

NOTE: NAD Standards are followed by the corresponding Marzano Priority Scale code when it is available.

Vocabulary

OBJECTIVE:	Identify word relationships: homonyms and homographs (LA.K-1.L.4, LA.2.L.5)
ACTIVITY:	Introduce Anchor Text Vocabulary Words

Anchor Text Vocabulary Words:

1. blind	sightless; a window shutter or shade
2. dress	a piece of clothing; to put on clothes
3. express	sent or traveling at high speed; to represent in words
4. live	being present at a performance or show; to be alive

Teach according to the DLG, Helen Keller, p. 8.

Differentiated Kindergarten Activity:

- Kindergarten students will focus on the words and definitions of blind and dress.
- Introduce homonyms—words spelled and pronounced the same but have different meanings—such as 'blind,' 'dress,' 'bat,' and 'bark.' Note that while 'bat' and 'bark' are not part of the vocabulary for this lesson, they can help enhance Kindergarten students' understanding of homonyms.
- Use the Vocabulary Words printable, *Kindergarten Week 1 Day 1 Vocabulary Words* (Appendix 1).
- After reviewing homonyms, Kindergarten students are released to cut the vocabulary cards and play the memory match game.

Differentiated First Grade Activity:

- To support first grade students in vocabulary development, provide pictorial cards representing the vocabulary words.
- Use the printable *Vocabulary Words - First Grade* (Appendix 1).
- After reviewing homonyms and homographs, first grade students are released to cut the vocabulary cards from the printable, *Vocabulary Words - First Grade* (Appendix 1) and play the memory match game. Save the word cards for the week's activities. Save the word cards for the week's activities.

- First grade students can collaborate with Kindergarten students by pairing up across the grade levels to play the word cards from the printable, *Kindergarten Vocabulary Words* (Appendix 1).

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:	Ask and answer questions to deepen understanding. (LA.K-2.SL.3)
ACTIVITY:	Ask and Answer Questions - Part 1

Teach according to the DLG, Helen Keller, pp. 10-11.

Comprehension Mini-Lesson

OBJECTIVE:	Make connections between a text and personal life experiences. (LA.K.RL.10, LA.1.RL.11, LA.2.RL.12)
ACTIVITY:	Make Connections - Part 1

Teach according to the DLG, Helen Keller, pp. 11-13.

Teach/Model

Teach according to the DLG, Helen Keller, pp. 11-12.

Differentiated Kindergarten and First Grade Activity:

- Teach Kindergarten students how to make text-to-self connections to better understand what they are reading by using their background knowledge and experiences. Share that we often call this "using our schema".
- Read aloud *Helen Keller: Courage in the Dark*, p. 30 and model a text-to-self connection with the passage.

Guided Practice

Differentiated Kindergarten and First Grade Activity:

- Reread aloud *Helen Keller: Courage in the Dark*, p. 30.
- Ask students to turn and talk to a partner about the connections they made and practice a simple statement to share.
- Encourage students to use one or more of the following sentence frames:
 - I remember when ...
 - This is like ...
- Ask students to share one of their connections with the group.

Independent Practice

Differentiated Kindergarten Activity:

- Kindergarten students can draw pictures on blank paper to show when they were determined or did not give up.

Differentiated First Grade Activity:

- First grade students can draw pictures on a blank piece of paper to show when they were determined or did not give up. Write a simple sentence using the sentence frames they developed in their turn and talk with their partners.

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 story response paragraph (LA.K-2.W.1)
ACTIVITY:	Drafting an Opinion

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 this lesson here, instead of the DLG:

- Use DLG, Helen Keller, pp. 13-15 as a guide to create an opinion about a book.
- Use *Helen Keller: Courage in the Dark* as a model to formulate your opinion about the book on chart paper or board to display in front of students.
- Display or write on chart paper the printable, *Opinion Writing: Story Response Paragraph* (Appendix 2) in front of students.
- Say: Writers, today we will learn about opinion writing. Opinion writing tells how you feel about something and gives reasons why you feel that way. Opinion writing helps to convince people to see things your way, to believe, to change, or think seriously about a topic. For example, I liked the story about Helen Keller, but others might have felt differently than I did. An opinion is simply how you feel. Today, I will model my opinion of the book *Helen Keller: Courage in the Dark*. I will write: I like the book *Helen Keller*. Cover the rest of the sentences. Do not read the second paragraph. Save this for the Day 3 Writing Workshop.
Writers, I gave an opinion statement about whether or not I liked the book about Helen Keller. Should I give a reason why I like the book? What do you think, writers?
(Pause for student response)
Yes! Now, I will model the next part of my opinion writing: I like the book *Helen Keller* because I learned that Helen never gave up, and she worked hard to learn to speak clearly.
- Have students think about their favorite books. Write a few titles on the board. Ask students to choose one and turn and talk with their partners. Students will share why it is one of their favorites.
- Tell students that they will write an opinion piece about their favorite book. Each student should have a title in mind to start writing about that book.
- Send students to begin writing in their journals.
- Leave the chart paper on the board as a model.

