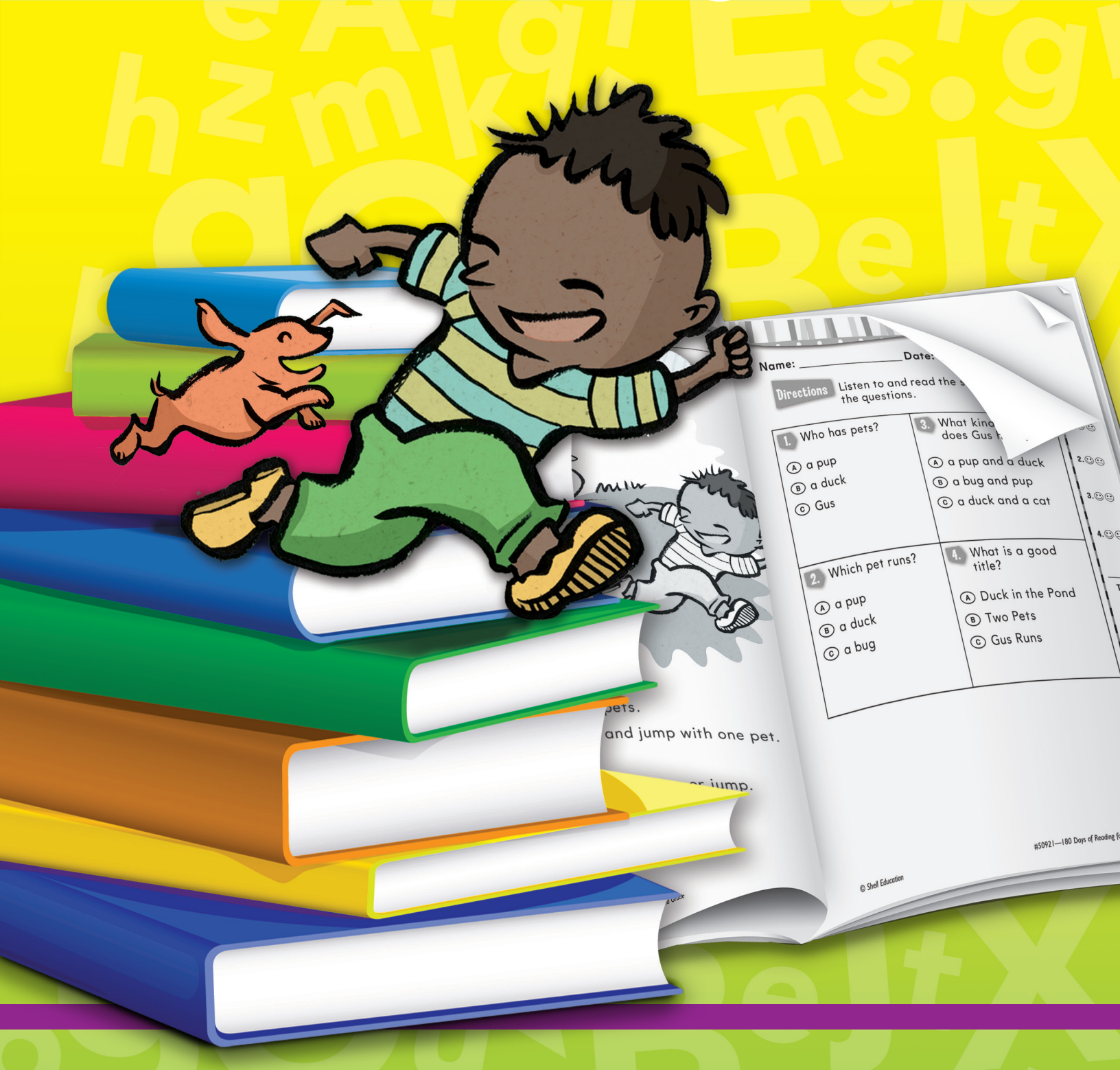


180 Days of READING for Kindergarten



Name: _____ Date: _____

Directions Listen to and read the story and answer the questions.

