

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

## Vocabulary

<b>OBJECTIVE:</b>	Identify word relationships: homonyms, homographs (LA.K-2.L.4)
<b>ACTIVITY:</b>	Introduce Anchor Text Vocabulary

### Anchor Text Vocabulary Words:

1. <b>bow</b>	to bend the head, body, or knee in reverence (rhymes with <i>how</i> ); a knot formed by doubling a ribbon or string into two or more loops (rhymes with <i>low</i> )
2. <b>content</b>	topics or matter treated in a written work (first syllable accented); pleased and satisfied with what one has or is (final syllable accented)
3. <b>lead</b>	to guide, especially by going in advance (long <i>e</i> ); a soft bluish-white heavy metallic element (short <i>e</i> )
4. <b>wound</b>	an injury to the body (rhymes with <i>spooned</i> ); past tense of the verb wind (rhymes with <i>found</i> )

Teach according to DLG, *Cleversticks*, p. 8.

#### Differentiated Kindergarten Activity:

- Use printable *Kindergarten Vocabulary Word Cards* (Appendix A) for Kindergarten review.

## Phonological Awareness/Phonics/Spelling

#### Note:

The Summer Curriculum Committee is studying the Science of Reading research and looking at published Phonological Awareness, Phonics and Spelling programs. Once their study is complete, there will be a list of published programs that meet the research criteria. When Kindergarten Pathways 2.0 is written, it will contain a list of approved Phonological Awareness, Phonics and Spelling programs. From this list, your school or conference will choose a specific curriculum for you to use. Until this information is published, continue to use your current program for kindergarten.

## Tips for managing Phonological Awareness, Phonics, and Spelling in a multi-grade classroom:

### ORGANIZING THE PHONOLOGICAL AWARENESS, PHONICS, AND SPELLING CURRICULUM ACROSS GRADES K - 2

#### Grouping:

- Use the results of the Word Study assessments in Unit 1, Week 1 to group your students by their skills.
- Assessments to use:
  - Phonological Awareness Skills Test (PAST)
  - Alphabet Recognition
  - Letter Sound Identification
  - Decoding
  - Sight Words
- **Grouping students by skills and not by grades** will address individual student needs and strengths and better equip them for the prerequisite skills needed for successful reading.
  - If you are placing a student in a below grade level group, you should also have that student participate in their grade level group. This will give them exposure to their grade level curriculum. Expectations are that they acquire **some** of their grade level skills and begin to catch up.

#### Organizing Your Groups:

- When teaching in a multigrade classroom, the challenge is always fitting it all in.
- One way to manage groups is to have resources that students know how to use independently while you are instructing a small group. The following resources can be used as an independent rotation:
  - Digital resources such as Lexia, IXL or A-Z Learning.
  - Activities in the literacy center focused on weekly taught skills that can be done during center time.

#### Scheduling:

- There may not be enough time in the day to teach a complete Phonological Awareness, Phonics, and Spelling lesson each day to each group. Here is a sample schedule:
- Monday:
  - Direct teacher instruction with the two lowest groups (Kindergarten level and 1st Grade level).
  - The 2nd Grade level group should do an independent activity selected from Monday's 2nd Grade Pathways 2.0 Phonics and Spelling lessons. Use this activity as a pre-assessment. This pre-assessment will guide the intensity and focus of your instruction for the rest of the week.
- Tuesday:

- Direct teacher instruction with 1st and 2nd Grade level groups.
- Rotation activities after direct instruction for independent work.
- Kindergarten level group will independently work on skills taught on Monday.  
This can be a center time activity.
- Wednesday:
  - Direct instruction with the Kindergarten level group and the group needing the most skill review for the week.
  - Rotation activities after direct instruction for independent work.
  - Rotation activities for groups working independently.
- Thursday:
  - Direct instruction with 1st and 2nd Grade level groups.
  - Rotation activities after direct instruction for independent work.
  - Rotation activities for the Kindergarten level group working independently.
- Friday:
  - Assess and Review.
  - Rotation activities after assessment for independent work.

**Pathways 2.0 1st and 2nd Grade Phonological Awareness, Phonics, and Spelling Curriculum:**

- Lessons are structured to have direct teacher instruction 4 days each week; Monday through Thursday.
- While planning your instruction for the 1st and 2nd Grade level curriculum, look over the week’s lessons and choose the activities that are the best and will fit your student’s needs.
- Condense these lessons to fit the number of days you have allotted for that level.
- Students will do independent activities after your lesson and while you are teaching another group. These can be a center time activity.
- Add spelling practice activities to center time to give students ample time practicing these words before the Friday assessment.

