

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

## Vocabulary

<b>OBJECTIVE:</b>	Use context as a clue to the meaning of a word or phrase (LA.K-2.L..3) (LA.1.RF.5) (K.AW1)
<b>ACTIVITY:</b>	Introduce Anchor Text Vocabulary

### Anchor Text Vocabulary Words:

1. <b>Earth</b>	the planet on which we live
2. <b>moon</b>	large round object that circles the Earth and that shines at night by reflecting light from the sun
3. <b>space</b>	the region beyond the Earth's atmosphere
4. <b>sun</b>	the star that the Earth orbits; it gives the Earth heat and light

**Teach according to the DLG, Ellen Ochoa, pp. 40-41.**

#### Kindergarten Differentiation:

- Use the Kindergarten Week 2 *Vocabulary Words* printable (Appendix A) 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 is studying the Science of Reading research and looking at published Phonological Awareness, Phonics and Spelling programs. Once their study is complete, there will be a list of published programs that meet the research criteria. When Kindergarten Pathways 2.0 is written, it will contain a list of approved Phonological Awareness, Phonics and Spelling programs. From this list, your school or conference will choose a specific curriculum for you to use. Until this information is published, 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 practicing these words before the Friday assessment.

DAY 1

Reading Workshop

Whole-Group

### Shared Read Aloud

<b>OBJECTIVE:</b>	Participate in collaborative conversations, including prayer. (LA.K-2.SL.1, LA.K-2.SL.8)
<b>ACTIVITY:</b>	Introduce Ellen Ochoa

**Teach according to DLG *Ellen Ochoa* pp. 43-44.**

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	With prompting, ask and answer questions about key details. (K.RI.1)
<b>ACTIVITY:</b>	Recall the Story/Citing Evidence

## Teach/Model

Teach according to the DLG, Ellen Ochoa, p. 44 for 1st and 2nd Grade.

### Differentiated Kindergarten Activity:

- Before the “Citing Evidence” activity in the DLG, Ellen Ochoa, p. 44, review the story by asking the following questions:
  - Who is this story about? (Ellen Ochoa)
  - What did Ellen Ochoa want to become? (An astronaut)
  - How did she reach that goal? (Worked hard in school and didn’t give up)
- Then release Kindergarten students to complete the following activity:
  - Kindergarten students will draw a picture of what they remember about the story.
  - Collect and save their pictures. On Day 3, students will write about their pictures.

## Guided Practice

## Independent Practice

DAY 1

## Reading Workshop Small-Group

## Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.2.RF.4)
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*Emerging readers may select books to enjoy. Look for proper handling of the book; the book is right side up, starting at the front of the book and going to the back, “reading” by retelling the story while looking at the pictures.*

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Most Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

## Independent Reading/Literacy Centers

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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DAY 1

# Writing Workshop

## Writing Mini-Lesson

<b>OBJECTIVE:</b>	Name details that give information about a picture (LA.K-2.W.2) (K.GTOS2)
<b>ACTIVITY:</b>	Identifying labels

## Teach/Model

**\*\*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 they should be used alone or in collaboration with the lesson that is in the Grade 1 Pathways 2.0 Writing Workshop. Page number(s) from the Pathways 2.0 book will be included for your reference.

- Welcome children to Writer’s Workshop.
- Gather the students for mini lesson
- Hold the book *Eating the Alphabet*
- Say: Today, we will learn about labeling. When writers write about real things, they often use labels to give more information to the readers. Use the book *Eating the alphabet* or any book where there's labeling of pictures. As you read, point to the label words that give more information about the pictures.
- Tell the students during writing time, they are going to keep writing about their families.
- They will write and draw a picture of their families
- This time, they will label each person they draw so the reader can have information about each person in their pictures.

- Work with the Kindergarten students to come up with words to write: Use the board or chart paper to write the words: mom, dad, sister, brother, grandma, grandpa, dog, etc.
- Tell Kindergarten students to only write the words they need to label their pictures.
- Call on students to share what they have written or labeled so far.
- The second grade students would write about their families and tell about who they have in their families, what they like to do together, places they visit, etc.
- it might be best for organization, for the second grade students to draw their pictures after they've written their piece.

**DAY 2**

## Word Study

### Vocabulary

<b>OBJECTIVE:</b>	Use context as a clue to the meaning of a word or phrase (LA.K-2.L.3) (LA.1.RF.5) (K.AW1)
<b>ACTIVITY:</b>	Guess My Word!

### Anchor Text Vocabulary Words:

1. <b>Earth</b>	the planet on which we live
2. <b>moon</b>	large round object that circles the Earth and that shines at night by reflecting light from the sun
3. <b>space</b>	the region beyond the Earth's atmosphere
4. <b>sun</b>	the star that the Earth orbits; it gives the Earth heat and light

Teach according to the DLG, Ellen Ochoa, p. 47.

