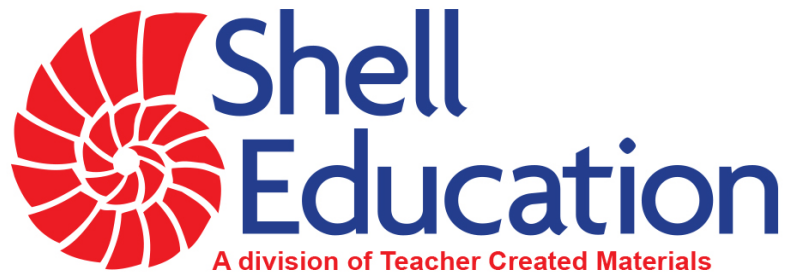


Sample Pages from



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For correlations to state standards, please visit
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180 Days of Reading for Kindergarten

This sample includes the following:

- Cover** (1 page)
- Table of Contents** (1 page)
- How to Use This Book** (6 pages)
- Practice Page Item Analysis** (2 pages)
- Student Item Analysis** (2 pages)
- Week 1 Practice Pages** (6 pages)
- Answer Key** (1 page)

To Create a World ⁱⁿ which
Children Love to Learn!

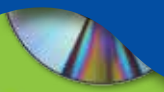
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PRACTICE - ASSESS - DIAGNOSE