DAY 1

Reading Workshop

Whole-Group

### Shared Read Aloud

<b>OBJECTIVE:</b>	Ask and answer questions to gather additional information (LA.K-2.SL.3)
<b>ACTIVITY:</b>	Ask and Answer Questions - Part 1

Teach according to DLG, Cleversticks, pp. 11-12.

## Comprehension Mini-lesson

<b>OBJECTIVE:</b>	Make connections between a text and personal life experiences (LA.K-2.RL.11)
<b>ACTIVITY:</b>	Make Connections - Part 1

Teach according to DLG, Cleversticks, pp. 13-14.

### Teach/Model

### Guided Practice

### Independent Practice

**Differentiated Kindergarten Activity:**

- Kindergarten students can choose a center activity.



## Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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*Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.*

*This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.*

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

## Independent Reading/Literacy Centers

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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DAY 1

# Writing Workshop

## Writing Mini-Lesson

<b>OBJECTIVE:</b>	Write opinion sentences (LA.K-2.W.1)
<b>ACTIVITY:</b>	Stating a Strong Opinion

## 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 it 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.

- Teach according to the DLG, Cleversticks, pp. 15 - 16.
- Go through the Teach/Model on page 15.
- For the Guided Reading, have students choose anything that happened at school. It may have been teacher selected or school selected as in chapel or assembly.
- Prepare students that each opinion belongs to the opinion holder. The only thing the holder needs to do is to share reasons so the listeners can understand why he/she holds the opinion.
- Let students know that since the opinion belongs to the holder, they don't need feedback about the opinion except to express awe (Wow, you really liked our trip to the Science Center!) or perhaps mention something in common (You and I liked the same thing!). Students should not compare or diminish the opinion of someone else whose opinions are not their own to discuss or evaluate.

- Go through the Independent Practice very slowly to give the students a chance to choose the scribe.
- Send students to their seat to write in their journal. Invite them to think over the school year and choose one of their favorite activities to write about. Students should be able to choose anything that they'd like to write about besides those ideas the teacher will offer for those students who want to use them.
- Display the model or distribute one for one child to keep as a model.
- Circulate and conference with students.

**DAY 2** **Word Study**

**Vocabulary**

<b>OBJECTIVE:</b>	Identify word relationships: homonyms, homographs (LA.K-2.L.4)
<b>ACTIVITY:</b>	Guess My Word

**Anchor Text Vocabulary Words:**

<b>1. bow</b>	to bend the head, body, or knee in reverence (rhymes with <i>how</i> ); a knot formed by doubling a ribbon or string into two or more loops (rhymes with <i>low</i> )
<b>2. content</b>	topics or matter treated in a written work (first syllable accented); pleased and satisfied with what one has or is (final syllable accented)
<b>3. lead</b>	to guide, especially by going in advance (long <i>e</i> ); a soft bluish-white heavy metallic element (short <i>e</i> )
<b>4. wound</b>	an injury to the body (rhymes with <i>spooned</i> ); past tense of the verb wind (rhymes with <i>found</i> )

Teach according to DLG, *Cleversticks*, pp. 17-18.

**Differentiated Kindergarten Activity:**

- Kindergarten should have their copies of the *Vocabulary Words* cards.
- Students can participate by holding up the correct vocabulary word that matches the clue.

## Phonological Awareness/Phonics/Spelling

- See instructions for this section on Week 1 Day 1.

**DAY 2**

## Reading Workshop Whole-Group

## Shared Read Aloud/Comprehension Mini-lesson

Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.

**DAY 2**

## Reading Workshop Small-Group

## Guided Reading - Differentiate According to Standards

**OBJECTIVE:**

Read on-level text with purpose and understanding (L.A.K-2.RF.4)  
Use silent reading strategies (LA.K-2.RF.4)

***Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.***

*This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.*

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

## Independent Reading/Literacy Centers

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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DAY 2

## Writing Workshop

### Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Identify and use adjectives (LA. K-2.L.1)
<b>ACTIVITY:</b>	Words that Describe Taste, Smell, Color, and Texture

### Teach/ModelPractice

- Teach according to the DLG pp. 20 - 21.
- Follow the Teach/Model and the Guided Practice on page 20.
- Go through the Independent Practice on page 21, and use the worksheet for students to do the activity.
- Send students to finish the activity on the worksheet.
- Circulate and conference with students.

**Differentiate for Kindergarten:** Kindergarten students may not be able to use the lined worksheet. They may use a blank white sheet of paper and be directed to draw the picture first, then write about the picture.