### Phonological Awareness/Phonics

See specific instructions for this section in Week 2 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

<b>OBJECTIVE:</b>	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.2.RF.4)
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*Emerging readers may select books to enjoy. Look for proper handling of the book; the book is right side up, starting at the front of the book and going to the back, “reading” by retelling the story while looking at the pictures.*

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Most Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

### Independent Reading/Literacy Centers

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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DAY 2

## Writing Workshop

## Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Use common singular and plural nouns correctly (LA.K-2.L.1) ( K.PS1)
<b>ACTIVITY:</b>	Brainstorming Nouns

### Teach/Model

**\*\*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 they should be used alone or in collaboration with the lesson that is in the Grade 1 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, Ellen Ochoa, pp.51-52.**

- Gather the students for Writing Workshop.
- Do the Teach/Model lesson from the DLG on page 51.
- Be sure to include the category of ‘animal’ so that students can include animals in the name category.
- Move onto the Guided Practice on p.52. with the addition of ‘animal’ in the category.
- Do not use the *Noun Storm* printable from the first grade DLG.
- Use the *Noun Storm: People, Animals, Places, Things* printable (Appendix B)

**Differentiate for Kindergarten during the Guided Practice:**

- Kindergarten students can draw a person, an animal, a thing, or a place.
- Circulate as students write or draw their nouns
- Kindergarten students can dictate their nouns to you, and you can help them to label their pictures

**Differentiate for 2nd grade during the Guided Practice:**

- Include irregular words for the second grade students. Their brainstorm list will likely be different from the other two grades. For example: mice, fish, sheep, men, women, etc.
- Send students to continue their writing after the Guided Practice on p. 52. (printable?)
- Try to connect the activity to the student writing. Ask students to locate some nouns (words or pictures) from their writing.



- Discuss that nouns are important for writing. Writers use nouns to write about people, animals, places, and things.

**DAY 3**

## Word Study

### Vocabulary

<b>OBJECTIVE:</b>	Use context as a clue to the meaning of a word or phrase (LA.K-2.L.3) (LA.1.RF.5) (K.AW1)
<b>ACTIVITY:</b>	Vocabulary Headbands/Introduce Academic Vocabulary

### Anchor Text Vocabulary Words:

1. earth	the planet on which we live
2. moon	large round object that circles the Earth and that shines at night by reflecting light from the sun
3. space	the region beyond the Earth's atmosphere
4. sun	the star that the Earth orbits; it gives the Earth heat and light

### Differentiated Kindergarten Activity:

- 1st and 2nd graders can participate in this activity.
- Make a class set of *Vocabulary Headbands (Appendix A)* on cardstock. Laminate if you want to reuse them in future units. Attach a small square of velcro to each headband.
- On cardstock, make enough copies of the kindergarten *Vocabulary Word Cards* for each student to have a word on their headband. Cut the cards apart and attach a small square of velcro to each card.
- Gather students together to complete the activity.
- Students will receive a headband with velcro dots to attach and remove vocab cards.
- Place a vocab card on each student's headband for him/her to guess.
- Select one student at a time to go up front to guess what word is on his/her head.
- Students will give clues in order for classmates to guess what word is on their head.
- Continue until all students have received a turn.

- The teacher will store headbands for future vocabulary activities. Be sure each child's name is on his/her headband.
- Release kindergarten students to work on a vocabulary center time activity such as matching the word to the picture from Vocabulary cards that have been cut apart. When they have completed their matches, they can ask another student to come check their work.
- This matching activity can also be made self correcting, if the object is on the back of the word piece.

Teach according to the DLG, Ellen Ochoa, p. 53 for 1st and 2nd grade.

## Phonological Awareness/Phonics

See specific instructions for this section in Week 2 Day 1.



## Shared Read Aloud

<b>OBJECTIVE:</b>	Participate in collaborative conversations, including prayer. (LA.K-2,SL1; LA.K-2.SL8)
<b>ACTIVITY:</b>	Text-Dependent Questions

Teach according to the DLG, Ellen Ochoa, p.56

### Differentiated Kindergarten Activity:

- Allow time for Kindergarten students to explain the pictures they drew for the story on Day 1.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	Ask and answer questions about key details. (LA.K-2.RI.1)
<b>ACTIVITY:</b>	Citing Evidence

## Teach/Model

Teach according to the DLG, Ellen Ochoa, p.56.

