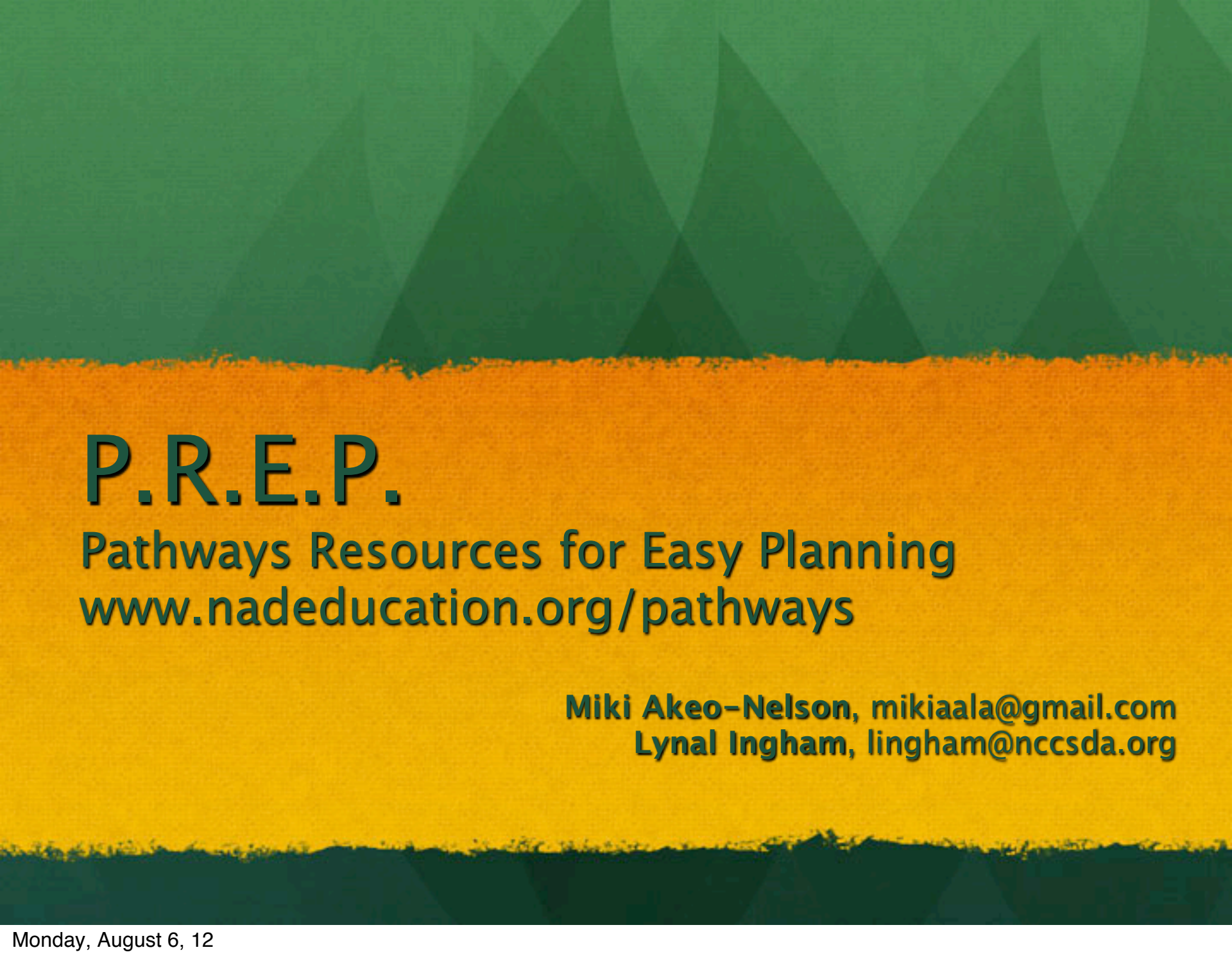




P.R.E.P.

Pathways Resources for Easy Planning
www.nadeducation.org/pathways

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- Rotation Cycles and Schedules
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Grades K–8

P*athways*

R*esources for*

E*asy*

P*lanning*

S*tepping*

S*tones and*

P*athways*

R*esources for*

E*asy*

P*lanning*

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**P.R.E.P.
PATHWAYS CYCLE CHARTS**

There are options available to teachers when choosing Pathways theme books for their classrooms. It is important that the emphasis be on meeting the assessed target skills of each grade and not on the thematic study itself.

Option One: 2-Year Rotation

1 st and 2 nd Grade Combo with 3 rd and 4 th Grade Combo (Single Grade Levels)				
Number of Reading Groups	Even-ending Year		Odd-ending Year	
Two Theme Books: Theme book for grades 1 & 2 Theme book for grades 3 & 4	Grades 1 & 2: 2 nd grade theme books	Grades 3 & 4: 4 th grade theme books	Grades 1 & 2: 1 st grade theme books	Grades 3 & 4: 3 rd grade theme books

Grades	2010	2011	2012	2013
1	2 nd grade theme books	1 st grade theme books	2 nd grade theme books	1 st grade theme books
2	2 nd grade theme books	1 st grade theme books	2 nd grade theme books	1 st grade theme books
3	4 th grade theme books	3 rd grade theme books	4 th grade theme books	3 rd grade theme books
4	4 th grade theme books	3 rd grade theme books	4 th grade theme books	3 rd grade theme books