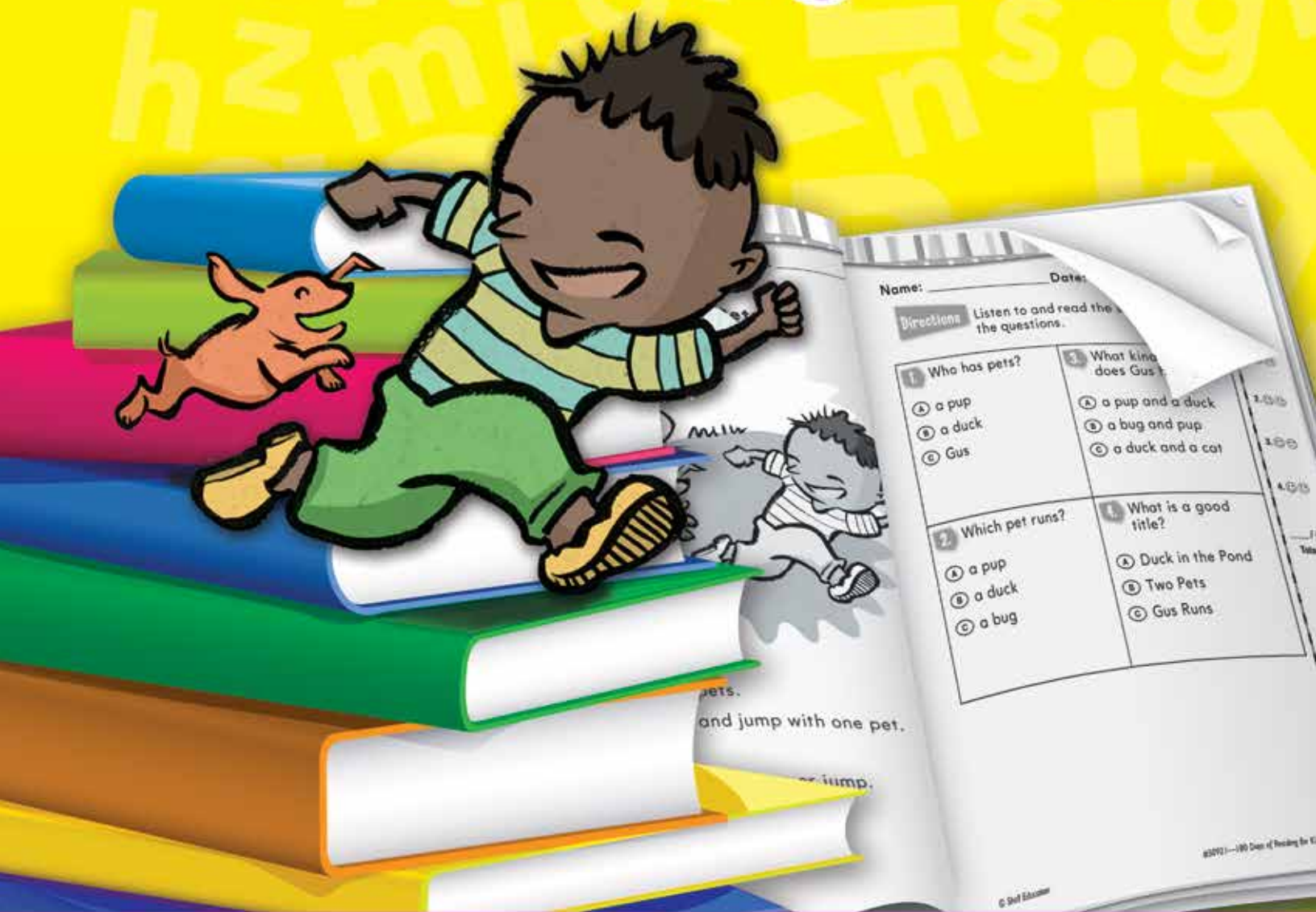
Digital
Resources
Included



Grade

K

180 Days of READING for Kindergarten



Name: _____ Date: _____

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

<p>1 Who has pets?</p> <p><input type="radio"/> A a pup</p> <p><input type="radio"/> B a duck</p> <p><input type="radio"/> C Gus</p>	<p>3 What kind of animal does Gus have?</p> <p><input type="radio"/> A a pup and a duck</p> <p><input type="radio"/> B a bug and a pup</p> <p><input type="radio"/> C a duck and a cat</p>
<p>2 Which pet runs?</p> <p><input type="radio"/> A a pup</p> <p><input type="radio"/> B a duck</p> <p><input type="radio"/> C a bug</p>	<p>4 What is a good title for the story?</p> <p><input type="radio"/> A Duck in the Pond</p> <p><input type="radio"/> B Two Pets</p> <p><input type="radio"/> C Gus Runs</p>

pets.
and jump with one pet.
jump.

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180 Days of Reading for Kindergarten

Suzanne Barchers

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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*.

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.

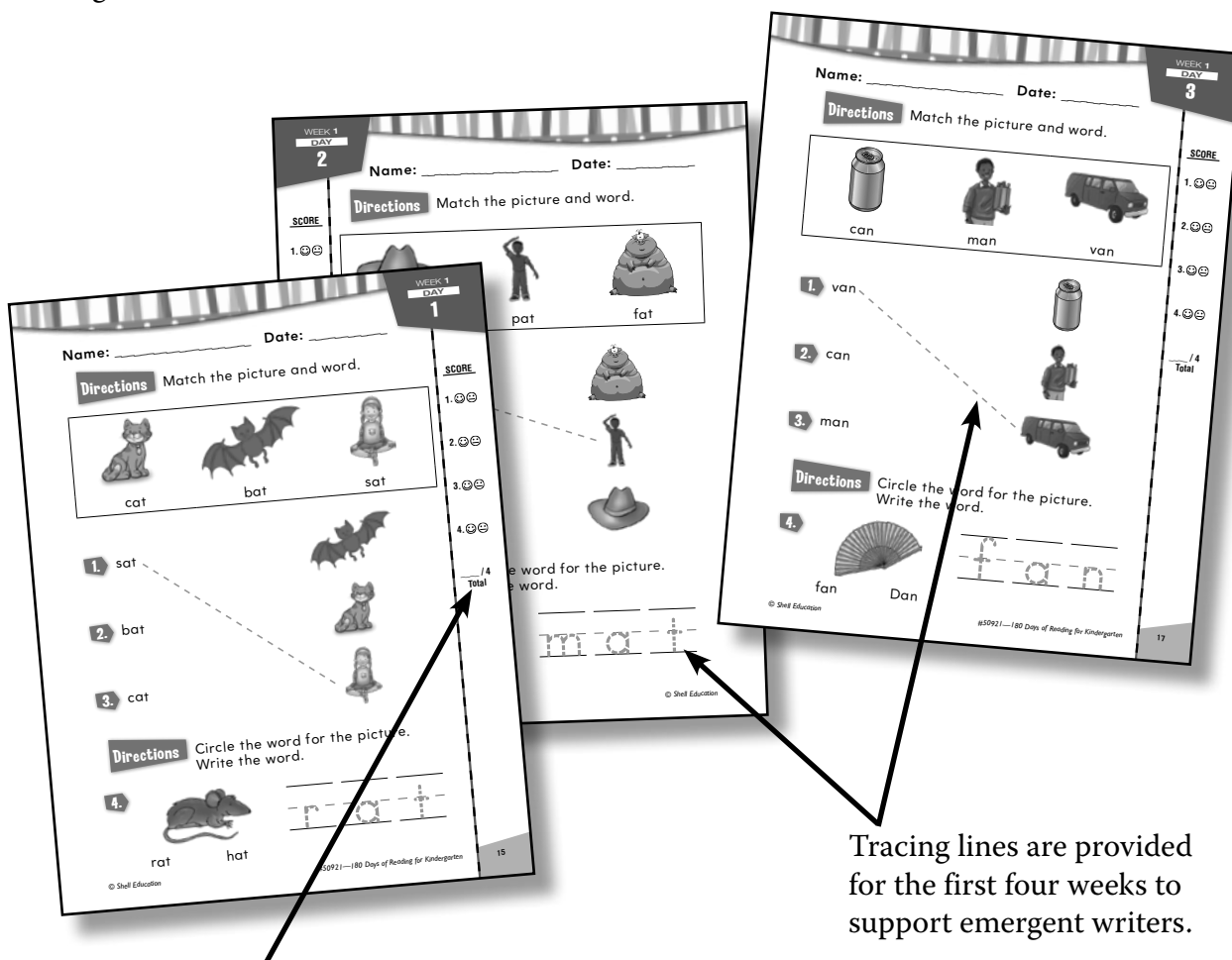
Every kindergarten practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in foundational reading skills, allowing them to build confidence through these quick standards-based activities.

