

## Vocabulary

<b>OBJECTIVE:</b>	Review vocabulary skills from Units 3 and 4
<b>ACTIVITY:</b>	Review Anchor Text Vocabulary

### Unit 3, Weeks 1 and 2 Anchor Text Vocabulary Words:

1. <b>clinging</b>	holding fast or sticking closely to a surface
2. <b>desert</b>	a dry land with few plants and little rainfall
3. <b>evening</b>	the final part of the day and early part of the night
4. <b>skitters</b>	to glide or skip lightly or quickly
5. <b>gnaws</b>	bite or chew on with the teeth
6. <b>high</b>	having a specific height
7. <b>seedling</b>	a young plant grown from a seed
8. <b>sprouts</b>	grow, spring up, or come forth as a sprout

Teach according to the DLG, *Twice Yours*, pp. 92-93.

## 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](https://uflifoundations.org)) 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>	Assess student learning over Units 3 and 4
<b>ACTIVITY:</b>	Summative Performance Task

Teach according to the DLG, *Twice Yours*, p. 95.

### Differentiated Kindergarten Activity:

- Complete the printable, *Summative Performance Task: Opinion Paragraph* (Appendix C) by having the students dictate their opinion to the teacher or as a take-home activity to complete with parents.
- Some Kindergarten students may be able to use invented spellings, words, or sentences.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Ask and answer questions about key details, identifying the main topic and making predictions using pictures and illustrations
<b>ACTIVITY:</b>	Close Reading—Part 1

Teach according to the DLG, *Twice Yours*, pp. 95-99.

**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)
-------------------	---

***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)
-------------------	---

## DAY 1 Writing Workshop

### Writing Mini-Lesson

<b>OBJECTIVE:</b>	Writing a persuasive paragraph (LA.K-2.W.1)
<b>ACTIVITY:</b>	Selecting a Topic

### 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. 100-101 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 list two possible goals/topics they are interested in pursuing, and describe the topics with complete sentences. First grade might use simple sentences.

- Keep Kindergarteners to work with you to set a goal etc. Students will work together on one goal/topic.
- Give students a chance to share their writing.
- Go through Independent Writing. Send students to write in their Writing Notebooks.

#### **Differentiated Kindergarten Activity:**

- Have students work with the teacher to come up with a goal/topic of their own, and give supporting reasons for the topic.

**DAY 2**

## **Word Study**

### **Vocabulary**

<b>OBJECTIVE:</b>	Review vocabulary skills from Units 3 and 4
<b>ACTIVITY:</b>	Review Anchor Text Vocabulary

### **Unit 3, Weeks 3 and 4 Anchor Text Vocabulary Words:**

1. <b>beckon</b>	to summon or signal, typically with a wave or nod
2. <b>brilliant</b>	very bright
3. <b>harmed</b>	caused hurt, injury, or damage
4. <b>pulp</b>	soft, juicy, or moist part of a fruit or vegetable
5. <b>bores</b>	makes (a cylindrical hole) by boring or digging away material
6. <b>signal</b>	a sound, gesture, or object that conveys notice or warning
7. <b>ton</b>	a measure of weight equal to 2,000 pounds
8. <b>weatherproof</b>	protected from the effects of the sun, wind, and rain

Teach according to the DLG, *Twice Yours*, pp.101-103.

### **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

**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

**OBJECTIVE:**

Demonstrate understanding of the basic features of print (LA.K.RF.1)

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

**DAY 2**

# Writing Workshop

## Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Identify and use adverbs, irregular plurals, proper nouns, and subject-verbs agreement
<b>ACTIVITY:</b>	Grammar Review

Teach according to the DLG, *Twice Yours*, pp. 104-105.

After the lesson, send students to continue to work on a previous piece or to start a new piece of writing.