Option Two: 2-Year Rotation

1 st and 2 nd Grade Combo with 3 rd and 4 th Grade Combo (Rotating Grade Levels)				
	Even-ending Year (2010)		Odd-ending Year (2011)	
Theme 1	Grade 2: Theme 1 Charlie Horse	Grade 4: Theme 1 The Story of George Washington Carver	Grade 1: Theme 1 Little Lad	Grade 3: Theme 1 Abe Lincoln's Hat
Theme 2	Grade 1: Theme 2 A Day at Greenhill Farm	Grade 3: Theme 2 The Courage of Sarah Noble	Grade 2: Theme 2 Cactus Hotel	Grade 4: Theme 2 Yuki: An Alaskan Adventure
Theme 3	Grade 2: Theme 3 The Salamander Room	Grade 4: Theme 3 Where the Waves Break	Grade 1: Theme 3 Pokey the Runaway Bear	Grade 3: Theme 3 Spiders!
Theme 4	Grade 1: Theme 4 Little Maid	Grade 3: Theme 4 Summer of the Sharks	Grade 2: Theme 4 Twice Yours	Grade 4: Theme 4 A Gold Star for Eric
Theme 5	Grade 2: Theme 5 Gaimoto	Grade 4: Theme 5 The Adventure of Lisa and the Drainpipe Prayer	Grade 1: Theme 5 The Doorbell Rang	Grade 3: Theme 5 Buddy, the First Seeing Eye Dog
Theme 6	Grade 1: Theme 6 We All Went on Safari	Grade 3: Theme 6 Trash	Grade 2: Theme 6 Will We Miss Them?	Grade 4: Theme 6 Come Back Salmon
Theme 7	Grade 2: Theme 7 The Gardener	Grade 4: Theme 7 Fly High	Grade 1: Theme 7 Alexander and the Terrible, Horrible, No Good, Very Bad Day	Grade 3: Theme 7 Julius! The Perfectly Pesky Pet Parrot
Theme 8	Grade 1: Theme 8 The Warrior Maiden	Grade 3: Theme 8 Sarah, Plain and Tall	Grade 2: Theme 8 First Flight	Grade 4: Theme 8 The Cabin Faced West
Theme 9	Grade 2: Theme 9 I Miss Grandpa	Grade 4: Theme 9 Twenty and Ten	Grade 1: Theme 9 Cleversticks	Grade 3: Theme 9 Helen Keller: Courage in the Dark

Option Three: 4-Year Rotation*

1 st through 4 th Grade Classroom *(This rotation schedule is only for small schools with 6 or less students in grades 1-4)				
	2009 – 2010	2010 – 2011	2011 – 2012	2012 – 2013
Theme 1	Grade 4: Theme 1 The Story of George Washington Carver	Grade 1: Theme 1 Little Lad	Grade 2: Theme 1 Charlie Horse	Grade 3: Theme 1 Abe Lincoln's Hat
Theme 2	Grade 1: Theme 2 A Day at Greenhill Farm	Grade 2: Theme 2 Cactus Hotel	Grade 3: Theme 2 The Courage of Sarah Noble	Grade 4: Theme 2 Yuki: An Alaskan Adventure
Theme 3	Grade 2: Theme 3 The Salamander Room	Grade 3: Theme 3 Spiders!	Grade 4: Theme 3 Where the Waves Break: Life at the Edge of the Sea	Grade 1: Theme 3 Pokey the Runaway Bear
Theme 4	Grade 3: Theme 4 Summer of the Sharks	Grade 4: Theme 4 A Gold Star for Eric	Grade 1: Theme 4 Little Maid	Grade 2: Theme 4 Twice Yours: A Parable of God's Gift
Theme 5	Grade 4: Theme 5 The Adventure of Lisa and the Drainpipe Prayer	Grade 1: Theme 5 The Doorbell Rang	Grade 2: Theme 5 Gaimoto	Grade 3: Theme 5 Buddy, the First Seeing Eye Dog
Theme 6	Grade 1: Theme 6 We All Went on Safari: A Counting Journey through Tanzania	Grade 2: Theme 6 Will We Miss Them?	Grade 3: Theme 6 Trash	Grade 4: Theme 6 Come Back Salmon: How a Group of Dedicated Kids Adopted Pigeon Creek and Brought It Back to Life
Theme 7	Grade 2: Theme 7 The Gardener	Grade 3: Theme 7 Julius! The Perfectly Pesky Pet Parrot	Grade 4: Theme 7 Fly High: The Story of Bessie Coleman	Grade 1: Theme 7 Alexander and the Terrible, Horrible, No Good, Very Bad Day
Theme 8	Grade 3: Theme 8 Sarah, Plain and Tall	Grade 4: Theme 8 The Cabin Faced West	Grade 1: Theme 8 The Warrior Maiden	Grade 2: Theme 8 First Flight: The Story of Sam Tate and the Wright Brother
Theme 9	Grade 4: Theme 9 Twenty and Ten	Grade 1: Theme 9 Cleversticks	Grade 2: Theme 9 I Miss Grandpa	Grade 3: Theme 9 Helen Keller: Courage in the Dark

**P.R.E.P.
SAMPLE DAILY CLASSROOM SCHEDULE
Grades 1 – 4: Two Theme Books**

8:00 – 8:15 Calendar / Word Wall

Monday	Tuesday	Wednesday	Thursday	Friday
Intro Word Wall Words "Talk about words, say each word"	Talk about words, give definitions and use words in sentences	Complete activity orally with words as a group – guessing game, discuss synonyms and antonyms, etc.	Use word wall words for letter-sound identification and "guess the word" quiz questions by teacher	Word Wall Review

¹1st/²nd grade word wall words, 3rd/⁴th grade theme words – different color cards.

8:15 – 8:30 Worship
8:30 – 9:30 Reading/Phonics (10 min Teacher reads theme book, 15 min theme book activity, 35 min Guided reading/Phonics groups)
9:30 – 10:00 PE
10:00 – 10:45 Math
10:45 – 11:15 Bible
11:15 – 11:25 Recess
11:25 – 11:40 DOL (1 or 2 sentences from each grade level on board and corrected aloud as a group, students then write their grade level sentences correctly in composition books – 1st graders start with one sentence)
11:40 – 12:05 Science/Social Studies
12:05 – 12:50 Lunch
12:50 – 2:00 Handwriting/Read Aloud/Spelling/Reading and Writing Workshops

	Monday	Tuesday	Wednesday	Thursday	Friday
15 min.	Handwriting Practice/Read Aloud	Handwriting Practice/Read Aloud	Handwriting Practice/Read Aloud	Handwriting Practice/Read Aloud	Handwriting Practice/Read Aloud
15 min.	Spelling* (Pre-test)	Spelling (Words in ABC order)	Spelling (Write words in sentences or write each word for each)	Spelling (Games – oral as group)	Spelling (Post-test)
40 min.	Reading Workshop (Mini-lesson, reading logs, conferencing, etc.)	Writing Workshop	Writing Workshop	Writing Workshop	Library

*Spelling – uses Pathways spelling lists, individualized by ability and students can progress through lists as mastery allows. Games on Thursday include spelling baseball, hangman, etc., students answer spelling questions from their individual spelling lists for the week.

