

## Vocabulary

<b>OBJECTIVE:</b>	Identify root words and their inflectional forms (LA.K-2.L.4)
<b>ACTIVITY:</b>	Introduce Anchor Text Vocabulary Words

### Anchor Text Vocabulary Words:

1. <b>exclaim</b> (exclaims, exclaimed, exclaiming)	to cry out or speak in strong or sudden emotion
2. <b>recognize</b> (recognizes, recognized, recognizing)	to know and remember upon seeing
3. <b>sail</b> (sails, sailed, sailing)	to travel on water in a ship
4. <b>search</b> (searches, searched, searching)	to look into, in an effort to find something

Teach according to the DLG, *Twice Yours*, pp. 62-63.

#### Differentiated Kindergarten Activity:

- Review root words by playing the Root Word Tree game. Draw a tree on chart paper. Write a simple root word, such as “play” or “run” at the base of the tree. Then have the children brainstorm other words that use that root word (e.g. playing, plays, or runs, running). Write these words on the branches of the tree.
- Distribute the printable *Vocabulary Words* (Appendix 1).

#### Differentiated First Grade Activity:

- Use the Root Word Tree activity for review if needed.

## Phonological Awareness/Phonics/Spelling

### Note:

The NAD Summer Curriculum Committee has completed its study for best resources that will address the Science of Reading research and has chosen and recommended two resources: UFLI - Foundations (University of Florida Literacy Institute) and Heggerty Phonemic Awareness. UFLI ([UFLI Foundations | UF Literacy Institute](#)) and Heggerty (<https://heggerty.org>), are both research and evidence - based programs that have proven to support students in whole group, tier one instruction, small groups, or as an intervention. UFLI is cost effective, but work intensive as the materials must be printed at the UF site. It works well with the multi-grade classroom and can be used seamlessly in small groups. It is more skills-based.

Heggerty will cost more as the materials are ready-made for purchasing. It can be used in whole or small groups and may serve as a tool for intervention in grades 3 - 6. It is more of a grade-based program. Both resources offer systematic, explicit instruction that will reach students with diagnoses and differences such as dyslexia and English as Second Language (ESL).

Your school or conference may choose from these two options, or you may 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 to practice these words before the Friday assessment.

**DAY 1**

## Reading Workshop Whole-Group

### Shared Read Aloud

<b>OBJECTIVE:</b>	Recount key ideas from a text read aloud (LA.K-2.SL.2)
<b>ACTIVITY:</b>	Twice Yours Text-Dependent Questions

Teach according to the DLG, *Twice Yours*, pp. 65-66.

### Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Demonstrate understanding of story elements (LA.K-2.RL.3, LA.K-2.RL.8)
<b>ACTIVITY:</b>	Identify Story Elements

Teach according to the DLG, *Twice Yours*, pp. 66 - 67.

### Guided Practice

Teach according to the DLG, *Twice Yours*, p.67.

### Independent Practice

Teach according to the DLG, *Twice Yours*, p. 67.

#### Differentiated Kindergarten Activity:

- Students may work together in groups of two to create illustrations and add labels on one of the key ideas.

**DAY 1**

## 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.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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**DAY 1**

## Writing Workshop

### Writing Mini-Lesson

<b>OBJECTIVE:</b>	Write a persuasive paragraph (LA.K-2.W.1)
<b>ACTIVITY:</b>	Stating a Goal

## 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 2 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, Twice Yours, pp. 68-69 with the following suggestions:
- Go through the Teach/Model process.
- Complete the Guided Practice together.
- Give directions for the Independent Practice and give students the time to write in the notebooks.
- Send older students to write their goals and ways to meet the goal. Keep Kindergarteners to work with you to set a goal etc. Students will work together on one goal.
- Give students a chance to share their writing.
- Go through Independent Writing. Send students to write in their Writing Notebooks.

### Differentiated Kindergarten Activity:

- Students may draw pictures, dictate, or write sentences for the classroom-wide goal related to academic achievement.

