

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

Vocabulary

OBJECTIVE:	Define words by category: attributes (LA.K-2.L.4)(K.AW1)
ACTIVITY:	Introduce Anchor Text Vocabulary

Anchor Text Vocabulary Words:

1. Apache	a group of American Indian peoples from the American Southwest
2. Hopi	an American Indian people from northeastern Arizona
3. mesa	a flat-topped hill with steep sides
4. pueblo	an American Indian village of Arizona or New Mexico

Teach according to DLG, *The Warrior Maiden* p. 8.

Differentiated Kindergarten Activity:

- Use *Kindergarten Vocabulary Word Cards* printable (Appendix A) for Kindergarten review.

Phonological Awareness/Phonics/Spelling

Note:

The 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

OBJECTIVE:	Recount a personal experience (LA.K-2.SL.7) (K.GN1 &2)
ACTIVITY:	Let Me Tell You a Story

Teach according to DLG, *The Warrior Maiden*, p. 11.

Differentiated Kindergarten Activity:

- Students will listen and give feedback orally if necessary; they will not receive a copy of the Personal Experience Scoring Guide (DLG p. 11)

Comprehension Mini-lesson

OBJECTIVE:	Distinguish between fantasy and reality, right, and wrong (LA.K-2.RL.10) (K.GN1 & 2)
ACTIVITY:	Reality or Fantasy/What Happened?

Teach/Model

Teach according to DLG, *The Warrior Maiden*, p. 12.

Guided Practice

Teach according to DLG, *The Warrior Maiden*, p. 12.

Independent Practice

Teach according to DLG, *The Warrior Maiden*, p. 13.

Differentiated Kindergarten Activity:

- Give each student a copy of the *Reality or Fantasy* printable (Appendix B)
- Students will only illustrate the first and last scenario:
 - One thing they actually did this weekend
 - One thing they wish they could have done this weekend if anything was possible.
 - Encourage students to use as many details as possible to help share their illustrations.
- They will share their illustrations on Day 3 with the 1st and 2nd graders

DAY 1

Reading Workshop Small-Group

Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.1.RF.4) Use silent reading strategies (LA.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.R1.14/LA .2.R1.14)
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DAY 1

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Draft a story (LA.K-2.W.3)
ACTIVITY:	Drafting a Story

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.

Note: The lesson for this week continues into the next week’s writing lesson because the writing piece for this week is published next week.

Lesson for this week:

- Teach according to the DLG, *The Warrior Maiden*, pp.13-14 with these suggestions added:
- Before starting with the lesson, tell students that this lesson will focus on the trait of Organization.:
- Remind students that great writers keep their writing organized. A great piece of writing will have a bold beginning that grabs the attention of the reader, lots of details that make a mighty middle, and an end that tells clearly that the piece is done, leaving the reader satisfied and grateful for having read that piece.
- Say: This week, our writing will focus on the Organization trait, specifically using transition words that help the writer to keep the writing organized and in order.
- Follow the Teach/Model on page 13 and top of page 14.
- Follow the Guided Practice on page 14. Use your own chart paper to model the class story frame printable (Appendix B) to include a conclusion or ending in the story. The Story Writing Frame in the DLG does not show that.
- On the chart paper, leave space for the beginning and point that out to students. Add the three transitional words, then leave room for the ending.
- Follow the Independent Practice on page 14 to send students to draft a story.
- Have students write in their journal and not in the sentence frame. As an anchor, leave the chart paper on display for students.
- Tell students they will revise their story on Day 3.
- Circulate and conference with students.

Differentiate for Kg: Kg students can be paired with older students or the teacher might pull those students aside, and go over the lesson again using a chart, and build a story together with the students. Some students might be able to copy the new story or make their own after that using words and/or pictures.

DAY 2 **Word Study**

Vocabulary

OBJECTIVE:	Define words by category: attributes (LA.K-2.L.4)
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ACTIVITY:

Vocabulary Match/Guess My Word

Anchor Text Vocabulary Words:

1. Apache	a group of American Indian peoples from the American Southwest
2. Hopi	an American Indian people from northeastern Arizona
3. mesa	a flat-topped hill with steep sides
4. pueblo	an American Indian village of Arizona or New Mexico

Teach according to DLG, *The Warrior Maiden*, pp. 14-15.

Differentiated Kindergarten Activity:

- Allow Kindergarteners to listen as students guess the correct vocabulary word. They will need a little more exposure with the vocabulary words in order to guess the correct word.
- Give each Kindergarten the *Vocabulary Match* printable (Appendix A) as the 1st and 2nd graders think of clues about the Anchor Text Vocabulary.
- Review the meaning of each vocabulary word and have the students draw a line to match the correct vocabulary word on the other side.