2:00 – 2:30 Art / Music
2:30 – 2:45 Recess
2:45 – 3:00 Chores / Circle
3:00 Dismissal

P.R.E.P. Sample Daily Classroom Schedule, Grades 1 – 4: Two Theme Books | 1

**P.R.E.P.
SAMPLE DAILY CLASSROOM SCHEDULE
Grades 1 – 8: Three Theme Books**

Monday – Thursday (Option 1):

8:15 – 8:30 Worship
8:30 – 9:00 Science / Lab
9:00 – 9:30 Social Studies
9:30 – 10:00 Daily Routine I:

Introduce new materials by small groups in Spelling, Daily Oral Language and Handwriting. Students have time to work on independent activities while small group instruction is happening, i.e. handwriting practice, small school spelling practice, etc.

10:00 – 10:10 Prayer Time
10:10 – 10:30 P.E.
10:30 – 11:30 Math
11:30 – 12:00 Lunch
12:00 – 12:15 Read Aloud
12:15 – 1:10 Reading Instruction:

10 minutes – Grades 7&8 or Grades 5&6
 15 minutes – Grades 1&2
 15 minutes – Grades 3&4
 20 minutes – Guided Reading Groups

1:10 – 1:30 Recess
1:30 – 1:45 Writing Workshop / Centers (Once weekly mini-lesson, students work independently on writing project, conferencing with teacher, process writing time.)
1:45 – 2:15 Reading Workshop / Centers (Once weekly mini-lesson, students read independently, conferencing with teacher, additional guided reading and reading center time.)
2:15 – 2:30 Daily Routine II:
 Completing independent activities started earlier in the day, extension activities as needed and teacher meeting with groups that haven't been met with earlier in the day.
2:30 – 3:00 Bible / Journaling
3:00 – 3:15 Clean-up / Assignments / Dismissal

P.R.E.P. Sample Daily Classroom Schedule, Grades 1 – 8: Three Theme Books | 1

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**P.R.E.P.
THEME PLANNING CHECK LIST**

- ☐ Which theme book am I going to use?
- ☐ Am I using the Planning and Progress Checklist for this theme to identify the skills assessed and the skills taught, but not assessed for each grade level I teach?
- ☐ As I plan my lessons for this theme, have I referenced the Multi-Grade Master Planning Guide to plan the "meat" of my lessons, using the DLG activities and blacklines, Teacher's Manual and Writer's Handbook materials listed to teach these required skills?
- ☐ Are my assessments planned? What tools will be used to assess the skills I'm teaching to each grade level?
- ☐ Do I need to re-evaluate my guided reading groups? Do I have leveled reading materials ready for each level?
- ☐ Am I going to need supporting books for this theme? Do I have them, have I ordered them, or requested them from the library? Is there a second choice if the first one is unavailable?
- ☐ Have I arranged to have supplementary books on the theme featured in my classroom or school library?
- ☐ Are there any sources of media or support to be used or displayed? (story or CD, music, art, posters, food, games, guests, field trips, etc.)
- ☐ Are there any websites I'd like to use for this theme? Are they "hot"?
- ☐ Do I plan on using the bulletin board that goes with this theme? Is it prepared? Can a parent or student help?
- ☐ Have I chosen an interesting complimentary read-aloud book?
- ☐ Are the D.O.L.s, spelling and handwriting pages ready? What about the other blacklines I'm planning on using?
- ☐ Have I reviewed my conferencing notes and/or the suggested mini-lesson lists for my Writing and Reading Workshops?
- ☐ Are the word wall words and/or theme words ready? How about my vocabulary words?
- ☐ Are there any centers to prepare?
- ☐ _____
- ☐ _____

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**P.R.E.P.
BOOK SYNOPSSES**

**Theme 1: Heroes
(Literature Development)**

GRADE 1 – *Little Lad* by Etta B. Degering

Synopsis: Little lad wants to join the crowd looking for Jesus. Throughout the day he keeps putting off eating his lunch until he is given the opportunity to share his lunch with Jesus. He is amazed to see how Jesus' blessing turns his little lunch into enough food to feed the whole crowd. He can't wait to tell his parents that there was more leftover food than what he had to begin with.

GRADE 2 – *Charlie Horse* by Paul Ricchiuti

Synopsis: Charlie Horse is the story of a spotted, swayback horse in Vermont. When James and Ellen White visit the community where Charlie lives, the church members decide to give them a horse. In a vision that night, an angel shows Ellen the horses she will choose from and points out swaybacked Charlie as the one she should choose, even though he doesn't look as promising as the others. Charlie went on to serve the White family faithfully for many years.

GRADE 3 – *Abe Lincoln's Hat* by Martha F. Brenner

Synopsis: Martha Brenner describes Abe as a struggling and somewhat disorganized lawyer who makes his way through good will and good sense. Abe found that his stovepipe hat came in handy for more than just covering his head. It also served as a good place to keep important papers. This short, anecdotal biography humanizes the sixteenth U.S. president and is an effective way to spark students' interest in biographies. Lincoln is certainly a figure of great historical importance in this nation, and will serve as an inspirational model for many students.

GRADE 4 – *The Story of George Washington Carver* by Eva Moore

Synopsis: Born into slavery, George Washington Carver became one of the most prestigious scientists of his time. This biography follows Dr. Carver's life from childhood to his days as a teacher and discoverer. Dr. Carver's work was so important that he was honored by the President of the United States. He was loved and admired not only by other scientists, but by all who knew him.

**P.R.E.P.
BOOK SYNOPSSES**

**Theme 1: Heroes
(Literature Development)**

GRADE 5 – *Shepherd Warrior* by Bradley Booth

Synopsis: War was in the air, but David was too young to go with his brothers to fight. Instead he was expected to care for the family's sheep. While tending the sheep, David was called home several times: once to be anointed, once to go to play his lyre for the king, and once to take food to his brothers on the battlefield. In *Shepherd Warrior* we also read of his conflicts with a lion, a bear, a pack of wolves, and a group of bandits. This story ends with the celebrations resulting from David's confrontation with Goliath.