Question	Common Core State 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.



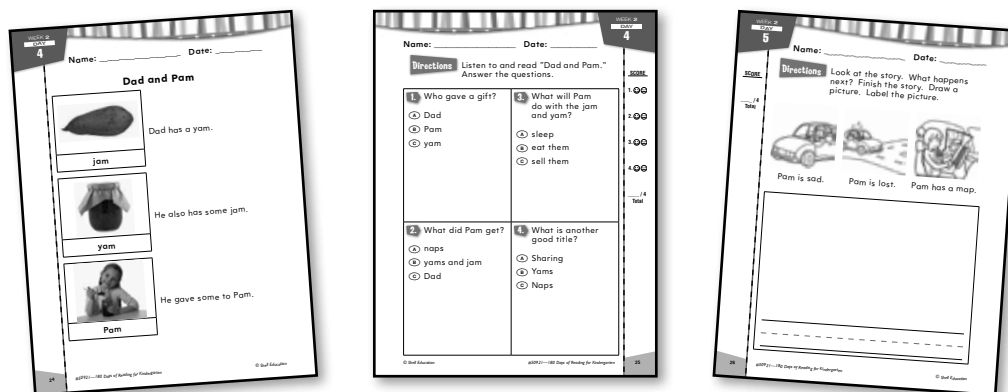
Tracing lines are provided for the first four weeks to support emergent writers.

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 ([writingrubric.doc](#); [writingrubric.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

HOW TO USE THIS BOOK *(cont.)*

Developing Students' Fluency Skills

What Is Fluency?

According to the National Reading Panel Report, there are five critical factors that are vital to effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension (2000). Rasinski (2006) defines fluency as “the ability to accurately and effortlessly decode the written words and then to give meaning to those words through appropriate phrasing and oral expression of the words.” Wolf (2005) notes that the goal of developing fluency is comprehension rather than the ability to read rapidly. Becoming a fluent reader is a skill that develops gradually and requires practice. Reading text repeatedly with a different purpose each time supports the development of fluency in young children (Rasinski 2003).

At the kindergarten level, students can begin to develop early fluency skills. The emergent-reader texts provided in this book offer exposure to sight words and offer oral-reading opportunities to develop phonemic awareness.

Assessing Fluency

Fluent readers read accurately, with expression, and at a good pace. A Fluency Rubric along with detailed instructions for scoring and keeping oral reading records is included on the Digital Resource CD (fluency.pdf).