## Guided Practice

### Differentiated Kindergarten Activity:

- Before teaching according to the DLG, Ellen Ochoa, p. 57:
- Gather the students and present a picture of Ellen Ochoa using the book cover.
- Draw students' attention to the cover and sweep your finger across the whole page and say, "This whole story is about..."
- Zoom into a small part of the picture and say, "What does this part tell you about..."
- Guide students to different parts of the cover such as, the space shuttle, the flag, her gloves, her helmet, her uniform, her gender, etc.
- Touch each part and discuss what the students have learned from listening to the story.
- This activity will help students learn the importance of the main idea and key details followed by facts.
- Release kindergarten students to write something they remember about the story of Ellen Ochoa on the pictures that they drew on Day 1. If there is no room for writing, students can write on the back or a second sheet of paper.

Teach according to the DLG, Ellen Ochoa, p. 57 to 1st and 2nd grade.

## Independent Practice

### Differentiated Second Grade Activity:

- At the end of the lesson, 2nd grade students will independently write sentences that can be added to the anchor chart.
- You may also let capable younger students write independently.

## Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.2.RF.4)
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*Emerging readers may select books to enjoy. Look for proper handling of the book; the book is right side up, starting at the front of the book and going to the back, “reading” by retelling the story while looking at the pictures.*

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Most Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

## Independent Reading/Literacy Centers

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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DAY 3

# Writing Workshop

## Writing Mini-Lesson

<b>OBJECTIVE:</b>	Use drawing, dictating, and writing to supply information about a topic(LA.K-2.W.2) (K.GTOS2) Write sentences when told how to spell individual words( LA.K-2.L.1) (K.PC2)
<b>ACTIVITY:</b>	Drafting Captions

## Teach/Model

**\*\*Note\*\*** All Writers Workshop lessons appearing in the Bridge have been written to be used across the grades. When a lesson appears in this document, it should be used instead of the lesson appearing in the Grade 1 Pathways 2.0 Writing Workshop.

**Teach according to the DLG, Ellen Ochoa, pp.58-59.**

Use the following suggestions in addition to the DLG pages 58-59. Use any book with diagrams or captions.

### **Differentiated K - 2 Activity:**

- Gather students for writing workshop
- Tell students that great writers use drawing, illustrations, and pictures to give more details about their writing.
- Remind students that they learned about labels earlier and they used labeling to give more details about their family picture. Labeling gives more information for the reader to understand.
- Say: Today, you are going to do more than labeling with one word. When you use more than one word to label something, that's called a caption. You are going to use many words to label your pictures. If you draw a picture of a place, for example a church, you might write the caption with the words 'at church' or you might use many words to make a whole sentence. We will use whole sentences today. For example: ' my church is a nice place to go'.

### **Differentiated Kindergarten Activity:**

- Kindergarten students can draw a picture of a place their families go together and label it with a word. They can dictate to you and you can write for them.
- Some Kindergarten students can also write a sentence if the teacher writes the words for them. It's important not to push Kindergarten students into writing sentences before they are ready to do so.

**Note:** Kindergarten pictures should be valued as much as their writing of sounds, words, or sentences.

## Vocabulary

<b>OBJECTIVE:</b>	Use context as a clue to the meaning of a word or phrase (LA.K-2.L..3) (LA.1.RF.5) (K.AW1)
<b>ACTIVITY:</b>	Concentration Game/Dictionary Author

### Anchor Text Vocabulary Words:

1. <b>Earth</b>	the planet on which we live
2. <b>moon</b>	large round object that circles the Earth and that shines at night by reflecting light from the sun
3. <b>space</b>	the region beyond the Earth's atmosphere
4. <b>sun</b>	the star that the Earth orbits; it gives the Earth heat and light

### Differentiated Kindergarten Activity:

- Kindergarten students do not need to participate in the Academic Vocabulary lesson. Instead, release them to engage in the following activity:
  - Students will partner together to combine their vocabulary word cards and play a concentration memory game.
  - They will turn cards face down on the floor and mix them.
  - They will take turns turning over two cards at a time. If the cards match, the student says the vocabulary word to keep the cards. If the cards aren't a match, students will return each card to its original place. Students will take turns after each try. They will continue the game until all cards are matched.
  - Two sets of cards are needed for each group that will play this game.

## Phonological Awareness/Phonics

See specific instructions for this section in Week 2 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

<b>OBJECTIVE:</b>	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.2.RF.4)
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*Emerging readers may select books to enjoy. Look for proper handling of the book; the book is right side up, starting at the front of the book and going to the back, “reading” by retelling the story while looking at the pictures.*

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Most Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

### Independent Reading/Literacy Centers

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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## Grammar Mini-Lesson

<b>OBJECTIVE:</b>	Define and identify a noun as a person (animal), place, or thing (LA.K-2.L.1)
<b>ACTIVITY:</b>	Noun Sort

### Teach/Model

**\*\*Note\*\* All Writers Workshop lessons appearing in the Bridge have been written to be used across the grades. When a lesson appears in this document, it should be used instead of the lesson appearing in the Grade 1 Pathways 2.0 Writing Workshop.**

