

Vocabulary

OBJECTIVE:	Review Vocabulary Skills
ACTIVITY:	Review Vocabulary Skills

Anchor Text Vocabulary Words:

1. (re)match	to have the same appearance, color
2. (re)open	change or move from a shut or closed condition
3. (re)play	to engage in sport or recreation and especially in activity for amusement
4. (re)sign	to write one's name
5. creative	able to create, especially new and original things
6. mushy	something soft, spongy, or shapeless
7. regular	not special or unusual
8. unique	very special or unusual

Teach according to the DLG, Charlie Horse, p. 80-81.

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:	
ACTIVITY:	Summative Performance Task

Teach according to the DLG, Charlie Horse, p. 82.

Differentiated Kindergarten Activity:

- Kindergarten will participate in the Summative Performance Task using *Kindergarten Storytelling Rubric* (Appendix 2).
- Students should include at least two facts about their historical character.

Differentiated First Grade Activity:

- First grade will participate in the *Summative Performance Task* (Appendix D).

Comprehension Mini-Lesson

OBJECTIVE:	Ask and answer questions about key details, identify the main topic, determine meaning 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, Charlie Horse, pp. 83-84.

Guided Practice

Teach according to the DLG, Charlie Horse, p. 84.

Independent Practice

Teach according to the DLG, Charlie Horse, p. 84.

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:	Draft an opinion paragraph (LA.K-2.W.1)
ACTIVITY:	Draft an opinion paragraph

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.

Students will work in small groups to construct an opinion paragraph. Teachers can provide an opinion statement to each group (Examples: Pizza is the best food. Dogs are better than cats.). Groups can choose to use the provided opinion statement or create their own. Students will brainstorm within their groups to form a list of supporting reasons.

Differentiated Kindergarten Activity:

- The expectation for Kindergarten is that they will attempt writing. This may be scribble writing, strings of letters, a letter for the initial sound or emergent phonetic writing. Some students will need the help of a partner or teacher. Others will do this independently.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Review vocabulary skills
ACTIVITY:	Review Anchor Text Vocabulary: Sets, Subsets, and Self-Correction

Anchor Text Vocabulary Words:

1. burrito	a flour tortilla rolled or folded around a filling (as of meat, beans, and cheese)
2. cursive	written or formed with the strokes of the letters joined together and the angles rounded
3. polka dots	a series of dots that make a pattern, especially on fabric or clothing
4. Spanish	the language of Spain and of the countries colonized by Spaniards
5. actually	in fact, or in truth; really
6. marvelous	of the highest kind or quality; splendid
7. mismatched	to match unsuitably or badly
8. pound	a public enclosure for stray animals

Teach according to the DLG, Charlie Horse, p. 86-87.

Differentiated Kindergarten Activity:

- After participating in class discussion, students will play Memory Match with word cards from Units 7 and 8.

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)
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DAY 2

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Review reflexive and possessive pronouns, proper noun-pronoun agreement, and irregular past-tense verbs
ACTIVITY:	Review Unit 7

Teach/Model Practice

Teach according to the DLG, Charlie Horse, p. 88.

Differentiated Kindergarten Activity:

- Use practice methods/assignments used in Unit 7.

Differentiated First Grade Activity:

- Use practice methods/assignments used in Unit 7.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Review vocabulary skills
ACTIVITY:	Review Anchor Text Vocabulary: Root Words and Shades of Meaning

Anchor Text Vocabulary Words:

1. Adventist	one who believes the doctrine that the second coming of Christ is near at hand
2. automobile	a vehicle used for carrying passengers on streets and roads
3. carriage	a large vehicle with four wheels that is pulled by a horse and carries people
4. stagecoach	a type of carriage pulled by horses that carries passengers and mail and runs on a schedule between established stops
5. shiny	having a smooth, glossy surface
6. soft	yield to physical pressure
7. trotted	moved at a speed faster than walking
8. waving	motion with the hands or with something held in them

Teach according to the DLG, Charlie Horse, pp. 89-90.

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 how the text works
ACTIVITY:	Close Reading—Day 2

Teach according to the DLG, Charlie Horse, pp. 90-91.

Guided Practice

Teach according to the DLG, Charlie Horse, p. 92.

Independent Practice

Teach according to the DLG, Charlie Horse, p. 92.

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:	Draft an opinion paragraph (LA.K-2.W.1)
ACTIVITY:	Drafting an Opinion Paragraph

Teach/Model/Practice

Students will work in their small groups and continue working on their opinion paragraph. Students will construct a topic sentence with two supportive details. Circulate throughout the classroom, coaching as needed. Many students will benefit from articulating their supporting details before writing them.

Differentiated Kindergarten Activity:

- The expectation for Kindergarten is that they will attempt writing. This may be scribble writing, strings of letters, a letter for the initial sound or emergent phonetic writing. Some students will need the help of a partner or teacher. Others will do this independently.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Review vocabulary skills
ACTIVITY:	Units 7 and 8 End-of-Unit Review

Anchor Text Vocabulary Words:

Teach according to the DLG, Charlie Horse, pp. 93-94.

Differentiated Kindergarten Activity:

- Students will be placed with a first or second grade partner to participate in the activity.

Differentiated First Grade Activity:

- Students will work with a partner to participate in the activity.

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 adverbs and modifiers, abbreviations, and formal or informal English
ACTIVITY:	Review Unit 8

Teach/Model/Practice

Teach according to the DLG, *Charlie Horse*, pp. 95-96.

Differentiated Kindergarten Activity:

- Use practice methods/assignments used in Unit 8.

Differentiated First Grade Activity:

- Use practice methods/assignments used in Unit 8.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Assess skills from Units 7 and 8
ACTIVITY:	End-of-Unit Assessment

Teach according to the DLG, *Charlie Horse*, pp. 96-97.

Differentiated Kindergarten Activity:

- Kindergarten students will not do a formal assessment. Instead they can do the following activities:
 - o Teacher will make a copy of the Kindergarten *Story Sequence* for each student. Students will cut the pictures apart and place the cards by order of the events in *Charlie Horse*. Once the cards are in order, they can practice retelling the story to a partner.

- Students should use two sets of *Vocabulary Words* from units 7 and 8 and play Memory Match to match the picture to the word.

Differentiated First Grade Activity:

- First grade will take End of Unit Assessment according to the DLG, Charlie Horse, pp. 96-97.
- Assign only assessment numbers 1-10, 12,13, and 15.

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:	Explain how illustrations contribute to the text, use illustrations and details to describe key details, 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, Charlie Horse, pp.99-100.

Differentiated Kindergarten Activity:

- Use the Character Map (Appendix B) and say the following:
In the speech bubble draw a picture of something the character talks about.
In the thought bubble, draw a picture of something the character thinks about.
In the heart, draw a picture of something the character loves.
In the sticky note, draw a picture describing what you imagine the character looks like.

Guided Practice

Teach according to the DLG, Charlie Horse, p. 100.

Independent Practice

Teach according to the DLG, Charlie Horse, p. 100.

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:	Author's Chair

Sharing Writing

Students will share their opinion paragraphs.