

Vocabulary

OBJECTIVE:	Identify word relationships: synonyms, antonyms, analogies. (LA.K-2.L.5)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. asleep	in a state of sleep; sleeping
2. chasing	to follow rapidly; pursue
3. cherish	to hold dear; feel or show affection for
4. curious	eager to learn; inquisitive

Teach according to the DLG, Me...Jane, pp. 34-35.

Differentiated Kindergarten Activity:

- Focus on the synonyms only.
- Choose two vocabulary words (e.g., *asleep* and *chasing*) from printable *Vocabulary Words* (Appendix 1).
- Use picture clues and act out meanings (e.g., pretend to sleep for *asleep*, run in place for *chasing*).
- Provide *Word- Picture Matching Cards* (Appendix 1).
 - Students match the picture of a word with the word.
- The teacher models analogy language verbally: If asleep means dozing, then chasing means... pursuing!

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:	Add visual displays to descriptions when appropriate (LA.K-1.SL.5) Create a digital recording with an accompanying visual display (LA.2.SL.5)
ACTIVITY:	Textual Illustration

Teach according to the DLG, Me...Jane, pp.36-38.

Differentiated Kindergarten Activity:

- Teachers may place students in mixed groups so the older students can help the younger students. If sorting students into small groups or individually, choose shorter pieces of text.

Comprehension Mini-Lesson

OBJECTIVE:	Predict content and outcomes of a text using pictures, illustrations, and text (LA.K-2.RI.10)
ACTIVITY:	Make Nonfiction Predictions–Part 1

Teach/Model

Teach according to the DLG, Me...Jane, DLG pp. 38-39.

Differentiated Kindergarten Activity:

- After explaining what a prediction is, show the students a “mystery bag.” Place a few items related to the story in a bag and ask students to predict what the story might be about based on the items.

Guided Practice

Teach according to the DLG, Me...Jane, p. 39.

Independent Practice

Teach according to the DLG, Me...Jane, p. 40.

DAY 1

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 1

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Write a fictional narrative (LA.K-2.W.3)
ACTIVITY:	Choosing Characters and Setting

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.

- Use DLG, Me...Jane, pp. 40-42 with the following suggestions:
- Go through the activity under the Teach/Model.
- Distribute the printable, *Fictional Narrative PreWriting Model* (Appendix B).
- Review the definition and parts of a fictional narrative.
- Go through the activity under the Guided Practice.
- Move to Independent practice. Assign students to work in groups of 2 or 3 to complete activity.
- Before sending students to write, remind them of the parts of a fictional narrative.
- Use the direction from the Independent Writing.

Differentiated Kindergarten Activity:

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

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Identify word relationships: synonyms, antonyms, analogies. (LA.K-2.L.5)
ACTIVITY:	Guess My Word – Word Relationships

Anchor Text Vocabulary Words:

1. asleep	in a state of sleep; sleeping
2. chasing	to follow rapidly; pursue
3. cherish	to hold dear; feel or show affection for
4. curious	eager to learn; inquisitive

Teach according to the DLG, Me...Jane, p. 42.

Differentiated Kindergarten Activity:

- Focus only on **synonyms** for two words (*asleep* and *chasing*).
- Use pictures or pantomime:
- Pretend to sleep for *asleep*; and jog in place for *chasing*.
- Play “Guess My Word”:

- The teacher gives a clue using the synonym, and students hold up or point to the correct word card.
- “*This word means the same as dozing. What is it?*” → (**asleep**)
- Verbally model simple analogies without requiring written response:
 - “*Chasing is like pursuing. They both mean to run after something.*”

Differentiated First Grade Activity:

- Practice **both synonyms and antonyms** using printables, *Vocabulary Word Cards* and *Word Relationship Cards* (Appendix A).
- Read analogy statements aloud and discuss in pairs.
- Provide sentence stems:
 - “___ and ___ are synonyms because...”
 - “___ and ___ are antonyms because...”
- As a group, generate a new analogy and draw a simple visual to support understanding.

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)
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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 2

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Identify and use proper nouns of places and dates (LA.K-2.L.1) (LA.K-2.L.2)
ACTIVITY:	Proper Nouns–Places and Dates

Teach/ModelPractice

Use DLG, *Me...Jane*, pp. 44-45 with the following suggestions:

- Go through the activity under the Teach/Model.
- Go through the activity under the Guided Practice.

- Distribute the printable, *Proper Noun Hunt* (Appendix B). Review the directions and place in the Writing Center to be completed during Reading Rotations.
- Go through the activity under the Guided Practice.
- Before sending students to write, remind them about proper nouns.
- For Independent Writing have the students choose a previous piece or start a new story and remember to use proper nouns correctly.

Differentiated Kindergarten Activity:

- Play the game “Noun Pictionary” to review the concept of nouns. Draw a picture on chart paper and have students guess the noun you are drawing.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Identify word relationships: synonyms, antonyms, analogies. (LA.K-2.L.5)
ACTIVITY:	Introduce Academic Vocabulary/

Academic Vocabulary Words:

1. dialogue	a conversation between two or more persons
2. graphic organizer	a visual display that demonstrates relationships between facts, concepts, or ideas
3. preposition	a part of speech that indicates the relationship, often spatial, of one word to another(e.g., on the stage, after dinner)
4. usage	the way in which words and phrases are used

Teach according to the DLG, *Me...Jane*, pp. 45-46.

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 vocabulary words using clear examples.
- In small groups or pairs, ask students to:
 - Match each word to a real-life example.
 - Create a short sentence using the word in context.
- For early finishers: Ask students to choose two words and explain how they are **similar** or **different** in meaning or use.

