

Vocabulary

OBJECTIVE:	Identify base words and endings. (LA.K-2.L.4)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. flowing	to move in a stream
2. observed	watched carefully especially with attention to details or behavior
3. studied	made a careful examination or analysis of
4. stuffed	filled with a soft material

Teach according to the DLG, Me...Jane, pp. 8-9.

Differentiated Kindergarten Activity:

- Focus only on recognizing base words and identifying whether the word shows now (present) or already happened (past).
- Use picture cards, *Vocabulary Words* (Appendix 1).
- Show a picture of a flowing river and say: Is this happening now or did it already happen?
- Have students sort vocabulary cards into two piles:
- Happening Now (flowing, studying, observing)
- Already Happened (observed, stuffed, studied)

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.

Shared Read Aloud

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

Teach according to the DLG, *Me...Jane*, pp. 10-11.

Comprehension Mini-Lesson

OBJECTIVE:	Determine meaning of words and phrases in a text (LA.K-2.RI.4)
ACTIVITY:	Introduce <i>Me...Jane</i>

Teach/Model

Teach according to the DLG, *Me...Jane*, p. 11.

Guided Practice

Teach according to the DLG, *Me...Jane*, p. 12.

Independent Practice

Teach according to the DLG, *Me...Jane*, p. 12.

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)
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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

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)
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DAY 1

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Drafting a descriptive paragraph (LA.K-2.W.3)
ACTIVITY:	Brainstorming 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, Me...Jane, pp.12-13 with the following directions:**
- Say: This week, we will focus on the trait of Word Choice. Great writers are very careful how they use their words in writing. They often describe things with sensory words to describe what they see, hear, smell, feel, or even taste if what they write about has a taste. Those words make the writing brilliant and beautiful. Listen to this piece of writing I'm going to read to you now.
- Follow the Teach/Model to read the printable, *Descriptive Paragraph Model* (Appendix B)
- Follow the Guided Practice.
- Tell the children that they are going to write a descriptive piece of a place that they like to visit. It can be a park, grandma's home, the beach, another city or country, any place they really love to visit.
- Use a chart paper and write the sentence: *My favorite place is.*
- Tell students to use sensory words to describe what they see, hear, smell, or feel.
- Students don't need to use all the sensory words, just as many as they can or as words that work well in the writing.
- Send students to write in their journal.

- Circulate and conference with students.

Differentiate for Kindergarten: Students can copy the topic sentence: My favorite place is... or they can write I like to go to... or I like to visit the...

Work with students based on their current progress. Some students may be able to copy the sentence topic, or just write: I like and draw a picture. Students can use pictures, sounds, invented spellings, or sentences with teacher's help.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Identify base words and endings. (LA.K=2.L.4)
ACTIVITY:	Guess My Word

Anchor Text Vocabulary Words:

1. flowing	to move in a stream
2. observed	watched carefully especially with attention to details or behavior
3. studied	made a careful examination or analysis of
4. stuffed	filled with a soft material

Teach according to the DLG, Me...Jane, p. 14.

Differentiated Kindergarten Activity:

Focus on identifying the meaning and matching the word card.

The teacher reads a clue aloud.

Students either:

Hold up the correct Vocabulary Word Card or point to the matching word on a classroom chart.

Display pictures showing examples like a flowing river or stuffed teddy bear for extra support.

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)

Grammar Mini-Lesson

OBJECTIVE:	Use commas properly in dates, places, series, and in letters (LA.K-2.L.2)
ACTIVITY:	Comma In Context

Teach/Model Practice

- Teach according to the DLG, Me... Jane pp. 16.
- Follow the Teach/Model.
- Follow the Guided Practice.
- Send students to write on their piece from yesterday.
- Remind students that they are writing about a favorite place and to remember to use great sensory describing words or adjectives that describe what they smell, feel, see, or hear in that place.
- Circulate and conference with students and look for ways they might use commas in their writing correctly.

Differentiated Kindergarten Activity:

Kindergarten students may participate in the lesson, but not be required or assessed in their usage of commas. Teachers might instruct Kindergarten students to go directly to their writing from yesterday and to continue with their piece.

Differentiated First Grade Activity:

Expect that first graders will take a long time to master the use of commas - a Conventions trait skill.

Vocabulary

OBJECTIVE:	Identify base words and endings. (LA.K-2.L.4)
ACTIVITY:	Introduce Academic Vocabulary/Review Anchor Text

Academic Vocabulary Words:

1. analogy	a comparison of things based on ways they are alike
2. digital	using computer technology to produce or save information
3. distinguish	to identify differences between people or things
4. outcome	something that follows as a result or consequence

Teach according to the DLG, Me...Jane, p. 18.

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.

Differentiated First Grade Activity:

- Introduce all four academic vocabulary words.
- In pairs or small groups, students choose one word to create a mini-poster.
- Posters should include:
 - The word
 - A student-friendly definition
 - A sentence using the word
 - A drawing

Phonological Awareness/ Phonics/Spelling

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

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

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

Teach according to the DLG, Me...Jane, pp. 18-19.

