

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

Vocabulary

OBJECTIVE:	Distinguish shades of meaning among verbs and adjectives (LA.K-2.L.4) (K.AW1,3)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. good	agreeable, pleasant
2. enormous	extraordinarily great in size, number, or degree
3. plenty	a full supply
4. starving	suffering or dying from lack of food

Teach according to DLG, *The Doorbell Rang*, p. 8.

Differentiated Kindergarten Activity:

- If the vocabulary activity is too difficult for Kindergarten, use the following option:
- Students will think of other words similar to the vocabulary words. Make lists of about 2 or 3 words.
- To include Kindergarten, create a synonym chart together as a class. On a piece of chart paper, students will think of synonyms for each vocabulary word.
- Example items for chart:
 - Good: _____, _____
 - Plenty: _____, _____
 - Starving: _____, _____
 - Enormous: _____, _____
- Use printable *Kindergarten Vocabulary Word Cards* (Appendix A) for Kindergarten review.

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.

Shared Read Aloud

OBJECTIVE:	Speak in complete sentences (LA.K-2.SL.6)(K-2.GS1)
ACTIVITY:	Introduce <i>The Doorbell Rang</i>

Teach according to DLG, *The Doorbell Rang*, p. 12.

Comprehension Mini-lesson

OBJECTIVE:	Identify the main topic and retell key details (LA.K-2.RI.2)(K.AMI2)
ACTIVITY:	Retelling

Teach according to the DLG, *The Doorbell Rang*, p. 13.

Teach/Model

Guided Practice

Independent Practice

Differentiated Kindergarten Activity:

- For students who may have trouble recalling details, draw a picture of the story *The Doorbell Rang* and kid write the details they have illustrated.

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-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

OBJECTIVE:	Select a research topic (LA. 2.W.2)
ACTIVITY:	Selecting a topic

Note: Stay with Unit 4, *Little Maid* (Week 4) for one more week to complete the last writing lessons from that book.

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 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, Little Maid, pp 121 - 122.
- Follow the Teach./Model on page 121.
- Follow the Guided Practice on page 122.
- Follow the Independent Practice then send students to write.

Differentiate for Kindergarten:

- students can write words with the teacher's help or draw pictures.

Note: It's important that students have the choice to list things other than animals. They should be able to research any topic that they're interested in.

For example, topics might include "What does a doorbell do?" "What does a mailman do?"

Note: Teacher should pay attention to the lists so he/she can gather the appropriate books, articles, websites, etc. for Wednesday of this week.

DAY 2

Word Study

Vocabulary

OBJECTIVE:	Distinguish shades of meaning among verbs and adjectives (LA.K-2.L.4) (K.AW1,3)
ACTIVITY:	Synonym Illustrations/Shades of Meaning

Anchor Text Vocabulary Words:

1. good	agreeable, pleasant
2. enormous	extraordinarily great in size, number, or degree
3. plenty	a full supply
4. starving	suffering or dying from lack of food

Differentiated Kindergarten Activity:

- Students will review the synonym chart they were able to create as a class.
- Review *The Doorbell Rang* by looking at each vocabulary word and have students think of an image or item that reflects the meaning of each word.
- Ex: Good = image of a cookie or children sharing
- Go through each vocabulary word and have students add images to the Shades of Meaning anchor chart.

Teach lesson according to the *The Doorbell Rang* DLG pp. 8-9 for 1st and 2nd grade

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-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

OBJECTIVE:	Reviewing Grammar Concepts
ACTIVITY:	Grammar Review - Small Groups

Teach/ModelPractice

- Follow the DLG, Little Maid, p.125 with the objective of reviewing grammar skills in small groups.
- Then send students to continue with their writing from yesterday.
- Remind students that they're writing a list of topics or ideas that they are interested in, and they will want to find out more about them. Say: When writers are interested about a topic, they like to research about that topic, so they will know more to write about that topic.
- Alternate students between reviewing in small groups and writing in their journal about their list.

- Circulate and conference with students as they make their lists once all the small groups are done.
- Have students circle the topic from their list that they will research about.

Note: Teacher should pay attention to the lists and the circled topics so he/she can gather the appropriate books, articles, websites, etc for Wednesday of this week.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Distinguish shades of meaning among verbs and adjectives (LA.K-2.L.4) (K.AW1,3)
ACTIVITY:	Vocabulary Picture Label/Introduce Academic Vocabulary

Anchor Text Vocabulary Words:

1. good	agreeable, pleasant
2. enormous	extraordinarily great in size, number, or degree
3. plenty	a full supply
4. starving	suffering or dying from lack of food

Differentiated Kindergarten Activity:

- Review Anchor Vocabulary with students.
- Give each student the *Vocabulary Picture Label* printable (Appendix A). Kindergarten will work independently. Students will cut out each picture and paste under the correct vocabulary word.

Teach the lesson according to the DLG, The Doorbell Rang, p. 19-20 to 1st and 2nd

Phonological Awareness/ Phonics/Spelling

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

Shared Read Aloud

OBJECTIVE:	Speak in complete sentences (LA.K-2.SL.6)
ACTIVITY:	The Doorbell Rang Text-Dependent Questions - Part 1

Teach lesson according to *The Doorbell Rang*, DLG p. 21-22

Comprehension Mini-Lesson

OBJECTIVE:	Identify the main topic and retell key details (LA.K-2.RI.2)(K.AMI2)
ACTIVITY:	Cookie Details/Retelling Practice

Teach/Model

Teach lesson according to *The Doorbell Rang* DLG p. 24

Guided Practice

Differentiated Kindergarten Activity:

- Draw a large tray on chart paper
- Create a large cookie for students to help identify the main idea of the story.
- Write the main idea on the large cookie and tape it to the tray drawn on the chart paper.
- Ask students to recall details from the story.
- Students will write the details on printable *Cookie Detail* (Appendix B).
- Precut all the cookies for Kindergarten. All other students will cut out the cookie details.
- Write one detail on one cookie.
- Students will place their cookies on the tray around the large cookie.
- Read aloud the details from the story.
- Sort the details by beginning, middle, and end.