- | | |
|--|--|
| <p>1. Who has pets?</p> <ul style="list-style-type: none">(A) a pup(B) a duck(C) Gus | <p>3. What kind of animal does Gus have?</p> <ul style="list-style-type: none">(A) a pup and a duck(B) a bug and pup(C) a duck and a cat |
| <p>2. Which pet runs?</p> <ul style="list-style-type: none">(A) a pup(B) a duck(C) a bug | <p>4. What is a good title?</p> <ul style="list-style-type: none">(A) Duck in the Pond(B) Two Pets(C) Gus Runs |

HOW TO USE THIS BOOK

180 Days of Reading for Kindergarten offers teachers and parents a full page of daily foundational reading practice activities for each day of the school year.

Easy to Use and Standards Based

These activities reinforce grade-level skills across a variety of reading concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each reading lesson, or as homework. The weekly focus alternates between fiction and nonfiction standards.

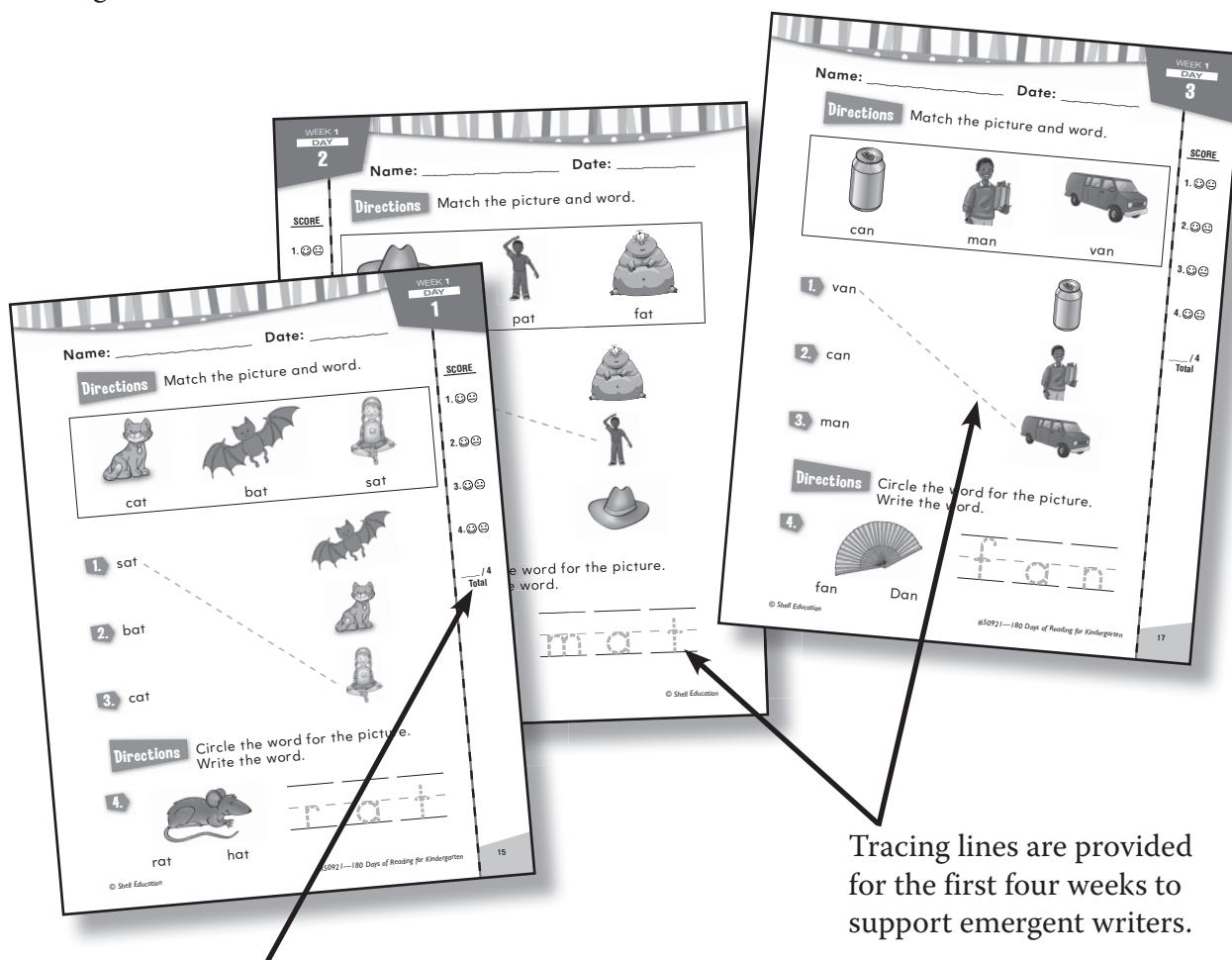
Every kindergarten practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in foundational reading skills, allowing them to build confidence through these quick standards-based activities.

