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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.

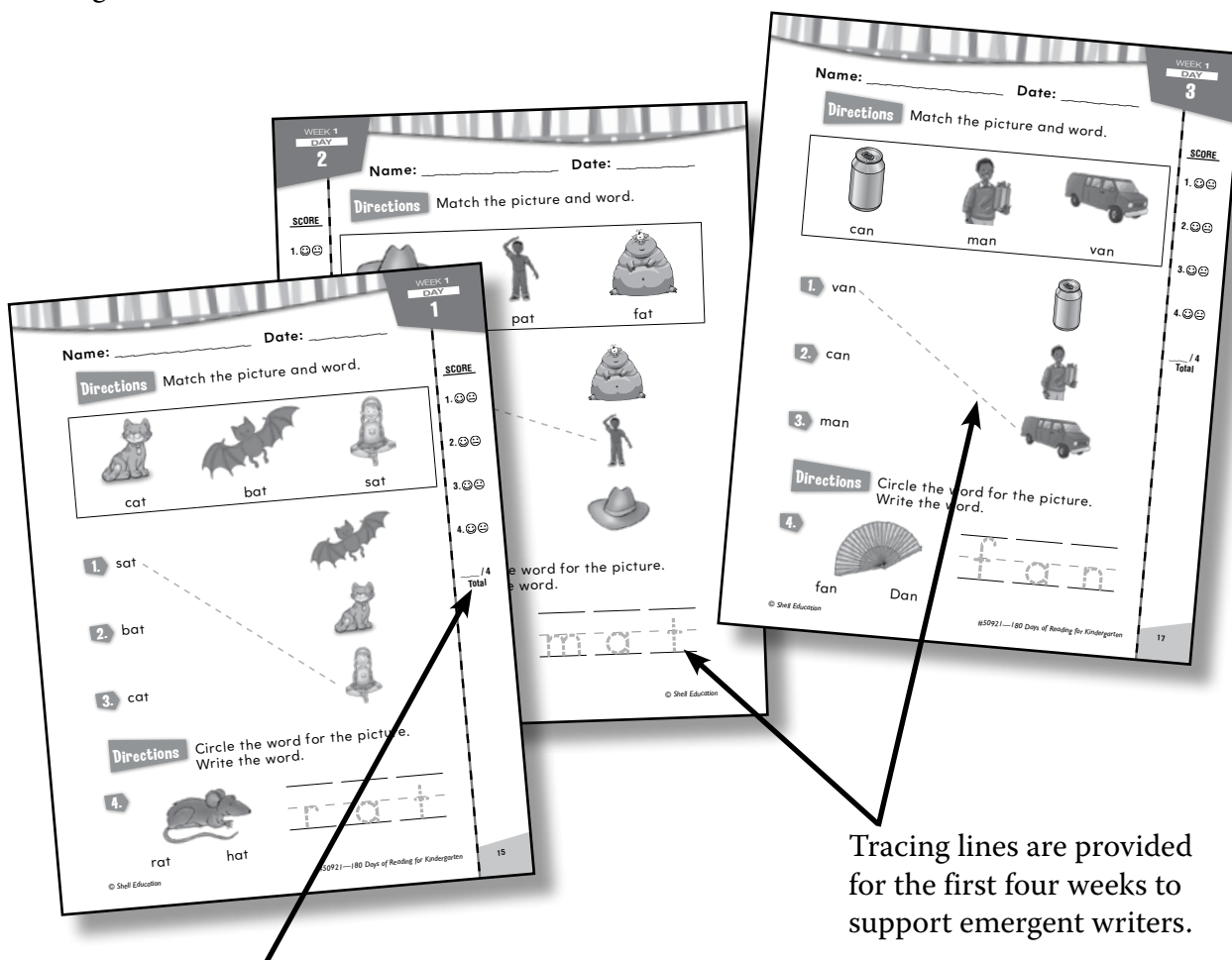
Every kindergarten practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in foundational reading skills, allowing them to build confidence through these quick standards-based activities.

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.



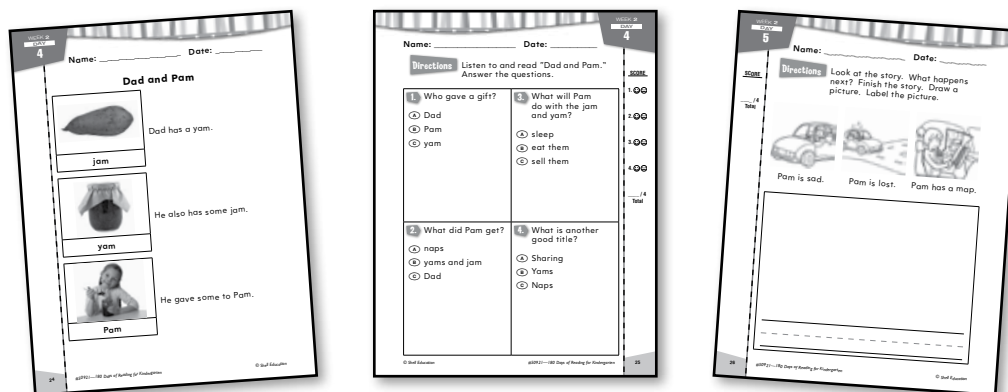
Tracing lines are provided for the first four weeks to support emergent writers.