**DAY 3**

# Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Review vocabulary skills from Units 3 and 4
<b>ACTIVITY:</b>	Review Anchor Text Vocabulary

### Unit 4, Weeks 1 and 2 Anchor Text Vocabulary Words:

1. <b>homemade</b>	made in the home and not in a factory
2. <b>pocketknife</b>	a small knife that has one or more blades that fold into the handle
3. <b>sailboat</b>	a boat equipped with sails
4. <b>upstream</b>	at or toward the beginning of a stream
5. <b>piece/peace</b>	a part of a whole; agreement and harmony among people
6. <b>sight/site/cite</b>	the act of looking at, to place or build (something) in a particular location, to quote as an example, authority, or proof
7. <b>through/threw</b>	from one side or end to another; past tense of throw
8. <b>tied/tide</b>	past tense of tie; the alternate rising and falling of the surface of the ocean and of water bodies

Teach according to the DLG, *Twice Yours*, pp. 105-106.



## Phonological Awareness/ Phonics/Spelling

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

## Shared Read-Aloud/Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Demonstrate understanding of key details by asking and answering questions, meaning of words and phrases in a text, sequencing of story events, and how illustrations clarify text
<b>ACTIVITY:</b>	Close Reading—Part 2

Teach according to the DLG, *Twice Yours*, pp. 107-109.



## 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)
-------------------	---

*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)
-------------------	---

**DAY 3**

# Writing Workshop

## Writing Mini-Lesson

<b>OBJECTIVE:</b>	Plan a persuasive essay (LA.K-2.W.1)
<b>ACTIVITY:</b>	Planning a Persuasive Essay

## Teach/Model/Practice

- Teach according to the DLG, *Twice Yours*, pp. 110-111 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 printable, *Persuasive Paragraph: Prewriting* (Appendix B).
- Keep Kindergarteners to work with you to complete the printable, *Persuasive Paragraph: Prewriting* (Appendix B). Kindergarten will work together on one goal/topic.
- Give students a chance to share their writing.
- Go through Independent Writing. Send students to write on the printable, *Persuasive Paragraph: Prewriting* (Appendix B) or in their Writing Notebooks.

### Differentiated Kindergarten Activity:

- Students will work together in this activity as a group.

**DAY 4**

# Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Review vocabulary skills from Unit 3 and 4
<b>ACTIVITY:</b>	End-of-Unit Review Game

Teach according to the DLG, *Twice Yours*, pp. 111-112.

## 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)
-------------------	---

*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)
-------------------	---

**DAY 4**

# Writing Workshop

## Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Identify and punctuate sentences, produce and expand simple sentences, and use commas in letter greetings and closings
<b>ACTIVITY:</b>	Grammar Review

## Teach/Model/Practice

Teach according to the DLG, *Twice Yours*, p. 114.

After reviewing the four types of sentences, send students to write. Emphasize and remind them to focus on the correct way to write sentences.

Circulate and conference with students.

**DAY 5**

# Word Study

## Vocabulary

<b>OBJECTIVE:</b>	Assess vocabulary skills from Units 3 and 4
<b>ACTIVITY:</b>	Units 3 and 4: End-of-Unit Assessment

Teach according to the DLG, *Twice Yours*, pp.114-115.

**Differentiated Kindergarten Activity:**

- Students will complete the End-of-Unit Assessment, 2 pages (Appendix 3). Students may draw/write their answers about the opinion paragraph.

**Differentiated First Grade Activity:**

- Students will complete the End-of-Unit Assessment, 3 pages (Appendix 3) using the same instructions. However, the answer choices have decreased.

## Phonological Awareness/Phonics/Spelling

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

**DAY 5**

### Reading Workshop Whole-Group

## Shared Read-Aloud/Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Identify the main purpose of a text and supporting ideas
<b>ACTIVITY:</b>	Close Reading–Part 3

Teach according to the DLG, *Twice Yours*, pp. 117-118.

#### Differentiated Kindergarten Activity:

- Students will write a sentence to add to their picture with teacher’s help, if needed.

**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)
-------------------	---

***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)
-------------------	---

## Writing Mini-Lesson/Grammar Mini-Lesson / Independent Writing

This time may be used for completing end-of-unit assessments or writing activities as needed.