Question	College and Career Readiness Standards
Days 1–3	
1–3	<p>Reading Foundational Skills 3a: <i>Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant or</i></p> <p>Reading Foundational Skills 3b: <i>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</i></p>
4	<p>Reading Foundational Skills 3d: <i>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</i></p>
Day 4	
1–4	<p>Reading Foundational Skills 4: <i>Read emergent-reader texts with purpose and understanding.</i></p>
Day 5	
	<p>Writing 3: <i>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</i></p>

HOW TO USE THIS BOOK *(cont.)*

Using the Practice Pages

Practice pages provide instruction and assessment opportunities for each day of the school year. The activities are organized into weekly themes, and teachers may wish to prepare packets of each week's practice pages for students. Days 1, 2, and 3 follow a consistent format, with matching activities. As outlined on page 4, every item is aligned to a reading standard.



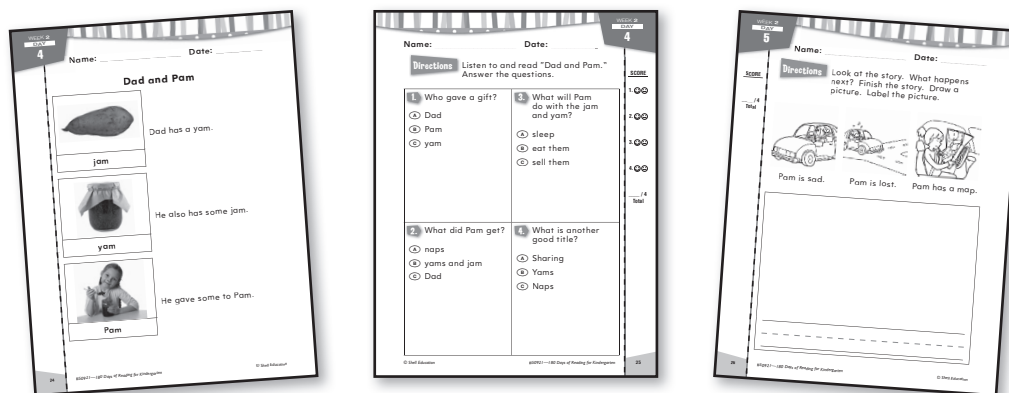
Tracing lines are provided for the first four weeks to support emergent writers.

Using the Scoring Guide

Use the scoring guide along the side of each practice page to check answers and see at a glance which skills may need more reinforcement.

Fill in the appropriate circle for each item to indicate correct (☺) or incorrect (☹) responses. You might wish to indicate only incorrect responses to focus on those skills. (For example, if students consistently miss items 2 and 4, they may need additional help with those concepts as outlined in the table on page 4.) Use the answer key at the back of the book to score the items, or you may call out answers to have students self-score or peer-score their work.

HOW TO USE THIS BOOK *(cont.)*



An emergent-reader text is used for Day 4. Students answer comprehension questions on Day 4. This text can also be used for fluency practice (see page 7). Day 5 offers students the opportunity to complete a story and practice writing.

Writing Rubric

Score students' written response using the rubric below. Display the rubric for students to reference as they write (GK_writing_rubric.pdf).

Points	Criteria
4	<ul style="list-style-type: none"> • Uses drawing, dictating, and writing to express ideas • Expresses multiple ideas on a topic • Includes specific details, i.e., colors or size • Spells with a letter to represent each sound, or in chunks of phonics patterns • Demonstrates an intended purpose in writing
3	<ul style="list-style-type: none"> • Uses drawing, dictating, and writing to express ideas • Expresses at least one idea on a topic • Spells with beginning and/or ending sounds
2	<ul style="list-style-type: none"> • Uses only drawing and dictating to express ideas • Attempts to express an idea on a topic • Attempts to spell with beginning and/or ending sounds
1	<ul style="list-style-type: none"> • Uses only drawing to express ideas • Does not convey an idea that relates to the topic
0	Offers no writing

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INTRODUCTION AND RESEARCH

The Need for Practice


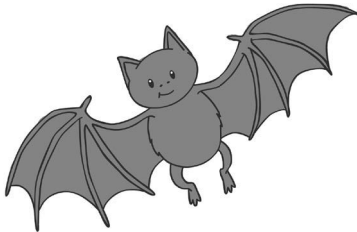

In order to be successful in today’s reading classroom, students must deeply understand both concepts and procedures so that they can discuss and demonstrate their understanding. Demonstrating understanding is a process that must be continually practiced in order for students to be successful. According to Marzano, “practice has always been, and always will be, a necessary ingredient to learning procedural knowledge at a level at which students execute it independently” (2010, 83). Practice is especially important to help students apply reading comprehension strategies and word-study skills.