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](#)).

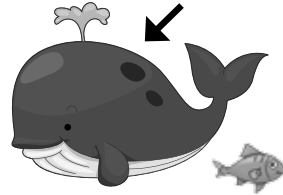
Points	Criteria
4	<ul style="list-style-type: none"> • Uses drawing, dictating, and writing to express ideas • Expresses multiple ideas on a topic • Includes specific details, i.e., colors or size • Spells with a letter to represent each sound, or in chunks of phonics patterns • Demonstrates an intended 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

Name: _____ Date: _____

Directions Match the words to the pictures.

		
pig	wig	big

1. wig



2. big



3. pig



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

4.



dig fig

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

____ / 4
Total

Name: _____ Date: _____

Fun in the Dirt



The girl digs in the dirt.
The girl gets a hose. Squirt! Squirt!
The girl stirs the dirt with a stick.
The girl can fill her pan with mud!

Name: _____ Date: _____

DirectionsListen to and read "Fun in the Dirt."
Answer the questions.**SCORE**

<p>1. Who is playing in the dirt?</p> <p>(A) a stick</p> <p>(B) the girl</p> <p>(C) some children</p>	<p>3. Where is the girl?</p> <p>(A) in the house</p> <p>(B) in her room</p> <p>(C) outside</p>
<p>2. Why does the story say <i>Squirt</i>?</p> <p>(A) that is the water coming out of the hose</p> <p>(B) the girl gets sprayed</p> <p>(C) the girl is drinking</p>	<p>4. Which is another good title?</p> <p>(A) Eating Mud</p> <p>(B) Digging in the Dirt</p> <p>(C) Pans</p>

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



First the bird gets up. Then he digs in the dirt.

CONTENTS OF THE DIGITAL RESOURCE CD

Teacher Resources

Page	Document Title	Filename
4	Standards Correlations Chart	standards.pdf
6	Writing Rubric	writingrubric.pdf writingrubric.doc
7	Fluency Assessment	fluency.pdf
8	Diagnostic Assessment Directions	directions.pdf
10	Practice Page Item Analysis Days 1–3	pageitem1.pdf pageitem1.doc pageitem1.xls
11	Practice Page Item Analysis Days 4–5	pageitem2.pdf pageitem2.doc pageitem2.xls
12	Student Item Analysis Days 1–3	studentitem1.pdf studentitem1.doc studentitem1.xls
13	Student Item Analysis Days 4–5	studentitem2.pdf studentitem2.doc studentitem2.xls

CONTENTS OF THE DIGITAL RESOURCE CD *(cont.)*

Practice Pages

The six practice pages for each week are contained in each PDF. In order to print specific days, open the desired PDF and select the pages to print.

Pages	Week	Filename
15–20	Week 1	week1.pdf
21–26	Week 2	week2.pdf
27–32	Week 3	week3.pdf
33–38	Week 4	week4.pdf
39–44	Week 5	week5.pdf
45–50	Week 6	week6.pdf
51–56	Week 7	week7.pdf
57–62	Week 8	week8.pdf
63–68	Week 9	week9.pdf
69–74	Week 10	week10.pdf
75–80	Week 11	week11.pdf
81–86	Week 12	week12.pdf
87–92	Week 13	week13.pdf
93–98	Week 14	week14.pdf
99–104	Week 15	week15.pdf
105–110	Week 16	week16.pdf
111–116	Week 17	week17.pdf
117–122	Week 18	week18.pdf
123–128	Week 19	week19.pdf
129–134	Week 20	week20.pdf
135–140	Week 21	week21.pdf
141–146	Week 22	week22.pdf
147–152	Week 23	week23.pdf
153–158	Week 24	week24.pdf
159–164	Week 25	week25.pdf
165–170	Week 26	week26.pdf
171–176	Week 27	week27.pdf
177–182	Week 28	week28.pdf
183–188	Week 29	week29.pdf
189–194	Week 30	week30.pdf
195–200	Week 31	week31.pdf
201–206	Week 32	week32.pdf
207–212	Week 33	week33.pdf
213–218	Week 34	week34.pdf
219–224	Week 35	week35.pdf
225–230	Week 36	week36.pdf