**DAY 2**

## Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Identify root words and their inflectional forms (LA.K-2.L.4)
<b>ACTIVITY:</b>	True or False

### Anchor Text Vocabulary Words:

1. <b>exclaim</b> (exclaims, exclaimed, exclaiming)	to cry out or speak in strong or sudden emotion
2. <b>recognize</b> (recognizes,	to know and remember upon seeing

<p>recognized, recognizing)</p> <p>3. sail (sails, sailed, sailing)</p> <p>4. search (searches, searched, searching)</p>	<p>to travel on water in a ship</p> <p>to look into; in an effort to find something</p>
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Teach according to the DLG, *Twice Yours*, pp. 69-70.

## Phonological Awareness/Phonics/Spelling

See Specific instructions for this section in 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

<b>OBJECTIVE:</b>	<p>Read on-level text with purpose and understanding (L.A.K-2.RF.4)</p> <p>Use silent reading strategies (LA.K-2.RF.4)</p>
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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.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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**DAY 2**

## Writing Workshop

### Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Identify proper subject-verb agreement (LA.K-2.L.1)
<b>ACTIVITY:</b>	Agree or Disagree

### Teach/Model/Practice

- Teach according to the DLG, *Twice Yours*, pp. 71-72 with the following suggestions:
- Go through the Teach/Model process.
- Complete the Guided Practice together.
- Give directions for the Independent Practice and give students the time to write in the notebooks. The students' understanding of singular or plural nouns can be assessed during the written activity.

The printable *Agree or Disagree?* (Appendix B) may be placed in the Writing Center to be used during rotations.



## Vocabulary

<b>OBJECTIVE:</b>	Identify root words and their inflectional forms (LA.2.L.4)
<b>ACTIVITY:</b>	Introduce Academic Vocabulary/ Review Anchor Text Vocabulary

### Academic Vocabulary Words:

1. <b>drafting</b>	to create a preliminary sketch, outline, or version
2. <b>recount</b>	to tell all about, to relate in detail
3. <b>root words</b>	the most basic meaning of a word; what is left, after all affixes are removed
4. <b>story elements</b>	the characters, setting, and the plot (problem/solution) of a story

Teach according to the DLG, *Twice Yours*, p. 73.

#### Differentiated Kindergarten Activity:

- Students get their vocabulary word cards. They write words in their *My Picture Journal* (Appendix 1).
- Students draw and color illustrations for each word.

## Phonological Awareness/ Phonics/Spelling

See specific instructions for this section in Week 1 Day 1.

**DAY 3****Reading Workshop** Whole-Group**Shared Read Aloud**

<b>OBJECTIVE:</b>	Recount key ideas from a text read aloud (LA.K-2.SL.2)
<b>ACTIVITY:</b>	What Do You Infer?

Teach according to the DLG, *Twice Yours*, p. 75.

**Comprehension Mini-Lesson**

<b>OBJECTIVE:</b>	Demonstrate understanding of story elements (LA.K-2.RL.3) LA.K-2.RL.8)
<b>ACTIVITY:</b>	Understanding the Elements

Teach according to the DLG, *Twice Yours*, p. 76.

**Guided Practice**

Note: Group students from all grade levels, with older students leading and helping the younger ones.

**Independent Practice****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.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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**DAY 3**

## Writing Workshop

### Writing Mini-Lesson

<b>OBJECTIVE:</b>	Write a persuasive paragraph (LA.K-2.W.1)
<b>ACTIVITY:</b>	Drafting a Persuasive Paragraph

### Teach/Model/Practice

- Teach according to the DLG, *Twice Yours*, pp. 77-78 with the following suggestions:
- Go through the Teach/Model process.
- Complete the Guided Practice together.
- Give directions for the Independent Practice.
- Use mixed grouping for students to brainstorm reasons and examples together.
- Give students a chance to share their writing.
- Go through Independent Writing. Send students to write their persuasive paragraph.

#### Differentiated Kindergarten Activity:

- Students may draw, dictate, or write their stories.