Understanding Assessment

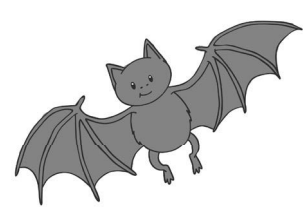
In addition to providing opportunities for frequent practice, teachers must be able to assess students’ foundational reading skills. This is important so that teachers can adequately address students’ misconceptions, build on their current understanding, and challenge them appropriately. Assessment is a long-term process that often involves careful analysis of student responses from a lesson discussion, a project, a practice sheet, or a test. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students’ responses and to identify those areas where additional instruction may be required. In short, the data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of assessment is called *formative assessment*.

Name: _____ Date: _____

Directions Match the words to the pictures.

		
cat	bat	sat

1. sat




2. bat



3. cat



Directions Circle the word for the picture.
Write the word.

4. 

rat hat

r a t

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

____ / 4
Total

Name: _____ Date: _____

Directions

Match the words to the pictures.

SCORE

1. 😊 😊



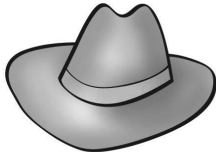
2. 😊 😊

3. 😊 😊

4. 😊 😊

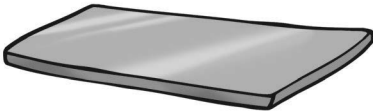
____ / 4
Total

		
hat	pat	fat

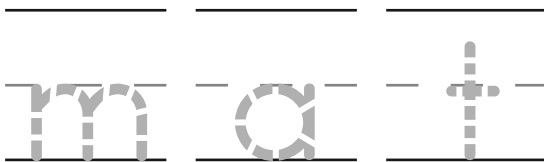
1. pat	
2. hat	
3. fat	

Directions

Circle the word for the picture.
Write the word.

4. 

cat mat



Name: _____ Date: _____

Directions

Match the words to the pictures.

		
can	man	van

1. van



2. can



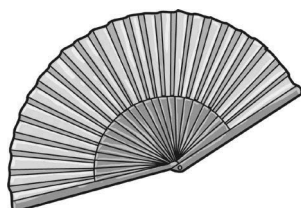
3. man



Directions

Circle the word for the picture.
Write the word.

4.



f a n

fan

Dan

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

____ / 4
Total

Name: _____ Date: _____

The Bat and the Rat



A bat sat.

A rat sat.

A man sees them.

Oh no, a bat and a rat!

Name: _____ Date: _____

Directions

Listen to and read "The Bat and the Rat." Answer the questions.

<p>1. Who sees the bat?</p> <p><input type="radio"/> (A) a cat</p> <p><input type="radio"/> (B) Dan</p> <p><input type="radio"/> (C) a man</p>	<p>3. Why is the man surprised?</p> <p><input type="radio"/> (A) He did not like the bat and rat.</p> <p><input type="radio"/> (B) He likes the bat and rat.</p> <p><input type="radio"/> (C) He did not like the mat.</p>
<p>2. What did the rat do?</p> <p><input type="radio"/> (A) ran</p> <p><input type="radio"/> (B) sat</p> <p><input type="radio"/> (C) jab</p>	<p>4. Which is another good title?</p> <p><input type="radio"/> (A) On the Mat</p> <p><input type="radio"/> (B) A Big Surprise</p> <p><input type="radio"/> (C) A Man</p>

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

____ / 4
Total

Name: _____ Date: _____

Directions

Look at the story. What happens next? Finish the story with a picture. Label the picture.

SCORE

____ / 4
Total



A bat sat.



The bat has a hat.



The rat sat.

A large rectangular box for drawing and labeling. At the bottom of the box, there are three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line, intended for writing a label.