Phonological Awareness/Phonics/Spelling

See instructions for this section on 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.1.RF.4) Use silent reading strategies (LA.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.R1.14/LA.2.R1.14)
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DAY 2

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Identify and use conjunctions and, but, or, so, because (LA. K-2.1, LA.2.1.5)
ACTIVITY:	Conjunctions - Part 1

Teach/ModelPractice

- Teach according to the DLG, *The Warrior Maiden* pp. 17- 18 up to the Guided Practice.
- Prepare sentences with the conjunctions from the book *Warrior Maiden* to share with students.
- Follow the Teach/Model on the DLG, *The Warrior Maiden*, p. 17.
- Follow the Guided Practice on the DLG, p.18, but don't have students circle or highlight conjunctions on pages.
- Send students to work on the piece from Day 1.
- Ask students before they start to write, to look at their writing so far and to share if they have a sentence with a conjunction.
- Tell students it's alright if they don't, but if they do, they can share with the class.
- Remind students that they will revise their stories on the next day.
- Circulate and conference with students.

Note: The worksheet *Find the Conjunctions* (Appendix B) can be placed in Centers. Pair second grade students to work with the first graders.

DAY 3

Word Study

Vocabulary

OBJECTIVE:	Define words by category: attributes (LA.K-2.L.4)
ACTIVITY:	Vocabulary Matching Game/Introduce Academic Vocabulary

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. Apache 2. Hopi 3. mesa 4. pueblo 	<p>a group of American Indian peoples from the American Southwest</p> <p>an American Indian people from northeastern Arizona</p> <p>a flat-topped hill with steep sides</p> <p>an American Indian village of Arizona or New Mexico</p>
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Teach according to DLG, *The Warrior Maiden*, pp. 18-19 to 1st and 2nd grade.

Differentiated Kindergarten Activity:

- Choose a center activity while lesson is being taught to the 1st and 2nd grade

- Review Anchor text vocabulary by playing a matching game with two sets of vocabulary word cards. Have the students share the meaning of each word as they flip over each card. This activity can serve as a formative assessment to see where they are with their understanding of each word.

Phonological Awareness/Phonics/Spelling

See instructions for this section on Week 1 Day 1.

DAY 3

Reading Workshop

Whole-Group

Shared Read Aloud

OBJECTIVE:	Recount a personal experience (LA.K-2.SL.7)
ACTIVITY:	Storyboarding

Teach according to DLG, *The Warrior Maiden*, pp. 21.

Differentiated Kindergarten Activity:

- Kindergarten will use drawing paper to illustrate.

Comprehension Mini-Lesson

OBJECTIVE:	Distinguish between fantasy and reality, right and wrong (LA.K-2.RL.10)
ACTIVITY:	Fantasy or Reality?

Teach according to DLG, *The Warrior Maiden*, pp. 22.

Teach/Model

Guided Practice

Differentiated Kindergarten Activity:

- Students will share their drawings (Day 1 Reality or Fantasy?)

Independent Practice

Differentiated Kindergarten Activity:

- Read aloud the scenarios on the *Reality or Fantasy Sort* (DLG p. 22 1st Grade Appendix B) and allow students to respond orally whether it is fantasy or reality.



Guided Reading - Differentiate According to Standards

OBJECTIVE:	Read on-level text with purpose and understanding (L.A.1.RF.4) Use silent reading strategies (LA.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.R1.14/LA.2.R1.14)
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DAY 3

Writing Workshop

Writing Mini-Lesson

OBJECTIVE:	Revise a story (LA.K-2.W.3)
ACTIVITY:	Revising a Story

Teach/Model/Practice

- Continue with the lesson from Day 1.
- Follow the Teach/Model on page 23 with the additional information about revision and editing.
- Remind students that great writers use revision to make the writing better. Revision can be used with:
 - The trait of Idea when the writer adds more details in a story.
 - The trait of organization when the writer includes a great title and transition words.
 - The trait of Word Choice when the writer substitutes better action words (verbs) or describing words (adjectives).
 - The trait of Sentence Fluency when the writer uses conjunctions to connect verbs, nouns, or adjectives and when the writer decides to make some sentences longer, shorter, or starts sentences or paragraphs with a variety of different words.
 - The trait of Voice when the writer puts words that show great emotion or commitment to the writing,
 - The trait of convention when the writer chooses to break the rule for a more powerful piece, like the author of the book, *Yesterday I had the Blues*, did with the words ending in /ing/. The author revised the piece and decided to break the rules and remove the /g/ for fun.
 - Finally, the trait of presentation when the writer decides to revise the draft and write a cleaner, neater, well designed piece of writing as a final draft.
- Follow the Guided Practice except students will use their writing from their journal.