The table below lists fluency norms for grades 1–6 (Rasinski 2003):

Student Fluency Norms Based On Words Correct Per Minute (WCPM)			
Grade	Fall	Winter	Spring
1	—	—	60 wcpm
2	53	78	94
3	79	93	114
4	99	112	118
5	105	118	128
6	115	132	145

HOW TO USE THIS BOOK *(cont.)*

Diagnostic Assessment

Teachers can use the practice pages as diagnostic assessments. The data analysis tools included with the book enable teachers or parents to quickly score students' work and monitor their progress. Teachers and parents can see at a glance which reading concepts or skills students may need to target in order to develop proficiency.

After students complete a practice page, grade each page using the answer key (pages 231–242). Then, complete the Practice Page Item Analysis for the appropriate day (pages 10–11, or *pageitem1.pdf* and *pageitem2.pdf*) for the whole class, or the Student Item Analysis (pages 12–13, or *studentitem1.pdf* and *studentitem2.pdf*) for individual students. These charts are also provided as both Microsoft Word® files and as Microsoft Excel® files. Teachers can input data into the electronic files directly on the computer, or they can print the pages and analyze students' work using paper and pencil.

To complete the Practice Page Item Analyses:

- Write or type students' names in the far-left column. Depending on the number of students, more than one copy of the form may be needed, or you may need to add rows.
- The item numbers are included across the top of the charts. Each item correlates with the matching question number from the practice page.
- For each student, record an *X* in the column if the student has the item incorrect. If the item is correct, leave the item blank.
- If you are using the Excel file, totals will be automatically generated. If you are using the Word file or if you have printed the PDF, you will need to compute the totals. Count the *Xs* in each row and column and fill in the correct boxes.

To complete the Student Item Analyses:

- Write or type the student's name on the top row. This form tracks the ongoing progress of each student, so one copy per student is necessary.
- The item numbers are included across the top of the chart. Each item correlates with the matching question number from the practice page.
- For each day, record an *X* in the column if the student has the item incorrect. If the item is correct, leave the item blank.
- If you are using the Excel file, totals will be automatically generated. If you are using the Word file or if you have printed the PDF, you will need to compute the totals. Count the *Xs* in each row and column and fill in the correct boxes.

HOW TO USE THIS BOOK *(cont.)*

Using the Results to Differentiate Instruction

Once results are gathered and analyzed, teachers can use the results to inform the way they differentiate instruction. The data can help determine which concepts are the most difficult for students and which need additional instructional support and continued practice. Depending on how often the practice pages are scored, results can be considered for instructional support on a daily or weekly basis.

Whole-Class Support

The results of the diagnostic analysis may show that the entire class is struggling with a particular concept or group of concepts. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. If these concepts have not been taught in the past, this data is a great preassessment and demonstrates that students do not have a working knowledge of the concepts. Thus, careful planning for the length of the unit(s) or lesson(s) must be considered, and additional frontloading may be required.

Small-Group or Individual Support

The results of the diagnostic analysis may show that an individual or small group of students is struggling with a particular concept or group of concepts. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. Consider pulling aside these students while others are working independently to instruct further on the concept(s). Teachers can also use the results to help identify individuals or groups of proficient students who are ready for enrichment or above-grade-level instruction. These students may benefit from independent learning contracts or more challenging activities. Students may also benefit from extra practice using games or computer-based resources.

Digital Resource CD

The Digital Resource CD provides the following resources:

- Standards Correlations Chart
- Reproducible PDFs of each practice page
- Directions for completing the diagnostic Item Analysis forms
- Practice Page Item Analysis PDFs, Word documents, and Excel spreadsheets
- Student Item Analysis PDFs, Word documents, and Excel spreadsheets
- Fluency Assessment directions and rubric

PRACTICE PAGE ITEM ANALYSIS DAYS 1-3

Directions: Record an X in cells to indicate where students have missed questions. Add up the totals. You can view the following: (1) which items were missed per student; (2) the total correct score for each student; and (3) the total number of students who missed each item.

