s name is _____. (Write the teacher’s name for the students to copy).
- Give students choices: kindergarten students can draw a picture and just write the name. First grade can write a sentence and write something else. For example (I like her/him; she/he is kind;

she/he reads books to me). Second grade can do the same and write as much as they want. Everyone can draw pictures along with the writing.

DAY 4

Word Study

Vocabulary

ACTIVITY:	Vocabulary Word Review
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Anchor Text Vocabulary Words:

<ol style="list-style-type: none">1. yelling2. pushing3. running4. finished	to say something very loudly to use force to move someone or something away from you to move with your legs at a speed that is faster than walking completed
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Teach according to the DLG, Ellen Ochoa, p.27.

Phonological Awareness/Phonics

OBJECTIVE:	Measure level of understanding of phonological awareness (LA.K.RF.3)
ACTIVITY:	Phonological Awareness Pre Assessment

Differentiated Kindergarten - Second Grade Activity:

- Continue PAST Phonological Awareness Skills Test from Day 2 (Appendix C)

DAY 4

Reading Workshop Whole-Group

Shared Read Aloud

Follow DLG, Ellen Ochoa. p. 28.

Comprehension Mini-Lesson

ACTIVITY:	Rereading for Connections
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Teach according to the DLG, Ellen Ochoa, p. 28

DAY 4

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

ACTIVITY:	Pre-Assessment and Guided Reading Leveling
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Continue to assess for reading readiness using the *Reading A-Z* guided reading format or another format selected by the teacher. Most Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time. You will want to assess any Kindergarten student that appears to be ready to begin guided reading instruction.

Independent Reading/Literacy Centers

ACTIVITY:	Continue Guided Reading Pre-Assessment
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DAY 4

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Establishing Writing Workshop
ACTIVITY:	Introducing Sharing Time

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 they 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.

- Welcome children to Writer’s Workshop.
- Say: “Every day we will have Writing Workshop and it will have these parts:
 - 1 - A mini-lesson: say: this is where I will be teaching you something about writing.
 - 2 - Writing time and conferencing: say: Here everyone will be writing and I will go around and talk to you about your writing, sometimes I will talk to one or two of you, if it is not your turn, it is OK, your turn will come in the next day or two.
 - 3 - Sharing time; say: Sometimes I will ask for volunteers or everyone to share during Writing Workshop time. Other times, we will have specific times to share in the Author's Chair - have a special chair to show students.
- Say: For our mini-lesson today, we will talk about sharing. Sometimes, we will quickly share a small part about our writing. When we do that, we will stop and look quietly at the person who is sharing. We will clap and move on. Other times, we will publish or complete a story and we will use our Author’s Chair to share our work. During those times, we will sit and listen as the audience, and when the speaker is finished, I will choose some people to give feedback. It will go like this: 1. I remember. 2. I like. 3. I wonder. Example: I remember you said that you have 3 people in your family. I like that you have a baby in your family. I wonder what the name of the baby is.

- Use *Sharing Anchor Chart* printable (Appendix B) or make your own charts and go over them with the students.
- For Writing time, Tell the students, they are going to write about their families.
- Write a short piece in front of students about your family. Example: My family is beautiful. There are four people in my family. I have a husband -----, a daughter -----, and a son,----- . I also have two cats. They are a part of my family too. In my family, we love each other and have a lot of fun!
- Tell children to draw a picture of their families or write and draw about their families.
- Tell students to write and draw but don't color or write anything on their pictures. That will be for the next writing time.
- Call on students to share what they have written so far.

DAY 5

Word Study

Vocabulary

ACTIVITY:	Vocabulary Word Review
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Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. yelling 2. pushing 3. running 4. finished 	<p>to say something very loudly</p> <p>to use force to move someone or something away from you</p> <p>to move with your legs at a speed that is faster than walking</p> <p>completed</p>
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- Teach according to the DLG, Ellen Ochoa, p. 31.

Phonological AwarenessPhonics

OBJECTIVE:	Measure level of understanding of phonological awareness (LA.K.RF.3)
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ACTIVITY:	Phonological Awareness Pre Assessment
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Differentiated Kindergarten - Second Grade Activity:

- Continue PAST Phonological Awareness Skills Test from Day 2 (Appendix C)

DAY 5 **Reading Workshop** Whole-Group

Shared Read Aloud

ACTIVITY:	Create Class Pledge
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- Teach according to the DLG, Ellen Ochoa, pp. 32-33.

DAY 5 **Reading Workshop** Small-Group

Guided Reading - Differentiate According to Standards

ACTIVITY:	Pre-Assessment and Guided Reading Leveling
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Continue to assess for reading readiness using the *Reading A-Z* guided reading format or another format selected by the teacher. Most Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time. You will want to assess any Kindergarten student that appears to be ready to begin guided reading instruction.

Independent Reading/Literacy Centers

ACTIVITY:	Continue Guided Reading Pre-Assessment
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DAY 5

Writing Workshop

Author's Chair and Wrap-up

OBJECTIVE:	Establish Writing Workshop
ACTIVITY:	Wrap-up & Author's Chair

Teach/Model

****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 they 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.

- Use this time to wrap up writing from the week and/or use Author's Chair for sharing
- Decide on what process you will use for sharing:EX; (depending on the number of students, all or some can share, and the rest can share the next sharing day. Ex: in addition to the students sharing quickly at their seats, there might be a sharing day where students share their published piece using the Author's Chair. Establish a sharing routine for students to develop the joy of reading their writing, sharing with others, and speaking in public.