Teach lesson according to *The Doorbell Rang* DLG p. 24

Independent Practice

Teach lesson according to The Doorbell Rang DLG p. 24 for 1st and 2nd Grade

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-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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Writing Mini-Lesson

OBJECTIVE:	Outline and take notes for a research report LA. 2.W.2)
ACTIVITY:	Taking notes about a topic for research

Teach/Model/Practice

Preparation:

- From the lists that the students created, gather books, articles, pictures, websites, and all different resources for students to conduct their research.
- For grades K -2, the level of reading might be from AA - N (remember the very few kids who might be reading M - O or above in the second grade)
- Match students with appropriate resources for their topic and reading level
- Teach according to the DLG, Little Maid, p. 132 with the following directions:
- Follow the Teach/Model on page 132 without giving the students the materials about honeybees.
- It's enough to say: If we researched honey bees, our research organization might look like this one: (read the *Research Report: Prewriting Graphic Organizer Model* (Appendix B) to the students.
- Do the Guided Practice on the DLG, p. 132 on chart paper or display the Graphic Organizer as you instruct the students.
- Leave the chart or the Graphic Organizer as an anchor for the students to write their report.
- Send students to write.
- Pass out the *Research Report: Prewriting Graphic Organizer* (Appendix B).
- Say: You will need your list from your writing journal. Look at the topic you circled. First, write your question just like this (point to the anchor chart or the graphic organizer)
- Circulate to check that students have a question on the graphic organizer. Ex: What can tigers do? What can a doorbell do?
- Ask students to put the organizer on the side and use their resources to find answers to their questions.
- They can write their notes in the notebook.

- Tell students as they read and write notes, to think about three answers/facts they'd like to write about to answer the question on their organizer.

Differentiate for Kindergarten:

- Students can write a short sentence instead of a question. For example: Babies can... Dogs can...
- They can use their journals to write instead of the Graphic Organizer.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Distinguish shades of meaning among verbs and adjectives (LA.K-2.L.4) (K.AW1,3)
ACTIVITY:	Compare Vocabulary/Dictionary Authors

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. good 2. enormous 3. plenty 4. starving 	<p>agreeable, pleasant</p> <p>extraordinarily great in size, number, or degree</p> <p>a full supply</p> <p>suffering or dying from lack of food</p>
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Differentiated Kindergarten Activity:

- Kindergarten will choose a center until the students are ready to work independently.
- After 1st and 2nd graders are set up to work independently, review Anchor text vocabulary with the kindergarteners.
- Give each student the *Opposites* printable (Appendix A).
- Discuss how each vocabulary word describes a person, place, or thing. Review the opposites for each word. As they begin to complete the assignment, explain how a picture of the opposite of each vocabulary word is beside each word. Students will color the correct picture for each vocabulary word.

Teach according to the DLG, The Doorbell Rang, p. 27.

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)
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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-2.RF.1) Read informational texts on topics of interest (LA.K-2.RI.14)
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DAY 4

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Reviewing Grammar Concepts (LA.2.W.2)
ACTIVITY:	Check for understanding and reviewing grammar concepts

Teach/Model/Practice

- Follow the DLG, Little Maid, p. 135 to review grammatical concepts.
- Then send students to continue to work on their graphic organizer.
- Today, they may complete the 3 facts/answers about their topic and write them under the question using the graphic organizer.

Differentiate for Kindergarten:

- Students can number their 3 facts in their journal under their question or statement.
- Judge the best way for Kindergarten students to navigate this work based on their current writing progress.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Distinguish shades of meaning among verbs and adjectives (LA.K-2.L.4) (K.AW1,3)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

1. good	agreeable, pleasant
2. enormous	extraordinarily great in size, number, or degree

3. plenty	a full supply
4. starving	suffering or dying from lack of food

Differentiated Kindergarten Activity:

- Distribute Kindergarten *Week 1 Vocabulary Assessment* printable (Appendix A) to each student
- Dictate the words from the *Vocabulary Assessment*
- Students should circle the corresponding picture to match the vocabulary word.

Teach lesson according to *The Doorbell Rang*, p. 30-31 1st and 2nd grade

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:	Speak in complete sentences (LA.K-2.SL.6)
ACTIVITY:	The Doorbell Rang Text Dependent Questions - Part 2

Teach lesson according to the DLG, *The Doorbell Rang*, p. 32

Comprehension Mini-Lesson

OBJECTIVE:	Retell stories including main ideas and key details (LA.K-2.RL.2)
ACTIVITY:	Retelling Performance

Teach lesson according to the DLG, *The Doorbell Rang*, p. 32

Teach/Model

Guided Practice

Differentiated Kindergarten Activity:

- Kindergarten will participate without the use of the *Retelling Scoring Guide*
- They will listen attentively to the retelling
- If you have Kindergarten students who are ready to share a recent book, allow them to participate without being scored.

Independent Practice

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-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

OBJECTIVE:	Complete work, share, publish
ACTIVITY:	Complete graphic organizer for research

Use this time to complete the graphic organizer, share, or assess.

The graphic organizer should have the question (grades 1 - 2) or the short sentence (Kindergarten) and three answers.