

Vocabulary

OBJECTIVE:	Identify base words and endings. (LA.K-2.L.4)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. accomplishment	a thing that is accomplished; accomplish : to succeed or bring to completion
2. determination	deciding and acting definitely; determine : to settle or decide
3. impossible	incapable of happening, existing, or being done; possible : able to happen, exist, or be done
4. organization	A group that is formed for a common purpose; organize : the act of planning or arranging

Teach according to the DLG, Helen Keller, pp. 58 - 59.

Differentiated Kindergarten and First Grade Activity:

- Focus on the **root words only**.
- Use the printable *Vocabulary Words K-1 (Appendix 1)*.
- Read aloud the words accomplish, determine, possible, and organize. Have the students echo each word.
- Discuss the meaning of each word.
- Have students cut their words apart and save them for the week's activities.

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:	Participate in readers' theater. (LA.K-1.SL.7, LA.2.SL.4)
ACTIVITY:	Introduce Readers' Theater

Teach according to the DLG, Helen Keller, p. 60.

Differentiated Kindergarten Activity:

The following are ideas to support Kindergarten students' participation in whole-group readers' theater.

- Echo back key words or phrases read by the older students.
- Create sound effects with their voices or simple props (foot stomps).
- Act out scenes or use simple gestures.
- Holds an action word prop on cue. (Boom! Crash! Buzz! Zap!)

Differentiated First Grade Activity:

- First grade students who are not yet reading independently can follow the same differentiated support as Kindergarten students.

Comprehension Mini-Lesson

OBJECTIVE:	Sequence events in a story. (LA.K-1.RL.3, LA.2.RL.4)
ACTIVITY:	Sequencing a Story - Part 1

Teach/Model

Teach according to the DLG, Helen Keller, p. 61.

Guided Practice

Teach according to the DLG, Helen Keller, p. 61.

Differentiated Kindergarten Activity:

- Pick a story that Kindergarten students recognize or have read before.

Independent Practice

Teach according to the DLG, Helen Keller, p. 61.

Differentiated Kindergarten and First Grade Activity:

- Use the printable Kindergarten & First Grade Week 3 Day 1 *Put the Story in Order* (Appendix 2).
- Kindergarten and first grade students will discuss what is happening in each card.
- Guide them in noting important key details for each part.
- They will cut the pictures and place them in the correct order.
- They can paste the images in their reading journals or on construction paper. If time allows, they can color their pictures.

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)

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)

Writing Mini-Lesson

OBJECTIVE:	Draft a response essay. (LA.K-2.W.1)
ACTIVITY:	Drafting a Response Essay

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.

Teach according to the DLG, Helen Keller, p. 62.

Differentiated Kindergarten Activity:

- Kindergarten students will need their Prewriting Graphic Organizers from Week 1 or Week 2 to create first drafts of response paragraphs on the writing frame.
- Kindergarten students will use the printable *Kindergarten Response Essay Writing Frame* (Appendix 2).

Differentiated First Grade Activity:

- First grade students will need their Prewriting Graphic Organizers from Week 1 or Week 2 to create first drafts of response paragraphs on the writing frame.
- First grade students will use the *Response Essay Writing Frame* (Appendix B).

Vocabulary

OBJECTIVE:	Identify base words and endings. (LA.K-2.L.4)
ACTIVITY:	True or False

Anchor Text Vocabulary Words:

1. accomplishment	a thing that is accomplished; accomplish : to succeed or bring to completion
2. determination	deciding and acting definitely; determine : to settle or decide
3. impossible	incapable of happening, existing, or being done; possible : able to happen, exist, or be done
4. organization	A group that is formed for a common purpose; organize : the act of planning or arranging

Teach according to the DLG, Helen Keller, p. 63.

Differentiated Kindergarten and First Grade Activity:

- Kindergarten and first grade students can join the True and False read aloud activity. Add to the following statements:
 - True:** You can organize your desk by putting everything in the right place.
 - True:** A teacher organizes a schedule to help the day run smoothly.
 - False:** Organizing means to draw a picture.
 - False:** You organize when you sit and do nothing.
- Kindergarten students do not need to create true and false sentences. They may trace their vocabulary words on their word card.

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:	Produce and expand a complete sentence. ((LA.K.L.1) Expand and rearrange compound sentences (LA.1-2.L.1)
ACTIVITY:	Expand and Rearrange Compound Sentences - Part 1

Teach/ModelPractice

Teach according to the DLG, Helen Keller, pp. 65 - 66.

Differentiated Kindergarten Activity:

- Kindergarten students will expand a complete sentence only. They will not combine sentences to make a compound sentence.
- Kindergarten students can practice writing sentences in their journals.
- They may write or dictate a sentence to an older student or the teacher.
- If time permits, Kindergarten students can draw and color a picture to go with their sentence.

Differentiated First Grade Activity:

- First Grade will expand two compound sentences instead of four from the *Expand and Rearrange Compound Sentences* (Appendix B).
- First grade students are not expected to rearrange the compound sentences, but they are welcome to try if they are ready.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Identify base words and endings. (LA.K-2.L.4)
ACTIVITY:	Introduce Academic Vocabulary/Review Anchor Text Vocabulary

Academic Vocabulary Words:

1. collaborative	to work with another person or group to achieve or do something hints in a sentence or paragraph that help define the meaning of a challenging word to create a preliminary sketch, outline, or version a belief based on experience and on certain facts but not amounting to sure knowledge
2. context clues	
3. drafting	
4. opinion	

Teach according to the DLG, Helen Keller, p. 66.

Differentiated Kindergarten Activity:

- Students will write the Vocabulary 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.