DAY 3

## Word Study



## Vocabulary

<b>OBJECTIVE:</b>	Identify word relationships: homonyms, homographs (LA.K-2.L.4))K.AW1)
<b>ACTIVITY:</b>	Vocabulary Match/Review Academic Vocabulary

### Anchor Text Vocabulary Words:

1. <b>bow</b>	to bend the head, body, or knee in reverence (rhymes with <i>how</i> ); a knot formed by doubling a ribbon or string into two or more loops (rhymes with <i>low</i> )
2. <b>content</b>	topics or matter treated in a written work (first syllable accented); pleased and satisfied with what one has or is (final syllable accented)
3. <b>lead</b>	to guide, especially by going in advance (long <i>e</i> ); a soft bluish-white heavy metallic element (short <i>e</i> )
4. <b>wound</b>	an injury to the body (rhymes with <i>spooned</i> ); past tense of the verb wind (rhymes with <i>found</i> )

### Differentiated Kindergarten Activity:

- Review the double meanings of each anchor text vocabulary word. Be sure to emphasize the differentiation in pronunciation so students can determine the proper context.
- Give each student a copy of the *Vocabulary Match* printable (Appendix A).
- Explain the independent assignment to the students by going over the instructions and completing the first one together.
- Students may use their vocabulary cards to assist them.
- Kindergarten will work independently to complete the *Vocabulary Match* printable (Appendix A).

Teach according to DLG, *Cleversticks*, pp. 21-22 to 1st and 2nd grade.

## Phonological Awareness/ Phonics/Spelling

- See instructions for this section on Week 1 Day 1.

## Shared Read Aloud

<b>OBJECTIVE:</b>	Ask and answer questions to gather additional information (LA.K-2.SL.3)
<b>ACTIVITY:</b>	Ask and Answer Questions - Part 2

Teach according to DLG, *Cleversticks*, pp. 23-24.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Make connections between a text and personal life experiences (LA.K-2.RL.11)
<b>ACTIVITY:</b>	Make Connections - Part 2

Teach according to DLG, *Cleversticks*, pp. 24-25.

## Teach/Model

### Guided Practice

#### Differentiated Kindergarten Activity:

- Kindergarten will use large drawing paper to illustrate one personal connection to the chosen text modeled by the teacher.
- Emphasize how students should focus on one connection detail in their picture instead of a lot of different details and connections.

### Independent Practice/Share

#### Differentiated Kindergarten Activity:

- Allow students to share their illustrations with the class.

DAY 3

## Reading Workshop Small-Group

### Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-2.RF.4)
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*Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.*

*This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.*

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

### Independent Reading/Literacy Centers

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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DAY 3

## Writing Workshop

### Writing Mini-Lesson

<b>OBJECTIVE:</b>	Write opinion sentences (LA.K-2.W.1)
<b>ACTIVITY:</b>	Publishing Opinion Sentences

## Teach/Model/Practice

- This lesson continues from Day 1.
- Teach according to the DLG, Cleversticks, the Teach/Model on page 26.
- Follow the Guided Practice on page 26 and only use one sentence to show the students an example and to revise and edit that sentence.
- Use a sentence that pertains to students. If students don't play the recorder at music, don't use that example in the DLG.
- Use the writing frame in the DLG on a chart of paper to include space for the ending.
- Follow the Independent Practice to Send students to continue their writing in their notebook from Day 1. Use the following suggestions:
- Tell students to read what they have written so far. Revise it to be sure they've written all the sentences they needed to write and to choose better verbs or adjectives; or anything else they want to improve and make better.
- Tell students to edit for spelling and to choose 2 - 3 words they're not sure about, to ask when you come to conference with them.
- Once students are done with revising and editing, pass out a sheet of paper for them to publish their final draft.
- Circulate and conference with students.

**DAY 4**

## Word Study

### Vocabulary

<b>OBJECTIVE:</b>	Identify word relationships: homonyms, homographs (LA.K-2.L.4)
<b>ACTIVITY:</b>	Which One?/Assess Academic Vocabulary

### Anchor Text Vocabulary Words:

<b>1. bow</b>	to bend the head, body, or knee in reverence (rhymes with <i>how</i> );
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<p><b>2. content</b></p> <p><b>3. lead</b></p> <p><b>4. wound</b></p>	<p>a knot formed by doubling a ribbon or string into two or more loops (rhymes with <i>low</i>)</p> <p>topics or matter treated in a written work (first syllable accented); pleased and satisfied with what one has or is (final syllable accented)</p> <p>to guide, especially by going in advance (long <i>e</i>); a soft bluish-white heavy metallic element (short <i>e</i>)</p> <p>an injury to the body (rhymes with <i>spooned</i>); past tense of the verb wind (rhymes with <i>found</i>)</p>
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Teach according to DLG, *Cleversticks*, pp. 27-28 to 1st and 2nd grade.