GRADE 6 – *Amos Fortune: Free Man* by Elizabeth Yates

Synopsis: Born an African prince, A-mun was captured by slave traders when he was fifteen. He was sold as a slave in the new American colonies and renamed Amos. He was granted his freedom when he was fifty-nine. Amos Fortune's life illustrates the triumph of a patient and a peaceful man who deeply valued freedom, responsibility, and the respect each human being owes to others. The book features a main character who is the embodiment of courage, a strong work ethic, and extreme generosity. Heroism and Christianity are strong themes throughout the book, along with faith and prayer. *Amos Fortune: Free Man* is a Newbery Award winner that is based on a true story.

GRADE 7 – *Frau Luther* by Yvonne Davy

Synopsis: This is the story of Katharina von Bora, the nun who, with eleven other nuns, escaped from the Marienbrunn Convent. These twelve nuns had been reading some of the pamphlets produced by Dr. Martin Luther, the leader of the Protestant Reformation in Germany. Katharina eventually married Dr. Luther and became the first lady of the Reformation. While her life was not without difficulties, Katharina lived to bless others and found true happiness in serving those in need.

GRADE 8 – *The Unlikeliest Hero* by Booton Herndon

Synopsis: Of the 16 million men in uniform during World War II, 431 displayed heroism of such magnitude that they were awarded the Congressional Medal of Honor. Of these, one was a man who, because of deep religious conviction, refused to carry a weapon during his entire military career. He never killed an enemy soldier; he never took an enemy position. Yet his almost incredible feats under constant fire earned the awe and admiration of presidents and generals, soldiers and civilians.

When Desmond Doss was first drafted, his refusal to bear arms, almost gave his officers apoplexy. His fellow recruits took him for a slacker and used him for target practice with their heavy shoes. What can you do with a soldier who won't fight?

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**P.R.E.P.
THEME 1: BOOKLIST**

The following books are necessary for some of the activities in the Daily Lesson Guide sessions.

GRADE 1 – LITTLE LAD

- Session 1:** *Adam, Adam What Do You See?* by Bill Martin Jr. and Michael Sampan. Tommy Nelson, 2000.
- Session 2:** *My First Book of Biographies: Great Men and Women Every Child Should Know* by Jean Marzollo. Scholastic, 1994.
- Daniel and the Lions* by Shirley Ann Freed. The Concerned Group, 2002.
- Session 4:** *Ten, Nine, Eight* by Molly Bang. Greenwillow Books, 1983.
- Session 5:** *My Daddy and Me* by Amy E. Sklarsky. Scholastic, 2005.
- Session 6:** *The Story of Ruby Bridges* by Robert Coles. Scholastic, 1995.
- Raindrop, Plop!* by Wendy Cheyette Lewison. Viking, 2004.
- Session 7:** *Michael Never Gives Up!* by Marcy Munsterleiger. The Concerned Group, 2002.
- Session 8:** *My Mom* by Anthony Browne. Farrar Straus Giroux, 2005.

GRADE 2 – CHARLIE HORSE

- Session 1:** *My Bible Friends, Volume 2* by Etta Degering. Review and Herald, 1977.
- Session 4:** *Early Writings* by Ellen G. White. Review and Herald Publishing Association, 1882, 2000.
- International Children's Bible, New Century Version.* Word Publishing, 1988.

GRADE 3 – ABE LINCOLN'S HAT

- Session 1:** *Young Abe Lincoln: The Frontier Days 1809-1837* by Cheryl Harness. National Geographic Society, 2003.
- The Bible Story Volume 10* by Arthur S. Maxwell. Pacific Press Publishing Association, 1957.
- Session 2:** *International Children's Bible, New Century Version.* Word Publishing, 1988.
- The Bible Story Volume 4* by Arthur S. Maxwell. Pacific Press Publishing Association, 1957.
- Session 3:** *George Washington and the General's Dog* by Frank Murphy. Random House Children's Books, 2002.
- The Bible Story Volume 5* by Arthur S. Maxwell. Pacific Press Publishing Association, 1957.
- Lincoln's Little Girl: A True Story* by Fred Trump. Boyd Mills Press, 2002, or *Grace's Letter to Lincoln* by Peter and Connie Roop. Hyperion Books for Children, 1998.
- Session 4:** *The Bible Story Volume 7* by Arthur S. Maxwell. Pacific Press Publishing Association, 1957.
- Session 5:** *Great Book of School Jokes* by Meredith Berk and Toni Vavrus. Sterling Publishing Co., Inc., 1995.
- Kids' Funniest Knock-Knocks* by Charles Keller. Sterling Publishing Co., Inc., 2001.
- Session 6:** *The Bible Story Volume 8* by Arthur S. Maxwell. Pacific Press Publishing Association, 1957.
- A Picture Book of Abraham Lincoln* by David A. Adler. Holiday House, Inc., 1989.

**P.R.E.P.
THEME 1: BOOKLIST**

The following books are necessary for some of the activities in the Daily Lesson Guide sessions.

GRADE 5 – Shepherd Warrior

- Session 1:** *Desmond Doss, Conscientious Objector: The Story of an Unlikely Hero* by Frances M. Doss. Pacific Press, 2005. (Note: This book is the 8th grade theme book selection.)
- First Aid for Wildlife: Basic Care for Birds and Mammals* by Irene Ruth. Bick Publishing House, 1997.
- Session 5:** *Psalm 23—The Lord is My Shepherd: 23rd Psalm Children's Book* by Helen Halde. Seed Faith Books, 2006.

GRADE 6 – Amos Fortune: Free Man

No additional books are required for this unit.

GRADE 7 – Frau Luther

No additional books are required for this unit.

GRADE 8 – The Unlikeliest Hero: The Story of Desmond T. Doss, The Soldier who Wouldn't Touch a Gun

Bible Center: *Seventh-day Adventists Believe* by General Conference Ministerial Department. Pacific Press Publishing Association, 2005.

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K – 2 STEPPING STONES P.R.E.P. TARGET SKILLS CHECK LIST



THEME 6: ENVIRONMENT

This list may be used for teacher planning by checking off target skills as they are completed. Ideally, by the end of the theme, each target skill should have a mark.

This list may also be used to track student progress by using the symbols below to indicate a student's progress within each target skill.