Week: _____ Day: _____	Item #	1	2	3	4	# correct
Student Name						
Sample Student			X			3/4
	# of students missing each question					

PRACTICE PAGE ITEM ANALYSIS DAYS 4-5

Directions: Record an *X* in cells to indicate where students have missed questions. Add up the totals. You can view the following: (1) which items were missed per student; (2) the total correct score for each student; and (3) the total number of students who missed each item.

Week: _____ Day: _____	Item #	1	2	3	4	# correct	Written Response
Student Name							
Sample Student			X			3/4	3
# of students missing each question							
Written Response Average:							

STUDENT ITEM ANALYSIS DAYS 1-3

Directions: Record an *X* in cells to indicate where the student has missed questions. Add up the totals. You can view the following: (1) which items the student missed; (2) the total correct score per day; and (3) the total number of times each item was missed.

Student Name: Sample Student						
Item		1	2	3	4	# correct
Week	Day					
1	1		X			3/4
Total						




STUDENT ITEM ANALYSIS DAYS 4-5

Directions: Record an *X* in cells to indicate where the student has missed questions. Add up the totals. You can view the following: (1) which items the student missed; (2) the total correct score per day; and (3) the total number of times each item was missed.

Student Name: Sample Student						
	Day 4					Day 5
Item	1	2	3	4	# correct	Written Response
Week						
1		X			3/4	3
Total						
						Written Response Average:

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.



r a t

rat

hat

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

____ / 4
Total

Name: _____ Date: _____

Directions Match the words to the pictures.

SCORE


1. 😊 😊




2. 😊 😊

3. 😊 😊

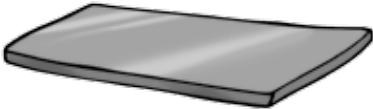
4. 😊 😊

____ / 4
Total

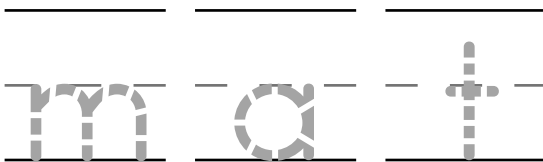
		
hat	pat	fat

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.

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

____ / 4
Total**1.** Who sees the bat?

- (A) a cat
- (B) Dan
- (C) a man

3. Why is the man surprised?

- (A) He did not like the bat and rat.
- (B) He likes the bat and rat.
- (C) He did not like the mat.

2. What did the rat do?

- (A) ran
- (B) sat
- (C) jab

4. Which is another good title?

- (A) On the Mat
- (B) A Big Surprise
- (C) A Man

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.



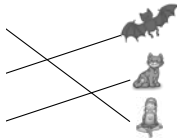
The rat sat.

ANSWER KEY

Week 1

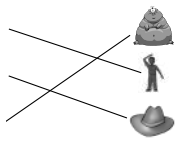
Day 1

1. sat
2. bat
3. cat
4. rat



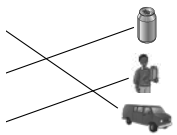
Day 2

1. pat
2. hat
3. fat
4. mat



Day 3

1. van
2. can
3. man
4. fan



Day 4

- | | |
|------|------|
| 1. C | 3. A |
| 2. B | 4. B |

Day 5

Responses will vary.

Week 2

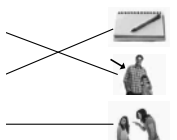
Day 1

1. Pam
2. ham
3. yam
4. jam



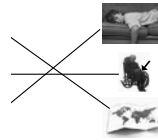
Day 2

1. Dad
2. pad
3. bad
4. sad



Day 3

1. map
2. lap
3. nap
4. cap



Day 4

- | | |
|------|------|
| 1. A | 3. B |
| 2. B | 4. A |

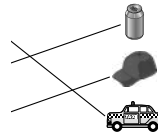
Day 5

Responses will vary.

Week 3

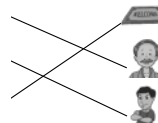
Day 1

1. cab
2. can
3. cap
4. cat



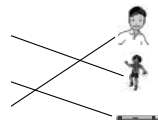
Day 2

1. man
2. mad
3. mat
4. map



Day 3

1. tap
2. tan
3. Tad
4. tag



Day 4

- | | |
|------|------|
| 1. C | 3. A |
| 2. B | 4. A |

Day 5

Responses will vary.