Comprehension Mini-Lesson

OBJECTIVE:	Determine meaning of words and phrases in a text (LA.K-2.RI.4)
ACTIVITY:	Me...Jane Clarifying Questions

Teach/Model

Teach according to the DLG, Me...Jane, p. 19.

Guided Practice

Teach according to the DLG, Me...Jane, pp. 19-20.

Independent Practice

Teach according to the DLG, Me...Jane, p. 20.

DAY 3**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)
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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

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)
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DAY 3

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Drafting a descriptive paragraph (LA.K-2.W.3)
ACTIVITY:	Drafting a Descriptive Paragraph

Teach/Model/Practice

Note: For this lesson, you may use the DLG, *Me... Jane* pp. 20-21 with the directions provided here or read the book *All the Places to Love* by Patricia MacLachlan and point out all the sensory words to the students. Then send them to write. If you choose the DLG:

- Teach according to the DLG, *Me... Jane*, pp.20-21. with the following directions:
- Follow the Teach/Model on pp. 20-21.
- Send students to write.
- Tell students to continue with their writing about their favorite place and to be ready to revise today, edit tomorrow, and publish on the next day.
- Circulate and conference with students and provide support for students to write and revise. Pay close attention to the describing words (adjectives). Remind students to use sparkly adjectives.

Vocabulary

OBJECTIVE:	Identify base words and suffixes. (LA.K-2.L.4)
ACTIVITY:	Dictionary Author

Academic Vocabulary Words:

1. analogy	a comparison of things based on ways they are alike
2. digital	using computer technology to produce or save information
3. distinguish	to identify differences between people or things
4. outcome	something that follows as a result or consequence

Teach according to the DLG, *Me...Jane*, p. 22.

Differentiated Kindergarten Activity:

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

Differentiated First Grade Activity:

- Have students choose two words 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

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 4

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Use commas properly in dates, places, series, and in letters (LA.K-2.L.2)
ACTIVITY:	Using Commas in Context

Teach/Model/Practice

- **Teach according to the DLG, Me...Jane, pp. 23- 24.**
- Follow the Teach/Model.
- Follow the Guided Practice, but use the printable, *Add Commas in Context* (Appendix B) from the Independent Practice for the class to do together. Copy the sentences on a chart paper, project the printable, or give each student a copy and they can add commas as the activity moves along.
- Send students to write.
- Tell students that today, they are to edit their writing and write a clean piece.
- Give students appropriate paper to write their final draft.
- Circulate and conference with students.

Differentiate the Independent Practice:

- Send Kindergarten to work on their writing instead of doing the commas activity.
- As you circulate and conference, work with kindergarten students to edit and write their final draft depending on the writing level and progress of each student.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Identify base words and suffixes. (LA.K-2.L.4)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

1. flowing	to move in a stream
2. observed	watched carefully especially with attention to details or behavior
3. studied	made a careful examination or analysis of
4. stuffed	filled with a soft material

Academic Vocabulary Words:

5. analogy	a comparison of things based on ways they are alike
6. digital	using computer technology to produce or save information
7. distinguish	to identify differences between people or things
8. outcome	something that follows as a result or consequence

Teach according to the DLG, *Me...Jane*, p. 24.

Differentiated Kindergarten Activity:

Students will complete Week 1 Vocabulary Assessment (Appendix 1).

Differentiated First Grade Activity:

- Choose **two vocabulary words** (e.g., *observed* and *stuffed*).
- Students complete a **Web or Square** (Appendix C) independently or with light peer support.
- Encourage:
 - A sentence using the word correctly
 - A student-generated definition
 - An illustration

Phonological Awareness/Phonics/Spelling

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

Shared Read Aloud

OBJECTIVE:	Ask and answer questions to gather additional information (LA.K-2.SL.3)
ACTIVITY:	Ask and Answer Questions about a Report

Teach according to the DLG, *Me...Jane*, p. 26.

Comprehension Mini-Lesson

OBJECTIVE:	Determine meaning of words and phrases in a text (LA.K-2.RI.4)
ACTIVITY:	<i>Me...Jane</i> Text-Dependent Questions

Teach/Model

Teach according to the DLG, *Me...Jane*, pp. 26-27.

Differentiated Kindergarten Activity:

- A text-dependent activity for Kindergarten could be a picture book study where students use graphic organizers to identify plot, setting, and character analysis, while also focusing on predicting and asking questions.
- Select a picture book with engaging characters, a clear plot, and a simple setting.
- Use visual aids like the printable, *Story Map Worksheet*, (Appendix 2), to help students organize their thoughts about the book.
- Model thinking aloud and ask questions that require students to refer back to the text.
- Encourage students to draw, dictate, or write responses on their understanding of the book.

Differentiated First Grade Activity:

- Use the above activity for any students who may need extra help with the text-dependent concept.

Guided Practice

Teach according to the DLG, *Me...Jane*, pp. 27-28.

Independent Practice

Teach according to the DLG, *Me...Jane*, p. 29.

DAY 5

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)
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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

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)
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DAY 5

Writing Workshop

Author's Chair and Wrap-up

OBJECTIVE:	Complete descriptive piece
ACTIVITY:	Publish Final Draft of Favorite Place

Sharing Writing

Use this time to complete the final draft, share, and publish according to the teacher's process for this piece.