A blank box indicates that the student has not yet been exposed to the given target skill

A slash in the box indicates that the student has been **PRESENTED** the target skill

An "X" in the box indicates that the student is **DEVELOPING** the target skill

An "X" in the box indicates that the student is **INDEPENDENT** in the use of the target skill

➤ Denotes independent/assessed target skills

○ Denotes presented or developing/non-assessed target skills

☐ Target skill in this grade level

☐ Target skill not in this grade level

Target 1: Extending Reading And Writing	K	1	2	Method of Assessment
○ Recognizes high-frequency/sight words				
➤ Recognizes and writes first and last names				
○ Uses decoding and context to read unfamiliar words				
○ Dictates and writes a personal experience in sequential order				
○ Writes using a variety of genres: picture stories, stories, poetry, autobiographies, journals, and letters				
○ Writes for various purposes: sharing, explaining, inviting, thanking, describing, and expressing feelings and opinions				
○ Correctly forms uppercase and lowercase letters				
○ Strengthens hand muscles				
○ Practices eye-hand coordination				
No target skills assessed				
No target skills assessed				
Target 2: Comprehending, Studying and Evaluating Ideas	K	1	2	Method of Assessment
○ Uses picture clues to read a story, predict unknown words, understand content, and gain meaning				
○ Synthesizes information to create titles				
○ Creates and experiments with visual media to communicate story elements and demonstrate understanding of concepts				
○ Uses graphic organizers				
○ Distinguishes between good and evil, real and imaginary information, and fact and opinion				
○ Analyzes problems by identifying cause/effect and solutions				
○ Sequences events				
○ Infers meaning from print and non-print materials				
○ Predicts outcomes				
○ Follows simple rules of conversation				
○ Uses listening skills in group settings				
○ Dramatizes				
○ Writes titles for their own and others' writing				

Class/Student _____

P.R.E.P. PLANNING and PROGRESS CHECK LIST

THEME 6: GRADES 1 – 4

This list may be used for teacher planning by checking off target skills as they are completed. At the end of the theme, each target skill should be checked off.

This list may also be used to track student progress by using the symbols below to indicate a student's level of learning for each target skill. Add a student's name to the list for individual record keeping.

- ☐ A blank box indicates that the student has not yet been exposed to the given target skill
☒ A slash in the box indicates that the student has been exposed to the given target skill
☒ An "x" in the box indicates that the student has mastered the given target skill

➤ Denotes assessed target skills

○ Denotes target skills taught but not assessed in this theme

☐ Target skill in this grade level

☒ Target skill not in this grade level

Target 1: Extending Reading And Writing	1	2	3	4	Method of Assessment
○ Selects reading material using a Christ-centered perspective					
○ Writes from a Christ-centered perspective					
➤ Uses writing process: pre-writes, drafts, revises, edits and publishes					
➤ Writes poetry					
○ Writes for the purpose of researching					
Target 2: Comprehending, Studying and Evaluating Ideas	1	2	3	4	Method of Assessment
○ Writes titles for their own and others' writing					
○ Analyzes main ideas through concept maps					
○ Sequences events through notes, timelines, and charts					
➤ Retells or takes notes on using cumulative story structure and story plans					
○ Analyzes and compares using Venn Diagrams					
➤ Analyzes main ideas through concept maps; develops a concept map for an animal report					
○ Develops number notes with topics and details					
○ Writes paragraphs with main ideas and details; writes reports					
➤ Develops two-column notes and charts; teacher-directed two-column notes					
○ Retells or takes notes on narratives using story structure					
○ Analyzes author's craft; examines features of nonfiction books; similes					
➤ Evaluates opinions and issues through opinion-proof notes and persuasive paragraphs; develops opinion-proof notes					
○ Analyzes and compares using charts and graphs					
○ Writes questions for discussion about content and literature					
○ Applies biblical principles to concepts taught					
○ Uses picture clues to read a story; predict unknown words; understand content; and gain meaning					
○ Designs, creates, and experiments with visual media to communicate story elements; understanding of concepts					
➤ Analyzes main ideas using concept maps					
○ Develops two-column notes and charts					
➤ Distinguishes between fact and opinion					
○ Communicates effectively through the avenues of listening, speaking, and nonverbal language by applying a Christ-centered perspective					
➤ Determines meaning of level-appropriate vocabulary through the use of context clues and resource materials					
➤ Analyzes main ideas using concept maps					

Class/Student _____

P.R.E.P. PLANNING and PROGRESS CHECK LIST

THEME 6: GRADES 5 - 8

This list may be used for teacher planning by checking off target skills as they are completed. At the end of the theme, each target skill should be checked off.

This list may also be used to track student progress by using the symbols below to indicate a student's level of learning for each target skill. Add a student's name to the list for individual record keeping.

- ☐ A blank box indicates that the student has not yet been exposed to the given target skill
☒ A slash in the box indicates that the student has been exposed to the given target skill
☒ An "x" in the box indicates that the student has mastered the given target skill

➤ Denotes assessed target skills

○ Denotes target skills taught but not assessed in this theme

☐ Target skill in this grade level

☒ Target skill not in this grade level

Target 1: Extending Reading And Writing	5	6	7	8	Method of Assessment
○ Reads to obtain information					
➤ Uses the writing process					
➤ Writes a picture book					
➤ Writes paragraphs with main ideas and details					
○ Decodes words in isolation and in context					
➤ Uses the writing process					
➤ Organizes final drafts logically; writes from an outline					
➤ Edits spelling, grammar, and punctuation					
○ Reads to obtain information					
○ Writes newspaper articles					
➤ Uses the writing process					
○ Writes from another perspective					
➤ Uses the writing process					
➤ Reads to obtain information					
Target 2: Comprehending, Studying and Evaluating Ideas	5	6	7	8	Method of Assessment
➤ Analyzes main ideas of print and visual media					
➤ Develops two-column notes and charts					
○ Analyzes author's craft					
➤ Uses graphic organizers					
➤ Writes paragraphs with main ideas and details					
➤ Develops two-column notes and charts					
○ Analyzes author's craft					
➤ Develops two-column notes					
➤ Determines meaning of unfamiliar words and phrases by using context clues and resource materials					
○ Writes summaries					
○ Uses graphic organizers					
○ Analyzes author's craft					
○ Determines meanings of unfamiliar words by using context clues or resource materials					
○ Analyzes author's craft					
➤ Evaluates through persuasive writing					
➤ Develops two-column and opinion-proof notes					
➤ Applies a Christ-centered perspective and makes spiritual connections when evaluating visual, auditory and literary works					