- Over this week, encourage first and second grade students to write at least two reasons why they like the book they chose.

Differentiated Kindergarten Activity:

- Each Kindergarten student can take their favorite book to their desk to start their piece. Tell students that they can use the book to copy the title. If two students choose the same book, they can sit together to write the beginning of the piece and to copy the title. Students can start their work with I like (and copy the book title). They might write simple sentences or the teacher might help them to stretch their writing out during conferencing.
- Circulate and conference with students.
- At the end of writing time, if time permits, have students share in small groups or call on students to just share which book they're writing an opinion about. Clap and cheer for each student who shares.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Identify word relationships: homonyms, homographs (LA.K-1.L.4, LA.2.L5)
ACTIVITY:	Guess My Word

Anchor Text Vocabulary Words:

5. blind	sightless; a window shutter or shade
6. dress	a piece of clothing; to put on clothes
7. express	sent or traveling at high speed; to represent in words
8. live	being present at a performance or show; to be alive

Teach according to the DLG, Helen Keller, pp. 15-16.

Differentiated Kindergarten Activity:

- Kindergarten students will focus on the words and definitions of blind and dress.
- Introduce homonyms—words spelled and pronounced the same but have different meanings—such as blind, dress, bat, and bark. Note that while bat and bark are not part of the vocabulary for this lesson, they can help enhance Kindergarten students' understanding of homonyms.

- Students will use their vocabulary word cards and will trace the words.
- Play the Memory Match game.

Differentiated First Grade Activity:

- After reviewing homonyms and homographs.
- Students will use their vocabulary word cards and will trace the words.
- First grade students can collaborate with Kindergarten students and play the memory match game by combining both sets of vocabulary words. Each grade student can share the definition of their vocabulary words before playing the game.

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)
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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 possessive nouns (LA. K-2.L.1)
ACTIVITY:	Is This Yours?

Teach/ModelPractice

Teach according to the DLG, Helen Keller, p. 17 with the following directions:

- Go through the Teach/Model and the Guided Practice.
- Use printable *Yours or Mine* (Appendix B) and do the first part as a group.
- Send students to write their pieces in their journals from day one.
- Remind students that they have started with an opinion piece and that an opinion piece has a topic sentence, details and examples, transition words, and a conclusion.
- Let students know you'll come to them and conference to see how they're moving along.
- Circulate and conference with students.

Differentiated Kindergarten and First Grade Activity:

- Kindergarten and first grade students can participate in the grammar lesson, but are not held accountable for possessive nouns that already end with /s/. The teacher might write simple phrases for Kindergarten and first grade students. Ex: My dad's car. My mom's dress. My sister's dog.

Vocabulary

OBJECTIVE:	Identify word relationships: homonyms, homographs (LA.K-1.L.4, LA.2.L5)
ACTIVITY:	Introduce Academic Vocabulary/Review Anchor Text Vocabulary

Academic Vocabulary Word

<ol style="list-style-type: none"> 1. category 2. clarify 3. classify 4. definition 	<p>a group of people or things that are similar some way</p> <p>to make understandable</p> <p>to arrange in or assign to classes or categories</p> <p>a statement of the meaning of a word</p>
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Teach according to DLG, Helen Keller, p. 18.

Differentiated Kindergarten Activity:

- Students get their vocabulary word cards and write words in their *My Picture Journal* (Appendix 1).
- Students draw and color illustrations for each word.

Differentiated First Grade Activity:

- Students will use the First Grade *Academic Vocabulary Words* printable (Appendix 2) to practice the words: classify and category.

Phonological Awareness/ Phonics/Spelling

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

Shared Read Aloud

OBJECTIVE:	Ask and answer questions to deepen understanding. (LA.K-2.SL.3)
ACTIVITY:	Ask and Answer Questions – Part 2

Teach according to DLG, Helen Keller, pp. 19 -20.

Comprehension Mini-Lesson

OBJECTIVE:	Make connections between a text and personal life experiences. (LA.K.RL.10) (LA.1.RL.11)
ACTIVITY:	Make Connections - Part 2

Teach according to DLG, Helen Keller, pp. 20-21.

Teach/Model

Differentiated Kindergarten and First Grade Activity:

- Review from Day 1 how to make text-to-self connections to better understand what they are reading by using their own experiences. Remind first grade students about schema.
- Read aloud *Helen Keller: Courage in the Dark*, p. 22, and model a text-to-self connection with the passage.

Guided Practice

Differentiated Kindergarten and First Grade Activity:

- Reread aloud Helen Keller: *Courage in the Dark*, p. 22.
- Ask students to turn and talk to a partner about the connections they made and practice a simple statement to share.
- Encourage students to use one or more of the following sentence frames:
 - I remember when...
 - This is like...

Independent Practice

Differentiated Kindergarten Activity:

- Kindergarten students can draw pictures on blank paper to show when they learned something new.

Differentiated First Grade Activity:

- First grade students can draw pictures on blank paper to show when they learned something new. Write a simple sentence using the sentence frames they developed in their turn and talk with their partners.