Oral sentence frames to support discussion:

- “A dialogue is like a ____ because...”
- “A preposition tells us ____.”
- “Usage means we use words in the right ____.” (way/context)

Phonological Awareness/ Phonics/Spelling

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



Shared Read Aloud

OBJECTIVE:	Add visual displays to descriptions when appropriate (LA.K-1.SL.5) Create a digital recording with an accompanying visual display (LA.2.SL.5)
ACTIVITY:	Build Expressions

Teach according to the DLG, Me...Jane, p. 47.

Comprehension Mini-Lesson

OBJECTIVE:	Predict content and outcomes of a text using pictures, illustrations, and text (LA.K-2.RI.10)
ACTIVITY:	Make Nonfiction Predictions–Part 2

Teach/Model

Teach according to the DLG, Me...Jane, p. 47.

Guided Practice

Teach according to the DLG, Me...Jane, p. 48.

Independent Practice

Teach according to the DLG, Me...Jane, p. 48.

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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Writing Mini-Lesson

OBJECTIVE:	Write a fictional narrative (LA.K-2.W.3)
ACTIVITY:	Using a Story Map

Teach/Model/Practice

- **Use the DLG, Me...Jane, pp. 49-50 with the following suggestions:**
- Go through the activity under the Teach/Model.
- Distribute the printable, *Fictional Narrative: PreWriting Model* (Appendix B).
- Review the definition and parts of a fictional narrative.
- Go through the activity under the Guided Practice.
- Distribute the printable, *Fictional Narrative: Story Map Model* (Appendix B).
- Review the completed portions and then collaboratively finish the story map.
- Move to Independent practice.
- Before sending students to write, remind them of the parts of a fictional narrative.
- Use the direction from the Independent Writing.

Differentiated Kindergarten Activity:

- Students may draw, dictate or write to complete their story maps.

Vocabulary

OBJECTIVE:	Identify word relationships: synonyms, antonyms, analogies. (LA.K-2.L.5)
ACTIVITY:	Dictionary Author

Anchor Text Vocabulary Words:

1. dialogue	a conversation between two or more persons
2. graphic organizer	a visual display that demonstrates relationships between facts, concepts, or ideas
3. preposition	a part of speech that indicates the relationship, often spatial, of one word to another(e.g., on the stage, after dinner)
4. usage	the way in which words and phrases are used

Teach according to the DLG, Me...Jane, p. 51.

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:	Identify and use proper nouns of places and dates (LA.K-2.L.1) (LA.K-2.L.2)
ACTIVITY:	Proper Nouns–Places and Dates

Teach/Model/Practice

- Use DLG, *Me...Jane*, pp. 52-53 with the following suggestions:
- Go through the activity under the Teach/Model.
- Go through the activity under the Guided Practice.
- Continue through Independent Practice.
- Distribute printables, *Proper Noun Sort Cards* and *Proper Noun Sort Form* (Appendix B).
- Review the directions and place in the Writing Center to be completed during Reading Rotations.
- Before sending students to write, remind them about proper nouns.
- For Independent Writing, have the students choose a previous piece or start a new story and remember to use proper nouns correctly.

Differentiated Kindergarten Activity:

- Students may draw or write their stories.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Identify word relationships: synonyms, antonyms, analogies. (LA.2.L.5)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

1. asleep	in a state of sleep; sleeping
2. chasing	to follow rapidly; pursue
3. cherish	to hold dear; feel or show affection for
4. curious	eager to learn; inquisitive

Academic Vocabulary Words:

5. dialogue	a conversation between two or more persons
6. graphic organizer	a visual display that demonstrates relationships between facts, concepts, or ideas
7. preposition	a part of speech that indicates the relationship, often spatial, of one word to another (e.g. on the stage, after dinner)
8. usage	the way in which words and phrases are used

Teach according to the DLG, Me...Jane, p. 54.

Differentiated Kindergarten Activity:

- Distribute the printable, *Vocabulary Assessment* (Appendix 3).
- Instruct students to match the vocabulary word with the correct picture.

Phonological Awareness/Phonics/Spelling

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



Shared Read Aloud

OBJECTIVE:	Add visual displays to descriptions when appropriate (LA.K-1.SL.5) Create a digital recording with an accompanying visual display (LA.2.SL.5)
ACTIVITY:	Digital Recording

Teach according to the DLG, Me...Jane, p. 55.

Comprehension Mini-Lesson

OBJECTIVE:	Predict content and outcomes of a text using pictures, illustrations, and text (LA.K-2.RI.10)
ACTIVITY:	Make Nonfiction Predictions–Part 3

Teach/Model

Teach according to the DLG, Me...Jane, p.56.

Guided Practice

Teach according to the DLG, Me...Jane, p. 56.

Independent Practice

Teach according to the DLG, Me...Jane, pp. 56-57.

- When grouping the students to complete the steps of the Anchor chart, have mixed grade groups so the older students may help the younger ones.

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 fictional narrative
ACTIVITY:	Wrap Up, Publish, & Share

Sharing Writing

Use this time for students to complete their final draft and share. One student might read the piece, and the other student might share briefly how it felt to collaborate with a partner in a piece. If it wasn't helpful, students might simply say "it's OK to work in pairs, but I prefer writing alone because I go faster or I think quietly. Do this sharing pattern only if students have learned to speak positively and kindly to each other and about various topics. Otherwise, one student can read a part, and the other can finish the rest. Both students should thank each other before they go back to their seats.