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**K – 2 STEPPING STONES P.R.E.P.
MULTI-GRADE MASTER PLANNING GUIDE
THEME 6: GRADES K – 2**

Environment

DLG = Daily Lesson Guide
(K-P) = Kindergarten Presented

BLM = Black Line Master
(K-D) = Kindergarten Developing

TM = Teacher's Manual
(K-I) = Kindergarten Independent

WH = Writer's Handbook
(1) = Applies to 1st Grade

☐ = Project Idea
(2) = Applies to 2nd Grade

	ASSESSED TARGET SKILLS K = Independent; 1-2 = Assessed			NON-ASSESSED TARGET SKILLS K = Presented / Developing; 1-2 = Taught, Not Assessed	
	Target Skills	Resources / Activities	Assessment Ideas	Target Skills	Resources / Activities
TARGET 2: Compre- hending, Studying and Evaluating Ideas	(K-I) - No independent targets			(K-D) - Uses picture clues to read a story, predict unknown words, understand content, and gain meaning	Bmr DLG 40, 41, 96-98, 156, 158, 215, 216 Bmr BLM C, 3.4a-c Safari DLG 16, 22 Safari BLM 13a-c Miss DLG 41, 70 Miss BLM 26a-c, 30a-d (K) - TM 22, 39, 40
	(1) - Retells or takes notes on using cumulative story structure and story plans	Bmr DLG 40, 96, 97, 156, 157, 161, 215, 220, 222, 226 Safari DLG 19, 26, 30, 32, 34, 36, 39, 44 Safari BLM 22a-b, 25 Miss DLG 21 Miss BLM 26a-b, 28, 31 (1&2) - TM 4.5-4.7, 37-43 (1) - WH 10 (2) - WH 50, 51	Safari DLG 34, 36 Safari BLM 22a-b Miss BLM 31	(K-D) - Synthesizes information to create titles	Bmr DLG 101, 216, 221 Bmr BLM 2.5, 4.7a-b (K) - TM 22
	(2) - Analyzes main ideas through concept maps; develops a concept map for a report	Bmr DLG 40, 41, 96-98, 156, 161, 215, 216, 220, 222 Bmr BLM C, 3.4a-c, 4.5 Safari DLG 16, 30, 34, 36, 44 Miss DLG 21, 35, 39, 41, 51, 55, 58, 61, 64, 72 (1&2) - TM 4.13-4.14, 52, 53	Assess student work samples	(K-D) - Creates and experiments with visual media to communicate story elements and demonstrate understanding of concepts	Bmr DLG 97, 161, 216 Bmr BLM 4.5 Safari DLG 16, 19, 22, 32 Safari BLM 10 Miss DLG 25, 29, 35, 38, 41, 51 Miss BLM 11 (K-) TM 35, 37
	(2) - Develops two-column notes and charts; teacher-directed two-column notes	Bmr DLG 40, 41, 44, 96, 98, 104, 156, 157, 161, 215, 216, 218, 220, 222 Bmr BLM C, 3.4a-c Safari DLG 34 Miss DLG 66 Miss BLM 26a-c (1&2) - TM 56, 57 (2) - WH 52	Miss BLM 26a-c	(K-D) - Uses graphic organizers	Bmr DLG 161, 220, 222 Safari DLG 16, 27, 34, 36, 39, 40 Safari BLM 21, 22a-b, 25 Miss DLG 21, 35, 39, 41, 51, 55, 58, 61, 64, 72 (K) - TM 35, 42
	(2) - Evaluates opinions and issues through opinion-proof notes	Bmr DLG 40, 96, 104, 156, 157, 215, 218 Miss DLG 48 Miss BLM 19 (1&2) - TM 4.11, 47, 48 (2) - WH 47	Miss BLM 19 Assess student work samples	(K-D) - Distinguishes between good and evil, real and imaginary information, and fact and opinion	Bmr DLG 156 Miss DLG 29, 51 (K) - TM 22, 38
				(K-D) - Analyzes problems by identifying cause/effect and solutions	Bmr DLG 41, 98, 166 Bmr BLM C Safari DLG 36 Miss DLG 35, 51 Miss BLM 16 (K) - TM 22, 38, 42

**P.R.E.P.
MULTI-GRADE MASTER PLANNING GUIDE
THEME 6: GRADES 3 – 4**

Environment: Science

DLG = Daily Lesson Guide
DOL = Daily Oral Language

BLM = Black Line Master
(3) = Applies to 3rd Grade

TM = Teacher's Manual
(4) = Applies to 4th Grade

WH = Writer's Handbook
= Project Ideas

	Skills Assessed in this Theme	Pathways Resources for Skills Assessed	Assessment Suggestions for Skills Assessed	Skills Taught, but Not Assessed in this Theme
TARGET 1: Extended Reading and Writing	(3) - Uses writing process: pre-writes, drafts, revises, edits and publishes	Trash DLG 45 Trash BLM 33 TM 149, 150 (3/4) - WH 71-83	Themed writing project	(3) - Selects reading material using a Christ-centered perspective
	(3) - Writes poetry	Trash DLG 26, 54 Trash BLM 40 Salmon DLG 68 Salmon BLM 31-32 (3/4) - WH 91	Trash BLM 40 Salmon BLM 32	(3) - Writes from a Christ-centered perspective (3) - Writes for the purpose of researching
TARGET 2: Comprehending, Studying and Evaluating Ideas	(3) - Uses picture clues to read a story, predict unknown words, understand content, and gain meaning		Teacher observation and discussion	(3) - Designs, creates, and experiments with visual media to communicate story elements, understanding of concepts
	(3) - Analyzes main ideas using concept maps	Trash DLG 23, 28 Trash BLM 13, 19 Salmon DLG 27, 55, 64, 68 Salmon BLM 25, 30, 56 TM 29-32, 10-4a	Trash BLM 19	(3) - Communicates effectively through the avenues of listening, speaking and non-verbal language by applying a Christ-centered perspective
	(3) - Develops two-column notes and charts	Trash DLG 24, 35, 42 Trash BLM 14, 25, 29 Salmon DLG 34, 42, 44, 49, 54 TM 39-41, 3-11	Trash DLG 29 TM 3-11	(4) - Practices test-study strategies
	(3) - Distinguishes between fact and opinion		Refer to sample assessment resources	(4) - Writes questions for discussion about content of literature and visual media
	(3) - Determines meaning of level-appropriate vocabulary through the use of context clues and resource materials	Trash DLG 21, 27, 32, 38 Trash BLM 11	Trash BLM 11	(4) - Uses smiles to communicate ideas
	(4) - Analyzes main ideas using content, concept maps	Trash DLG 23, 28 Trash BLM 13, 19 Salmon DLG 27, 55, 64, 68 Salmon BLM 56 TM 29, 10-4a	Trash BLM 19 TM 10-4a	