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:	Writing a story response paragraph. (LA.K-2.W.1)
ACTIVITY:	Drafting a Story Response Paragraph

Teach/Model/Practice

This lesson follows the day one lesson.

- Read the Teach/Model in the DLG, Helen Keller, p. 22, as a guide for this lesson.
- Display the printable or the chart paper of a copy of the printable *Opinion Writing: Story Response Paragraph* (Appendix 1).
- Remind students that they have started writing a story about a book they liked.
- Read the story model and focus on the transition words.
- Circle the transition words.
- Tell students that great writers use transition words to help organize their writing so the reader can follow it well.
- Make a list of transition words with students. Use: First, Next, Also, Finally, etc.
- Send students to write in their journals. Let them know they should write as much as they can because the next day, they will revise and edit their work to complete it by Friday.
- Students who are ready may receive the appropriate sheet of paper to start writing their final draft.
- Circulate and conference with students.
- Watch to see if there are any possessive nouns that you might call the students' attention to, especially the second grade students.
- To close the workshop, have a couple of students share some transition words they used in their writing.
- Clap and compliment students who share.

Differentiate for Kindergarten:

- Each Kindergarten student can take their favorite book to their desk to write their piece. Tell students that they can use the book to copy the title. If two students choose the same book, they can sit together to write the beginning of the piece and to copy the title. Students can start their work with I like (and copy the book title). They might write simple sentences using one of the transition words from the chart, or the teacher might help them to stretch their writing out during conferencing.

- Circulate and conference with students.
- At the end of writing time, if time permits, have students share in small groups or call on students to just share which book they're writing an opinion about. Clap and cheer for each student who shares.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Identify word relationships: homonyms, homographs (LA.K-1.L.4, LA.2.L.5)
ACTIVITY:	Assess Academic Vocabulary/Review Anchor Text Vocabulary

Academic Vocabulary Word

<ol style="list-style-type: none"> 1. category 2. clarify 3. classify 4. definition 	<p>a group of people or things that are similar some way</p> <p>to make understandable</p> <p>to arrange in or assign to classes or categories</p> <p>a statement of the meaning of a word</p>
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Teach according to the DLG, Helen Keller, p. 23.

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)

Grammar Mini-Lesson

OBJECTIVE:	Identify and use possessive nouns. (LA.K-2.L.1)
ACTIVITY:	Yours, Mine, or Ours

Teach/Model/Practice

Teach according to the DLG, Helen Keller, p. 25.

- Follow the Teach/Model, but explain the idea of possessive nouns to the students instead of asking them for the definition.
- Follow the Guided Practice.
- Send students to write and revise their writing.
- Tell students to read what they've written and ensure they have transition words. Then look for one word they need to fix for spelling, or they'd like to change for more sparkle words. As students are ready, pass out writing papers for them to write their final draft.

Differentiated Kindergarten Activity:

- Kindergarten students can write their sentences on a plain sheet of paper and draw a picture about their writing.
- Example: *I like the book Helen Keller because Helen learned to use sign language.*

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Identify word relationships: homonyms and homographs (LA.K-1.L.4, LA.2.L.5)
ACTIVITY:	Academic Vocabulary Assessment

Anchor Text Vocabulary Words:

1. blind	sightless; a window shutter or shade
2. dress	a piece of clothing; to put on clothes
3. express	sent or traveling at high speed; to represent in words
4. live	being present at a performance or show; to be alive

Teach according to the DLG, Helen Keller, pp. 26-27.

Differentiated Kindergarten Activity:

- Distribute the printable *Kindergarten Week 1 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.

DAY 5

Reading Workshop Whole-Group

Shared Read Aloud

OBJECTIVE:	Ask and answer questions to deepen understanding. (LA.K-2.SL.3)
ACTIVITY:	Ask and Answer Questions - Part 3

Teach according to DLG, Helen Keller, p. 28.

Differentiated Kindergarten Activity:

- To support Kindergarten students in generating questions, partner them with older students to help them think of questions for the presenters. One question will be reserved for the Kindergartener to ask.

Comprehension Mini-Lesson

OBJECTIVE:	Make connections between a text and personal life experiences. (LA.K.RL.10, LA.1.RL.11 LA.2.RL.12)
ACTIVITY:	Make Connections - Part 3

Teach according to the DLG, Helen Keller, pp. 28-29.

Teach/Model

Differentiated Kindergarten Activity:

- Kindergarten students will draw their text-to-self connections on blank paper and share their drawings with a peer to support comprehension.

Guided Practice

Teach according to the DLG, Helen Keller, p.29.

Independent Practice

Teach according to the DLG, Helen Keller, 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:	Wrap Up, Publish & Share
ACTIVITY:	Complete Story Response Paragraph

Sharing Writing

Differentiated Kindergarten/First Grade Activity

- Use this time to add more writing or revise the writing for this week.
- Have students share one thing they did to make their writing better. Clap and compliment the students who share.