Shared Read Aloud

OBJECTIVE:	Participate in readers' theater. (LA.K-1.SL.7, LA.2.SL.4)
ACTIVITY:	Practice Readers' Theater

Teach according to the DLG, Helen Keller, p. 68.

Differentiated Kindergarten Activity:

- Kindergarten students should not be scored using the scoring guide.
- The following are ideas to support Kindergarten students' participation in whole-group readers' theater.
 - Echo back key words or phrases read by the older students.
 - Create sound effects with their voices or simple props (foot stomps).
 - Act out scenes or use simple gestures.
 - Holds an action word prop on cue. (Boom! Crash! Buzz! Zap!)

Differentiated First Grade Activity:

- First grade students who are not yet reading independently can follow the same differentiated support as Kindergarten students.

Comprehension Mini-Lesson

OBJECTIVE:	Sequence events in a story. (LA.K-1.RL.3, LA.2.RL.4)
ACTIVITY:	Sequencing a Story - Part 2

Teach/Model

Teach according to the DLG, Helen Keller, p. 68.

Differentiated Kindergarten Activity:

- This lesson can be done as a whole group if the narrative is familiar to Kindergarten students.

Guided Practice

Teach according to the DLG, Helen Keller, p. 68.

Differentiated Kindergarten Activity:

- This lesson can be done as a whole group if the narrative is familiar to Kindergarten students.

Independent Practice

Teach according to the DLG, Helen Keller, p. 68.

Differentiated Kindergarten Activity:

- Kindergarten students will label a page in their journal with B for beginning, M for middle, and E for ending. In each section, they can write or draw a picture to show the beginning, middle, and ending of the narrative read during the lesson.

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:	Revise a response essay. (LA.K-2.W.1)
ACTIVITY:	Revising a Response Essay

Teach/Model/Practice

Teach according to the DLG, Helen Keller, pp. 69-70.

Differentiated Kindergarten Activity:

- Kindergarten students will need their printable Kindergarten Week 3 *Response Essay Writing Frame* (Appendix 2).
- Kindergarten students will add another response in their writing journals following the writing prompts in the *Response Essay Writing Frame* (Appendix 2).
- Kindergarten students may want to write to practice the prompt in the writing center with different books using the extra printables, Kindergarten Week 3 *Response Essay Writing Frame* (Appendix 2).

Vocabulary

OBJECTIVE:	Identify base words and endings. (LA.K-2.L.4)
ACTIVITY:	Assess Academic Words

Academic Vocabulary Words:

1. collaborative	to work with another person or group to achieve or do something
2. context clues	hints in a sentence or paragraph that help define the meaning of a challenging word
3. drafting	to create a preliminary sketch, outline, or version
4. opinion	a belief based on experience and on certain facts but not amounting to sure knowledge

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:	Produce and expand a complete sentence. ((LA.K.L.1) Expand and rearrange compound sentences (LA.1-2.L.1)
ACTIVITY:	Expand and Rearrange Compound Sentences - Part 2

Teach/ModelPractice

Teach according to the DLG, Helen Keller, pp. 72-73.

Differentiated Kindergarten Activity:

- Kindergarten students will expand a complete sentence only. They will not combine sentences to make a compound sentence.
- Kindergarten students trace the sentence from the printable Kindergarten Week 3 Day 4 *Grammar* (Appendix 2).
- Kindergarten students will complete the sentence by filling in the blank. They may write or dictate the word to an older student or the teacher.
- If time permits, Kindergarten students can draw and color a picture to go with their sentence.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Identify base words and endings. (LA.K-2.L.4)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

1. accomplishment	a thing that is accomplished; accomplish : to succeed or bring to completion
2. determination	deciding and acting definitely; determine : to settle or decide
3. impossible	incapable of happening, existing, or being done; possible : able to happen, exist, or be done
4. organization	A group that is formed for a common purpose; organize : the act of planning or arranging

Differentiated Kindergarten and First Grade Activity:

- Review the word: accomplish. Have students pair up and take turns sharing an experience when they **accomplished** something.
- Review the word: determine: Have students pair up and take turns sharing an experience when they had to **determine** what to do.
- Students can choose one experience to write or draw about in their journals. They can share with the rest of the class during sharing time.

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:	Participate in readers' theater. (LA.K-1.SL.7, LA.2.SL.4)
ACTIVITY:	Readers' Theater Performance

Teach according to the DLG, Helen Keller, p. 74.

Differentiated Kindergarten Activity:

- Kindergarten students should not be scored using the scoring guide.
- The following are ideas to support Kindergarten students' participation in whole-group readers' theater.
 - Echo back key words or phrases read by the older students.
 - Create sound effects with their voices or simple props (foot stomps).
 - Act out scenes or use simple gestures.

- Holds an action word prop on cue. (Boom! Crash! Buzz! Zap!)

Differentiated First Grade Activity:

- First grade students who are not yet reading independently can follow the same differentiated support as Kindergarten students.

Comprehension Mini-Lesson

OBJECTIVE:	Sequence events in a story. (LA.K-1.RL.3, LA.2.RL.4)
ACTIVITY:	Sequencing a Story - Part 3

Teach/Model

Teach according to the DLG, Helen Keller, p. 75.

Differentiated Kindergarten Activity:

- This lesson can be done as a whole group if the narrative is familiar to Kindergarten students.

Guided Practice

Differentiated Kindergarten Activity:

- This lesson can be done as a whole group if the narrative is familiar to Kindergarten students.

Independent Practice

Differentiated Kindergarten Activity:

- Kindergarten students will use the printable *Story Sequence (Appendix 2)*.



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:	Completing a Response Essay

Sharing Writing

Differentiated Kindergarten and First Grade Activity

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