

Vocabulary

OBJECTIVE:	Review vocabulary skills
ACTIVITY:	Review Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. angry	feeling or showing great annoyance or displeasure
2. clever	having a quick, inventive mind
3. heavy	having great weight
4. light	having a little weight; not heavy
5. hard	not soft
6. large	great; big
7. tight	not slack or loose
8. young	being in the early stage of life, growth, or development

Teach according to the DLG, Me...Jane, pp. 86-87.

Differentiated Kindergarten Activity:

- Students may use the printable, *Snapshot* (Appendix 1).
- This is the first review.

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

OBJECTIVE:	Assess student learning from Units 5 and 6
ACTIVITY:	Summative Performance Task

Teach according to the DLG, *Me...Jane*, p. 88.

Differentiated Kindergarten Activity:

- Students will research and present on their favorite African animals, focusing on physical characteristics and habitats. Students may tell 5-6 facts about their animal and may also create a habitat or drawing of their animal.

Comprehension Mini-Lesson

OBJECTIVE:	Ask and answer questions about key details, identify the main topic, determine meanings of words and phrases in a text, and predict content using pictures and illustrations.
ACTIVITY:	Close Reading—Day 1

Teach/Model

Teach according to the DLG, *Me...Jane*, p. 88-90.

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:	Edit a fictional narrative (LA.K-2.W.3)
ACTIVITY:	Edit a Fictional Narrative

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. 90-91 with the following suggestions:
- Go through the activity under the Teach/Model.
- Review the printable, *Fictional Narrative: Editing Checklist* (Appendix B).
- Draw students attention to the last two sections where dialogue, punctuation, and narrative fiction format are specifically addressed.
- Continue giving examples as needed.
- Introduce the final step of using the *Fictional Narrative: Editing Checklist* (Appendix B).
- Send students to use the *Fictional Narrative: Editing Checklist* to evaluate the Fictional Narrative draft (Writing Frame) they created in Week 3.

Differentiated Kindergarten & First Grade Activity:

- Students may work with the teacher to edit their fictional narratives. Students may receive support during conferencing with teacher for the final draft.
- Students may use the printable, *End of Unit Narrative Writing* (Appendix 2) to publish their writing.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Review vocabulary skills
ACTIVITY:	Review Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. bow	a bending of the head or body in respect
2. neither	not one or the other of two people or things
3. trembling	to shake involuntarily
4. through	from the beginning to the end
5. blustery	to be windy and boisterous
6. destruction	the state or fact of being destroyed
7. gloomy	partially or totally dark
8. pellets	small rounded, spherical items

Teach according to the DLG, Me...Jane, pp.91-92.

Differentiated Kindergarten Activity:

- Students may use the printable, *Vocabulary Words Review 2* (Appendix 1).

Phonological Awareness/Phonics/Spelling

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

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.

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

OBJECTIVE:	Identify irregular past-tense verbs, verbs of being, and interrogative and compound sentences.
ACTIVITY:	Review

Teach/Model Practice

Use DLG, Me...Jane, pp. 93-94 with the following suggestions:

- Go through the activity under the Teach/Model revisiting the previous skills taught, or make use of other available resources.
- Continue Independent Writing where students complete writing activities as needed.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Review vocabulary skills
ACTIVITY:	Review 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
5. asleep	in a state of sleep; sleeping
6. chasing	to follow rapidly; pursue
7. cherish	to hold dear; feel or show affection for
8. curious	eager to learn; inquisitive

Teach according to the DLG, Me...Jane, pp. 94-95.

Differentiated Kindergarten Activity:

- Students may use the printable, *Vocabulary Words Review 3* (Appendix 1).

Phonological Awareness/ Phonics/Spelling

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

DAY 3

Reading Workshop Whole-Group

Shared Read Aloud/Comprehension Mini-Lesson

OBJECTIVE:	Describe the connections with a series of events, ideas, or procedures, determine the meaning of words and phrases in a text, know and use various text features, identify the main purpose, and explain how illustrations contribute to and clarify text.
ACTIVITY:	Close Reading—Day 2

Teach according to the DLG, Me...Jane, pp. 96-98.

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:	Publish a fictional narrative (LA.K-2.W.3)
ACTIVITY:	Get Published

Teach/Model/Practice

Use DLG, *Me...Jane*, pp. 99-100 with the following suggestions:

- Go through the activity under the Teach/Model.
- Go through the activity under the Guided Practice.
- Go through Independent Practice.
- For Independent Writing have the students complete the publishing process.

Differentiated Kindergarten Activity:

- Students will complete the fictional narrative with the teacher's assistance.

Vocabulary

OBJECTIVE:	Skills
ACTIVITY:	End-of-Unit Review

Anchor Text Vocabulary Words:

1. angry	feeling or showing great annoyance or displeasure
2. clever	having a quick, inventive mind
3. heavy	having great weight
4. light	having a little weight; not heavy
5. hard	not soft
6. large	great; big
7. tight	not slack or loose
8. young	being in the early stage of life, growth, or development
9. bow	a bending of the head or body in respect
10. neither	not one or the other of two people or things
11. trembling	to shake involuntarily
12. through	from the beginning to the end
13. blustery	to be windy and boisterous
14. destruction	the state or fact of being destroyed
15. gloomy	partially or totally dark
16. pellets	small rounded, spherical items
17. flowing	to move in a stream
18. observed	watched carefully, especially with attention to details or behavior
19. studied	made a careful examination or analysis of
20. stuffed	filled with a soft material
21. asleep	in a state of sleep; sleeping
22. chasing	to follow rapidly; pursue
23. cherish	to hold dear; feel or show affection for
24. curious	eager to learn; inquisitive

Teach according to the DLG, Me...Jane, pp.100-101.

Differentiated Kindergarten Activity:

- Group younger students with older students when playing the vocabulary game.

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 comma, proper nouns, and prepositions/prepositional phrases
ACTIVITY:	Review

Teach/Model/Practice

Teach according to the DLG, Me...Jane, pp.102-103.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	
ACTIVITY:	End-of-Unit Assessment

Teach according to the DLG, Me...Jane, pp.103-105.

Differentiated Kindergarten Activity:

- Distribute the printable, *Units 5 & 6 End-of-Unit Assessment* (Appendix 3).

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

OBJECTIVE:	Use illustrations and details to describe key ideas, identify reasons an author gives to support ideas, and identify similarities and differences between two texts.
ACTIVITY:	Close Reading–Day 3

Teach according to the DLG, Me...Jane, pp. 105-107.

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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Author's Chair and Wrap-up

OBJECTIVE:	Complete narrative piece
ACTIVITY:	Wrap Up

Sharing Writing

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