

Vocabulary

OBJECTIVE:	Use context clues to self-correct word recognition (LA.1.RF.5, LA.2.RF.3)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. actually	1. in fact, really
2. marvelous	2. of the highest kind or quality
3. mismatched	3. to match unsuitably or badly
4. pound	4. a public enclosure for stray animals

Teach according to DLG, Marisol McDonald Doesn't Match, pp. 90-91.

Differentiated Kindergarten Activity:

- Use the Kindergarten Week 4 *Vocabulary Words* printable (Appendix 1) for the Vocabulary Word Card Introduction Group Activity.
- Kindergarten students should cut out their cards, or the teacher can pre-cut them ahead of time. These cards should be stored for use throughout the week.

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:	Speak in complete sentences (LA.K-2.SL.6)
ACTIVITY:	Dig Deeper: Characters

Teach according DLG, Marisol McDonald Doesn't Match, pp. 92-93.

Comprehension Mini-Lesson

OBJECTIVE:	Describe rhythm and meaning in a story (LA.1.RL.4, LA.2.RL.5)
ACTIVITY:	Identify Imaginative Phrases

Teach/Model

Teach according to DLG, Marisol McDonald Doesn't Match, pp. 92-93.

Guided Practice

Teach according to DLG, Marisol McDonald Doesn't Match, p. 94.

Independent Practice

Teach according to DLG, Marisol McDonald Doesn't Match, p. 94.

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:	Narrow a research topic and prewrite a research report (LA.K-2.W.8)
ACTIVITY:	Narrowing a Research 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.

Read *Owls* by Laura Marsh.

Say: We are going to work in groups to research or learn about a specific animal. Just like in the book *Owls* you will be sharing facts about your animal with the rest of the class.

- Divide the class into groups of 3 or 4.
- The final project will include 2 pictures and a paragraph.
- Paragraph must include at least 3 facts about the animal.
- Kindergarteners will help with the illustrations and presentation.

Allow class time to choose animals and begin researching. Provide nonfiction books about different animals to aid in topic and facts.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Use Context clues to self-correct word recognition (LA.1.RF.5, LA.2.RF.3)
ACTIVITY:	Listen Carefully

Anchor Text Vocabulary Words:

1. actually	1. in fact, really
2. marvelous	2. of the highest kind or quality
3. mismatched	3. to match unsuitably or badly
4. pound	4. a public enclosure for stray animals

Teach according to DLG, Marisol McDonald Doesn't Match, p. 97.

Differentiated Kindergarten Activity:

- Create an alternate paragraph with simpler vocabulary, inserting incorrect words for them to identify. Allow them to come up with words that would fit the context of the sentences.

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

OBJECTIVE:	Identify and use irregular past-tense verbs (LA.K-2.L.1)
ACTIVITY:	Irregular Past Tense Verbs

Teach/Model Practice

Teach according to DLG, Marisol McDonald Doesn't Match, p. 99.

Differentiated Kindergarten Activity:

- Pair Kindergarteners with students in first or second grade who can choose the irregular verbs for them.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Use context clues to self-correct word recognition (LA.1.RF.5, LA.2.RF.3)
ACTIVITY:	Introduce Academic Vocabulary/Review Anchor Text Vocabulary

Academic Vocabulary Words:

<ol style="list-style-type: none"> 1. compose 2. demonstrate 3. infer 4. note 	<ol style="list-style-type: none"> 1. to form by putting together; draft 2. to prove or make clear by reasoning or evidence 3. to arrive at as a conclusion 4. to notice or observe with care; to record in writing
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Teach according to DLG, Marisol McDonald Doesn't Match, p. 100.

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

OBJECTIVE:	Speak in complete sentences (LA.K-2.SL.6)
ACTIVITY:	Dig Deeper: Themes

Teach according to DLG, Marisol McDonald Doesn't Match, p. 102.

Comprehension Mini-Lesson

OBJECTIVE:	Describe rhythm and meaning in a story (LA.1.RL.4, LA.2.RL.5)
ACTIVITY:	Literal or Figurative?

Teach/Model

Teach according to DLG, Marisol McDonald Doesn't Match, p. 103.

Differentiated Kindergarten Activity:

- Print *Picture This: Idioms In Action* anchor chart (Appendix 2) for visual learning.

Independent Practice

Teach according to DLG, Marisol McDonald Doesn't Match, p. 104.

Differentiated Kindergarten Activity:

- Choose a figurative phrase from *The Last Stop on Market Street*.
Encourage students to illustrate the phrase using as much creativity as possible.

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:	Plan and prewrite a research report (LA.K-2.W.2, LA.K-2.W.8)
ACTIVITY:	Planning and Writing a Research Presentation

- Continue to work on animal projects started on Day 1.

Vocabulary

OBJECTIVE:	Use Context clues to self-correct word recognitions (LA.1.RF.5, LA.2.RF.3)
ACTIVITY:	Dictionary Author/End-of-Unit Review

Academic Vocabulary Words:

<ol style="list-style-type: none"> 1. compose 2. demonstrate 3. infer 4. note 	<ol style="list-style-type: none"> 1. to form by putting together; draft 2. to prove or make clear by reasoning or evidence 3. to arrive at as a conclusion 4. to notice or observe with care; to record in writing
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Teach according to DLG, *Marisol McDonald Doesn't Match*, pp. 106-107.

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 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

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 irregular past-tense verbs (LA.K-2.L.1)
ACTIVITY:	Irregular Past-Tense Verbs - Part 2

Teach/Model/Practice

Teach according to DLG, *Marisol McDonald Doesn't Match*, pp. 108.

Differentiated Kindergarten Activity:

- Give each student a copy of printable, *Fun with Irregular Verbs* (Appendix 2).

Differentiated First Grade Activity:

- Give each student a copy of the printable, *Irregular Verbs* (Appendix 2).

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Assess students' learning for Unit 7 (LA.2.RF.3, LA.2.L.4, LA.2.1.L.4, LA.2.L.5, LA.2.L.6)
ACTIVITY:	End of-Unit Assessment

Anchor Text Vocabulary Words:

1. actually 2. marvelous 3. mismatched 4. pound	1. in fact, really 2. of the highest kind or quality 3. to match unsuitably or badly 4. a public enclosure for stray animals
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Teach according to DLG, Marisol McDonald Doesn't Match, pp. 109-110.

Differentiated Kindergarten Activity:

- Students will complete the Week 4 Kindergarten *Vocabulary Assessment* (Appendix 1).

Differentiated First Grade Activity:

- Give Assessment one on one if possible. Read both the sentences from DLG pp. 109-110 as well as the answers students are to choose from.

Phonological Awareness/Phonics/Spelling

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

DAY 5

Reading Workshop Whole-Group

Shared Read Aloud

OBJECTIVE:	
ACTIVITY:	End of Unit Assessments

End of Unit Assessments

Differentiated Kindergarten Activity:

- There is no formal assessment for Kindergarten.

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:	
ACTIVITY:	Present Animal Projects

Sharing Writing

Present Animal Projects.