## Vocabulary

<b>OBJECTIVE:</b>	Identify root words and their inflectional forms (LA.K-2.L.4)
<b>ACTIVITY:</b>	Dictionary Author

### Academic Vocabulary Words:

1. <b>drafting</b>	to create a preliminary sketch, outline, or version
2. <b>recount</b>	to tell all about, to relate in detail
3. <b>root words</b>	the most basic meaning of a word; what is left after all affixes are removed
4. <b>story elements</b>	the characters, setting, and the plot (problem/solution) of a story

#### Differentiated Kindergarten Activity:

- Students play Memory Match with vocabulary word cards to increase word recognition and meanings.

#### Differentiated First Grade Activity:

- Students choose two words to use for the activity.
- Distribute copies of printable, *First Grade Academic Vocabulary Organizer* (Appendix 1).

## Phonological Awareness/Phonics/Spelling

See specific instructions for this section in 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-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.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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**DAY 4**

# Writing Workshop

## Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Identifying and using proper subject-verb agreement (LA.K-2.L.1)
<b>ACTIVITY:</b>	Choose the Right Subject

## Teach/Model/Practice

- Teach according to the DLG, Twice Yours, pp. 81-82 with the following suggestions:
- Go through the Teach/Model process.
- Complete the Guided Practice together.
- Give directions for the Independent Practice. Students may use the printable, *Singular, Plural, or Compound?* (Appendix B) in the Writing Center during rotations.
- Remind students to check their noun-verb agreements as they write.
- Give students a chance to share their responses.
- Go through Independent Writing. Send students to write.
- Circulate and conference with students.

### Differentiated Kindergarten Activity:

- Students may draw, dictate, or write their stories.

**DAY 5**

# Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Identify root words and their inflectional forms (LA.K-2.L.4)
<b>ACTIVITY:</b>	Weekly Vocabulary Assessment

## Anchor Text Vocabulary Words:

1. <b>exclaim</b> (exclaims, exclaimed, exclaiming)	to cry out or speak in strong or sudden emotion
2. <b>recognize</b> (recognizes, recognized, recognizing)	to know and remember upon seeing
3. <b>sail</b> (sails, sailed, sailing)	to travel on water in a ship
4. <b>search</b> (searches, searched, searching)	to look into, in an effort to find something

## Academic Vocabulary Words:

1. <b>drafting</b>	to create a preliminary sketch, outline, or version
2. <b>recount</b>	to tell all about, to relate in detail
3. <b>root word</b>	the most basic meaning of a word; what is left after all affixes are removed
4. <b>story elements</b>	the characters, setting, and the plot (problem/solution) of a story

Teach according to the DLG, *Twice Yours*, p. 83.

### Differentiated Kindergarten Activity:

- Have students complete printable *Vocabulary Assessment-Kindergarten* (Appendix 3).

## Phonological Awareness/Phonics/Spelling

See specific instructions for this section in Week 1 Day 1.

## Shared Read Aloud

<b>OBJECTIVE:</b>	Recount key ideas from a text read aloud (LA.K-2.SL.2)
<b>ACTIVITY:</b>	Recounting a Narrative Text

Teach according to the DLG, *Twice Yours*, pp. 84-85.

### Differentiated Kindergarten Activity:

- Students may draw, dictate, or write a sentence recounting the story in each section of the story elements.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Identify and describe story elements (LA.K-2.RL.3) (LA.K-2.RL.8)
<b>ACTIVITY:</b>	Identify the Elements

## Teach/Model

Teach according to the DLG, *Twice Yours*, pp. 85-86.

## Guided Practice

Teach according to the DLG, *Twice Yours*, p. 86.

## Independent Practice

Teach according to the DLG, *Twice Yours*, pp. 86-87.

### Differentiated Kindergarten Activity:

- Teacher may pair Kindergarten students with older students to help guide them to match the cards with the correct story-element header.



**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.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.RF.1) Read informational texts on topics of interest (LA.1-2.RI.14)
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**DAY 5**

# Writing Workshop

## Author's Chair and Wrap-up

<b>OBJECTIVE:</b>	Wrap up writing pieces, share, publish, etc.
<b>ACTIVITY:</b>	Complete writing and other writing activities

### Teach/Model

- Use this time to complete and publish/share the piece from this week.