

K-2 Multigrade BRIDGE – Second grade *Pathways* Teacher Notes

Rationale:

The K–2 multi-grade teacher faces the unique challenge of cultivating a kind and compassionate learning environment where children feel safe, supported, and empowered to acquire the foundational literacy skills they need to thrive in later grades and beyond. In addition, the teacher must apply research-based and evidence-informed practices to effectively teach reading, writing, listening, and speaking. The **K–2 Multi-Grade BRIDGE** (**B**uilding **R**esources for Instructional **D**esigning of **G**REAT **E**ducation) is designed to support this work by simplifying the integration of the Second Grade *Pathways* resources into the multi-grade classroom. This resource offers educators a more seamless, creative, and time-efficient approach to planning and delivering high-quality English Language Arts instruction for all students in the K–2 setting.

QUICK ABBREVIATION GUIDE:

LAG Lessons at a **G**lance

DLP Daily Lesson **P**lan

DLG Pathways – Second grade, Daily Lesson **G**uide

Using The BRIDGE – Second grade *Pathways*

It is essential for teachers to plan and design both lesson delivery and the management of student learning and materials in advance. To implement this resource effectively, educators must become familiar with its various components to ensure they are well-prepared to use them for the benefit of both teaching and student learning.

Lesson at a Glance (LAG):

The teacher should refer to the LAG document for an overview of the suggested daily activities. The LAG closely mirrors the *Pathways Second Grade Daily Lesson Guide (DLG)*, with the exception of sections where additional appendices have been created to support Kindergarten and First Grade differentiation.

Please note that printables from the Independent Writing section are often not included in the

LAG. If a printable is not listed, teachers may choose to incorporate it into learning centers or other classroom activities as appropriate.

The **Lesson at a Glance (LAG)** provides a quick overview of the standards, activities, and resources needed for each week's lessons. It is organized to give teachers a clear, comprehensive view of the entire week across core subjects: Vocabulary, Shared Reading, and Writing. Within the LAG, educators will also find differentiation suggestions for Kindergarten and First Grade, along with references to any required printables and relevant appendices. For effective planning, the LAG is an essential companion to the *Pathways Second Grade Daily Lesson Guide (DLG)* and should be reviewed closely in conjunction with it.

Daily Lesson Plan (DLP):

The DLP provides directions, guidance, and instructional suggestions that align with the *Pathways Second Grade Daily Lesson Guide (DLG)*. When necessary, activities are differentiated, adapted, or newly created within the DLP to meet the developmental needs of Kindergarten and First Grade students. The DLG remains central to the planning process, as most activities originate from it.

Each daily lesson in the DLP includes clear instructions for the teacher, indicating whether the lesson is to be taught to the entire K–2 group and referencing the relevant pages in the DLG. It also specifies when lessons have been differentiated or specially designed, along with the associated resources and printables.

Teachers should look for key markers such as:

- “**Teach according to the DLG, UNIT Title, p. ____**”
- “**Differentiated for Kindergarten/First Grade**”

Daily Lesson Plan (DLP) Subjects

The subjects outlined in the Daily Lesson Plan (DLP) closely mirror those found in the *Pathways Second Grade Daily Lesson Guide (DLG)*. Below is an overview of how each subject is addressed:

1. Vocabulary

Lessons are either taught directly from the DLG, differentiated for grade level, or newly created to meet the needs of K–2 learners.

2. Phonological Awareness / Spelling / Phonics

Refer to the instructional note in the DLP for guidance on how to manage and implement these components across the K–2 grade levels.

3. Reading Workshop

- **Whole-Group Instruction:** Lessons follow the DLG, are differentiated, or are

- newly created.
- **Comprehension Mini-Lesson:** These lessons follow the DLG, are differentiated or are newly created.
 - **Guided Reading:** See the DLG/DLP for suggested resources and strategies to support small group guided reading.
 - **Independent Reading / Literacy Centers:** The DLG/DLP offer direction for selecting rich, age-appropriate literature that supports both reading development and the reading enjoyment of K–2 students.

Writing Workshop

Most Writing Workshop lessons in the DLP are either newly created or based on the DLG, with added directions or suggestions. These lessons do not strictly follow the DLG format and are instead designed to support daily writing, Monday through Friday, within a workshop-style environment.

The DLP emphasizes consistent, intentional writing instruction for all students in K–2. In many cases, a lesson may require the use of a specific piece of literature; teachers are encouraged to plan ahead to ensure access to the necessary texts. Additionally, many of the Writing printables from the DLG are recommended for use in learning centers, allowing for additional practice and reinforcement.

Research and evidence consistently show that students need to write regularly – **four to five days per week**, to develop a love for writing and to build the skills, understanding, and confidence necessary for their current grade level and future academic success. To support this goal, the DLP’s Writing Workshop format differs from the DLG by offering structured, developmentally appropriate lessons for K–2 students in a cohesive, workshop-based approach.

Standards

Like the DLG, the DLP is developed based on the NAD English Language Arts (ELA) standards. However, in some instances, the writers have incorporated newer standards found on the Proficiency Scales (P-Scales) into select printables. Due to time constraints, a deeper alignment or full integration of both sets of standards was not possible.

Appendices

The appendices in the DLP are numbered, in contrast to the lettered appendices in the DLG. Although the labeling format differs, the content areas remain aligned. For example, *Appendix A* in

the DLG corresponds to *Appendix 1* in the DLP – both focused on Vocabulary. This consistent alignment is intended to support seamless use between the two resources.

The DLP includes printables organized into the following appendices:

1. **Appendix 1:** Vocabulary
2. **Appendix 2:** Reading and Writing
3. **Appendix 3:** Assessments
4. **Appendix 4:** Answer Keys and Scoring Guides
5. **Appendix 5:** Bibliography and Resources

Note:

Not all appendices will appear in every unit. Appendices are included as needed, based on the specific content and instructional requirements of each unit.

Unit Feedback

The K–2 BRIDGE - Second Grade *Pathways* resource was designed thoughtfully with the K–2 multi-grade teacher in mind. While we recognize that this is not a perfect product, due to the many hands and hearts involved in its creation, it is our sincere hope that it will serve as a valuable and practical tool in your classroom.

As with any collaborative resource, you may encounter minor inconsistencies. We ask for your grace in these instances and invite your feedback, especially regarding any significant errors or missing printables. We would be equally grateful for your encouragement and insights.

To share your feedback, corrections, or suggestions, please contact us at:

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