**P.R.E.P.
MULTI-GRADE MASTER PLANNING GUIDE
THEME 6: GRADES 5 – 8**

Environment: Science

DLG = Daily Lesson Guide
DOL = Daily Oral Language

BLM = Black Line Master
(5) = Applies to 5th Grade
(7) = Applies to 7th Grade

TM = Teacher's Manual
(6) = Applies to 6th Grade
(8) = Applies to 8th Grade

WH = Writer's Handbook
= Project Ideas

	Skills Assessed in this Theme	Pathways Resources for Skills Assessed	Assessment Suggestions for Skills Assessed	Skills Taught, but Not Assessed in this Theme
TARGET 1: Extended Reading and Writing	(5) - Uses the writing process	Dinosaur DLG 23, 29, 31, 35, 38, 39 Dinosaur BLM 11 Volcano DLG 21, 26, 29, 32 Volcano BLM 13, 15 Ice DLG 25, 30, 33, 37 Ice BLM 3 Monkeys DLG 17, 18, 23, 28, 35 TM 149, 7-5 WH 2-77, 217-219	Volcano BLM 13, 15 Ice DLG 33, 37 Monkeys BLM 24b TM 10-2, 10-3, 10-4b Assess student work samples.	(5) - Reads to obtain information (6) - Decodes words in isolation and in context (7) - Reads to obtain information (7) - Writes newspaper articles (8) - Writes from another perspective
	(5) - Writes a picture book	Dinosaur DLG 31, 35, 38, 39 Dinosaur BLM 11	Assess student work samples.	
	(5) - Writes paragraphs with main ideas and details	Dinosaur DLG 23, 29 Volcano DLG 21, 26, 29, 32 Volcano BLM 13, 15 Ice DLG 18, 20, 30, 33, 37 Ice BLM 3 Monkeys DLG 23, 28, 35, 38, 47, 51 Monkeys BLM 14, 17, 21a-b WH 113-122	Dinosaur BLM 13, 15 Ice DLG 20 Monkeys BLM 24b TM 10-4b Assess student work samples.	
	(6) - Uses the writing process	Dinosaur DLG 23, 29, 31, 35, 38, 39 Dinosaur BLM 11 Volcano DLG 21, 26, 29, 32 Volcano BLM 13, 15 Ice DLG 25, 30, 33, 37 Ice BLM 3 Monkeys DLG 17, 18, 23, 28, 35 TM 149, 7-5 WH 2-77, 217-219	Volcano BLM 13, 15 Ice DLG 33, 37 Monkeys BLM 24b TM 10-2, 10-3, 10-4b Assess student work samples.	
	(6) - Organizes final drafts logically; writes from an outline	Volcano DLG 26, 29, 32 Volcano BLM 13, 15 Ice DLG 27 Monkeys DLG 51 TM 149 WH 53, 54, 126, 127	Volcano BLM 13, 15 Monkeys BLM 24b Assess student work samples.	

P.R.E.P. CONTENT

- Introduction and Overview
- Rotation Cycles and Schedules
- Theme Planning To Do List
- Book Synopses
- Supplemental Books List
- Target Skills Check List
- Multi-Grade Master Planning Guide
- [Daily Oral Language \(DOL\)](#)
- Word Wall Words and Theme Board Words
- Handwriting and Spelling Options

Grade 5 - Theme 6 - Dinosaurs

Information in *italics* contains additional instruction for students.

Note: All corrected sentences must start with a capital and end with the proper punctuation

Week 1 – Grade 5, Theme 6		
Student Sentences	Corrected Sentences	Concepts
circle the adverb that describes the underlined verb 1. the dinosaur <u>was mired</u> deep in the mud. we <u>have</u> happily <u>imagined</u> the lives of many dinosaurs	1. The dinosaur was mired deep in the mud. We have happily imagined the lives of many dinosaurs. Note: Words to be circled are in italics	Adverbs
circle the adverb that describes the underlined verb 2. we <u>will consider</u> carefully the information found in fossils. the paleontologists busily <u>dug</u> into the dry ground	2. We will carefully consider the information found in fossils. The paleontologist busily dug into the dry ground.	Adverbs
circle the adverb that describes the underlined verb 3. the brontosaurus name <u>was thrown</u> away. the foot prints <u>show</u> more clearly in the valley than on the hilltop	3. The Brontosaurus name was thrown away. The foot prints show more clearly in the valley than on the hilltop.	- Capitalize proper nouns - Adverbs - Commonly misused words, then/than - Comparing with adverbs
Use the correct form of the adverb to compare 4. which dinosaur grows (fast). do you think stegosaurus eats (neatly) than t-rex	4. Which dinosaur grows fastest? Do you think Stegosaurus eats more neatly than T-rex?	- Comparing with adverbs - Capitalize proper nouns
Use the correct form of the adverb to compare 5. the scientists worked (hard) then they thought possible. we see raccoon tracks (often) than dinosaur tracks	5. The scientists worked harder than they thought possible. We see raccoon tracks more often than dinosaur tracks.	- Comparing with adverbs - Commonly misused words, then/than
Week 2 – Grade 5, Theme 6		
Student Sentences	Corrected Sentences	Concepts
Label the underlined word as adj. or adv. 1. dr kennedy thinks the <u>strangest</u> looking bones are t-rex arm bones. the scientists acted <u>strangely</u> when they heard the rockslide	1. Dr. Kennedy thinks the strangest looking bones are T-rex's arm bones. Adj. The scientists looked strangely when they heard the rockslide. Adv.	- Capitalize proper nouns - Adjectives/adverbs - Possessives - Punctuate titles

P.R.E.P. CONTENT

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- Supplemental Books List
- Target Skills Check List
- Multi-Grade Master Planning Guide
- Daily Oral Language (DOL)
- Word Wall Words and Theme Board Words
- Handwriting and Spelling Options

WORD WALL WORDS

Grade 1, Theme 6:

- Week 1: your, why, water, some
- Week 2: small, there, river, plant
- Week 3: moon, most, lunch, lake
- Week 4: happy, head, here, funny

Grade 2, Theme 6:

- Week 1: your, can't, nice, here, house
- Week 2: do, good, little, what, very
- Week 3: green, why, thing, big, saw
- Week 4: right, like, two, time, best

K – 2 S.S.P.R.E.P. THEME BOARD WORDS THEME 6

- Theme Board Words are specifically related to the unit theme.
- Theme Board Words assist students when writing about the theme.
- Theme Board Words are not used as spelling words.