**Differentiated Kindergarten Activity:**

- Review the double meaning of each anchor text vocabulary word.
- Give each student a copy of the *Which One?* printable (Appendix A).
- Students will cut and paste each vocabulary homograph to the correct picture.
- Encourage students to practice saying each vocabulary word as they paste.

## Phonological Awareness/Phonics/Spelling

- See instructions for this section on Week 1 Day 1.

**DAY 4**

## Reading Workshop Whole-Group

## Shared Read Aloud/Comprehension Mini-lesson

Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.

**DAY 4**

## Reading Workshop Small-Group

## Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.K-.RF.4)
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*Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.*

*This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.*

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

## Independent Reading/Literacy Centers

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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# DAY 4 Writing Workshop

## Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Identify and use subject adjectives (LA.K-2.L.1)
<b>ACTIVITY:</b>	Awesome Adjectives

## Teach/Model/Practice

- Teach according to the DLG, Cleversticks, p. 30 with the following suggestions:
- Go through the Teach/Model of page 30 and skip the sharing for now.
- Go through the Guided Practice.
- Send students to their seats and give them a few minutes to read and add anything to their observation form.
- Ask students to share their Observation Form.
- Clap for each student after he/she shares.
- If time permits, have children continue with their final draft from Day 3.

- Let students know that they'll use the writing time tomorrow to finish and publish the final draft tomorrow.

**DAY 5**

## Word Study

### Vocabulary

<b>OBJECTIVE:</b>	Identify word relationships: homonyms, homographs (LA.K-2.L.4)
<b>ACTIVITY:</b>	Weekly Vocabulary Assessment

### Anchor Text Vocabulary Words:

1. <b>bow</b>	to bend the head, body, or knee in reverence (rhymes with <i>how</i> ); a knot formed by doubling a ribbon or string into two or more loops (rhymes with <i>low</i> )
2. <b>content</b>	topics or matter treated in a written work (first syllable accented); pleased and satisfied with what one has or is (final syllable accented)
3. <b>lead</b>	to guide, especially by going in advance (long <i>e</i> ); a soft bluish-white heavy metallic element (short <i>e</i> )
4. <b>wound</b>	an injury to the body (rhymes with <i>spooned</i> ); past tense of the verb wind (rhymes with <i>found</i> )

Teach according to DLG, *Cleversticks*, pp. 31-32 to 1st and 2nd grade.

#### Differentiated Kindergarten Activity:

- Distribute *Kindergarten Vocabulary Assessment* printable(Appendix C) to each student.
- Dictate the words from the *Vocabulary Assessment*.
- Students should circle the corresponding pictures to match the vocabulary word.

### Phonological Awareness/Phonics/Spelling

See instructions for this section on Week 1 Day 1.

**DAY 5**

## Reading Workshop Whole-Group

### Shared Read Aloud

<b>OBJECTIVE:</b>	Ask and answer questions to gather additional information (LA.K-2.SL.3)
<b>ACTIVITY:</b>	Ask and Answer Questions - Part 3

Teach according to DLG, *Cleversticks*, p. 33.

### Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Make connections between a text and personal life experiences (LA.K-2.RL.11)
<b>ACTIVITY:</b>	Make Connections - Part 3

Teach according to DLG, *Cleversticks*, pp. 33-34.

Teach/Model

Guided Practice

Independent Practice

**DAY 5**

## Reading Workshop Small-Group



## Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	Read on-level text with purpose and understanding (L.A.1.RF.4) Use silent reading strategies (LA.2.RF.4)
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*Begin small groups in Unit 2 and continue throughout the year. Differentiate for all ability levels.*

*This small group time can be used to expand, review and support Phonological Awareness and Phonics skills. Use Observations and assessments to guide your instructional choices. Remember that groups will change throughout the year based on student progress.*

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Many Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

## Independent Reading/Literacy Centers

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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**DAY 5**

# Writing Workshop

## Author's Chair and Wrap-up

<b>OBJECTIVE:</b>	Publishing Final Draft
<b>ACTIVITY:</b>	Publishing & Sharing

Use this time for students to wrap up their final draft from Day 3 and publish. Share and publish according to your process for this piece.