- Remind students about the courtesy and compassion they must show as they listen and give feedback that will help their partner to make the writing better.
- Follow the Independent Practice and circulate to conference with students as they revise their piece.
- During Independent Practice, as students self-revise, let them know to circle any word or sentence they may still need help with, and you'll come to conference with them shortly.
- Give a new sheet of paper to students who are ready for a final draft of the piece. Direct these students to write a second draft of their story.

Differentiate for K-2

- Kindergarten students may keep their writing in their journal without writing a second draft. Some first grade students may become discouraged if they have to write the piece now and next week. Use teacher judgment in those cases. While the second graders write a second draft, the other students might start a new piece about their own topic in their journal.

DAY 4

Word Study

Vocabulary

OBJECTIVE:	Define words by category: attributes (LA.K-2.L.4)
ACTIVITY:	What is a Legend?/Dictionary Author

Anchor Text Vocabulary Words:

<ol style="list-style-type: none"> 1. Apache 2. Hopi 3. mesa 4. pueblo 	<p>a group of American Indian peoples from the American Southwest</p> <p>an American Indian people from northeastern Arizona</p> <p>a flat-topped hill with steep sides</p> <p>an American Indian village of Arizona or New Mexico</p>
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Differentiated Kindergarten Activity:

- Review the anchor text
- Gather students together and discuss the Academic Vocabulary word, legend.
- Define what is a legend and how Native Americans like the Hopi people, would share their legends with their people and others.
- Find a popular legend and share with the class; an ideal legend will be one that involves Native American tribes or centered around any of the anchor text vocabulary

Teach according to DLG, *The Warrior Maiden*, pp. 24 for 1st and 2nd grade.

Phonological Awareness/Phonics/Spelling

See instructions for this section on 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.1.RF.4) Use silent reading strategies (LA.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.R1.14/LA.2.R1.14)
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DAY 4

Writing Workshop

Grammar Mini-Lesson

OBJECTIVE:	Identify and use conjunctions and, but, or, so, because (LA. K-2.1, LA.2.5)
ACTIVITY:	Conjunctions - Part 2

Teach/Model/Practice

- Teach according to the DLG, Warrior Maiden, p. 27.
- Follow the Teach/Model and Guided Practice on page 27.
- Send students to write their second draft.
- Check each child has a new piece of paper to write their second draft.
- Circulate and conference with students.

Note: For students who were not writing a second draft, they can keep working on that second piece in their journal.

DAY 5

Word Study

Vocabulary

OBJECTIVE:	Define words by category: attributes (LA.K-2.L.4)
ACTIVITY:	Weekly Vocabulary Assessment

Anchor Text Vocabulary Words:

1. Apache	a group of American Indian peoples from the American Southwest
2. Hopi	an American Indian people from northeastern Arizona
3. mesa	a flat-topped hill with steep sides
4. pueblo	an American Indian village of Arizona or New Mexico

Differentiated Kindergarten Activity:

- Distribute *Kindergarten 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.

Phonological Awareness/Phonics/Spelling

See instructions for this section on Week 1 Day 1.

DAY 5

Reading Workshop Whole-Group

Shared Read Aloud

OBJECTIVE:	Recount a personal experience (LA.K-2.SL.7)
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ACTIVITY:	Recounting Performance
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Teach according to DLG, *The Warrior Maiden*, pp. 30.

Differentiated Kindergarten Activity:

- Kindergarten will use drawing paper to illustrate or they may listen and give feedback.

Comprehension Mini-Lesson

OBJECTIVE:	Distinguish between fantasy and reality, right and wrong (LA.K-2.RI.10)
ACTIVITY:	Right or Wrong?

Teach according to DLG, *The Warrior Maiden*, pp.30-31.

Teach/Model

Guided Practice

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.1.RF.4) Use silent reading strategies (LA.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.R1.14/LA.2.R1.14)
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DAY 5

Writing Workshop

Author's Chair and Wrap-up

OBJECTIVE:	Sharing second draft
ACTIVITY:	Complete Second Draft

Use this time for students to wrap up their writing and to share their revised piece with the class. Save this draft for next week's lesson.

Note:

It's good for students to share what they've done to make this piece better. For example:
Say: Share one thing that you did to make your piece better. Did you change a word for a better one? What did you do?

It's important that students embrace the process of revising and be able to express what they did during the process.

Also, teacher might set a rubric for revision:

Example: 3 revisions anywhere in the piece would place students at level 4 of 4

2 revisions anywhere in the piece would place students at level 3 (effective)

1 revision would place students at level 2

0 revision would place students at level 1