Use the lesson on page 64 of the DLG First grade Pathways 2.0 along with the following suggestions

#### K-2 Differentiated Activity:

- Gather the students for Writing Workshop.
- Say: Remember we learned that great writers use lots of details to make their ideas bright and interesting. They use labels, captions with their pictures, and they use words to name people, animals, places, and things. Today, we are going to work some more with nouns.
- Try to connect the children back to their writing: Say: What are some nouns that you wrote in your writing?
- Continue with the lesson from the DLG. Ellen Ochoa, p. 64.
- Do the Teach/Model.
- Do the Guided Practice by grouping students by grades.
- Use the following printables:
  - Use the *Noun Sort* printable (Appendix B) for 1st and 2nd grade.
  - Use the *Picture Noun Sort* printable (Appendix B) for Kindergarten.
- Circulate to see how the students are managing the sort.
- After the Guided Practice, use the Independent Practice as suggested in the DLG, p.64.
- If time permits, send students to continue their writing from the previous days.



## Vocabulary

<b>OBJECTIVE:</b>	Use context as a clue to the meaning of a word or phrase (LA.K-2.L.3) (LA.1.RF.5) (K.AW1)
<b>ACTIVITY:</b>	Weekly Vocabulary Assessment

### Anchor Text Vocabulary Words:

1. <b>Earth</b>	the planet on which we live
2. <b>moon</b>	large round object that circles the Earth and that shines at night by reflecting light from the sun
3. <b>space</b>	the region beyond the Earth's atmosphere
4. <b>sun</b>	the star that the Earth orbits; it gives the Earth heat and light

#### Differentiated Kindergarten Activity:

- Distribute copies of the *Week 2 Vocabulary Assessment* (Appendix A).
- Students will circle the correct picture to go with the vocabulary word as dictated by the teacher.

Teach and assess according to the DLG, Ellen Ochoa, p. 65 for 1st and 2nd grade.

## Phonological Awareness/Phonics

See specific instructions for this section in Week 2 Day 1.

## Shared Read Aloud

<b>OBJECTIVE:</b>	Participate in collaborative conversations, including prayer. (LA.K-2.SL1; LA.K-2.SL8)
<b>ACTIVITY:</b>	Text-Dependent Questions

Teach according to the DLG, Ellen Ochoa, p.67 for K-2.

## Comprehension Mini-Lesson

<b>OBJECTIVE:</b>	With prompting, ask and answer questions about key details (LA.K-2.RI.1)
<b>ACTIVITY:</b>	A Hero

## Teach/Model

**Differentiated Kindergarten Activity can be done with K-2:**

- Before teaching according to the DLG, Ellen Ochoa, p. 68, expand the concept of being a hero for God with the following questions:
  - Let’s talk about some of the Bible heroes that we know. Give students a chance to respond orally to these questions.
  - How was Daniel a hero?
    - He did the right thing even when there was a law against it.
  - Esther?
    - She spoke to the King when her people were in danger.
  - Joseph?
    - He did what was right, when he got taken away from his family.
  - Little Maid
    - Shared what she knew about God.
- Continue by asking students how they can be heroes for God.
- Say: Now you can write about yourself or someone you think is a hero for God. Be sure to draw a picture of your hero in the box, and explain why they are a hero for God in your writing.

- Give students the printable that matches who they want to write about. Both printables are labeled *Heroes* (Appendix B).

## Guided Practice

Teach according to the DLG, Ellen Ochoa, p. 68 for 1st and 2nd grade.

## Independent Practice

## Share

Teach according to the DLG, Ellen Ochoa, p. 68.



## Guided Reading - Differentiate According to Standards

<b>OBJECTIVE:</b>	Read on-level text with purpose and understanding (L.A.K-2.RF.4) Use silent reading strategies (LA.2.RF.4)
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*Emerging readers may select books to enjoy. Look for proper handling of the book; the book is right side up, starting at the front of the book and going to the back, “reading” by retelling the story while looking at the pictures.*

Use the *Reading A-Z* guided reading format or another format selected by the teacher. Most Kindergarten students will not be ready for small-group instruction. They should engage in center time activities during this time.

## Independent Reading/Literacy Centers

<b>OBJECTIVE:</b>	Demonstrate understanding of the basic features of print (LA.K-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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DAY 5

# Writing Workshop

## Author's Chair and Wrap-up

**ACTIVITY:**

Wrap up writing, sharing time

### Teach/Model

**\*\*Note\*\* All Writers Workshop lessons appearing in the Bridge have been written to be used across the grades. When a lesson appears in this document, it should be used instead of the lesson appearing in the Grade 1 Pathways 2.0 Writing Workshop.**

Use this time to complete writing from the week and/or sharing the work the students are working on.