THEME BOARD WORDS – THEME 6		
KINDERGARTEN	GRADE 1	GRADE 2
General Theme Words:	Book: We all Went on Safari	Book: Will We Miss Them
Antarctica Igloo North Pole South Pole	ancient counted elephant enormous giraffe leopard lion monkey ostrich safari Serengeti Tanzania wildebeest	conservation crocodile eagle elephant endangered gorilla manatee mutique rhinoceros species tortoise whoop
Book 1: The Bravest Dog Ever		
Alaska Belts blizzard		
Book 2: Mama, Do You Love Me		
lemmings mama mukluks parka umiak		
Book 3: Alaska Animal Babies		
musk ox Ptarmigan puffin		
Book 4: The Emperor's Egg		
Emperor female horizon male shuffles snuggle waddled weather		

P.R.E.P. CONTENT

- Introduction and Overview
- Rotation Cycles and Schedules
- Theme Planning To Do List
- Book Synopses
- Supplemental Books List
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- Daily Oral Language (DOL)
- Word Wall Words and Theme Board Words
- Handwriting and Spelling Options

SPELLING

Grade 5 - Theme 6

Grade 5 - Theme 6 - Spelling			
Week 1 suffixes: -ee, -eer, -ent, -ant	Week 2 suffixes: -ness, -ment, -ive	Week 3 suffixes: -ous, -ish, -ion, -ation	Week 4 REVIEW
A	A	A	A
1. payee	1. sickness	1. childish	
2. important	2. talkative	2. deduction	
3. different	3. sadness	3. joyous	
4. servant	4. adaptive	4. collection	
5. represent	5. shyness	5. infection	
6. resident	6. effective	6. education	
7. pleasant	7. enjoyment	7. curious	
8. hesitant	8. sharpness	8. attraction	
9. employee	9. relative	9. foolish	
10. radiant	10. equipment	10. information	
11. confident	11. swiftness	11. companion	
12. dependent	12. assignment	12. anxious	
13. abundant	13. selective	13. migration	
14. refugee	14. amusement	14. conversation	
15. repellent	15. forgiveness	15. mysterious	
16. assistant	16. adoptive	16. confusion	
17. puppeteer	17. argument	17. marvelous	
18. dominant	18. politeness	18. decoration	
19. participant	19. aggressive	19. extinction	
20. mountaineer	20. arrangement	20. adventurous	
B	B	B	B
1. urgent	1. illness	1. selection	
2. engineer	2. active	2. various	
3. consultant	3. loudness	3. duration	
4. absentee	4. motive	4. direction	
5. excellent	5. excessive	5. famous	
6. reliant	6. gentleness	6. champion	
7. competent	7. punishment	7. location	
8. tolerant	8. massive	8. nervous	
9. draftee	9. closeness	9. conclusion	
10. elegant	10. development	10. stylish	
11. applicant	11. tardiness	11. preparation	
12. consistent	12. additive	12. humorous	
13. opponent	13. employment	13. distraction	
14. attendant	14. friendliness	14. instruction	
15. nominee	15. excitement	15. dangerous	
16. accountant	16. weakness	16. organization	
17. volunteer	17. testament	17. relaxation	
18. contestant	18. collective	18. inspection	
19. appointee	19. adhesive	19. tremendous	
20. pollutant	20. accomplishment	20. imagination	

Challenge words from theme book:

HANDWRITING SKILLS OVERVIEW - GRADES 1-4

Theme 6

Session	Grade 1	Grade 2	Grade 3	Grade 4
1	Practice Qq	No blackline provided	Practice letters that touch the top line Practice undercurve & downcurve uppercase letters with Bible verse	Practice letters A, B, & theme sentences
2	Practice Yy	Practice words with vowel digraphs & sentence	Practice short letters that touch the midline (A, e...) Practice short & tall letters with theme sentence	Practice letters C, D, & theme sentences
3	Practice Bible words	No blackline provided	Practice descender letters (f, g...)	Practice letters E, F, & theme sentences
4	Practice theme sentence	Practice words with vowel digraphs & sentence	Practice slanting letters forward Practice Bible verse	Practice letters G, H, & theme sentences
5	Practice Xx	No blackline provided	Practice spacing between letters & words Practice spacing with theme sentences	Practice letters I, J, & theme sentences
6	No blackline provided	Practice theme sentence	Practice letters using the 4 basic strokes & theme sentence (k, h...)	Practice letters K, L, & theme sentences
7	Practice Aa, Ee, Ii, Oo, Uu	No blackline provided	Practice letters using the 4 basic strokes & theme sentence (x, p...) Practice Bible verse	Practice letters M, N, & theme sentences
8	No blackline provided	Practice Bible verse	Practice letters using the 4 basic strokes & theme sentences (v, z...) Practice theme sentences	Practice letters O, P, & theme sentences
9	Practice sentences	No blackline provided		
10	Practice Bible verse	Practice words with vowel digraphs, diphthongs, & sentence		
11		No blackline provided		
12		Practice words with vowel digraphs, diphthongs, & sentence		
13		No blackline provided		
14		Practice theme sentence		
15		No blackline provided		
16		Practice Bible verse		

WEB RESOURCES

NAD Education – Pathways

"Take hold of that kind of literature which will strengthen the faith."
ELLEN G. WHITE
MANUSCRIPT RELEASES



PATHWAYS
Journey to Excellence through Literacy

- Home
- Overview of Pathways ▾
- Daily Routines
- Theme Book Resources ▾
- Guided Reading
- DLG Resources ▾
- Reading Workshop ▾
- Writing Workshop ▾
- Assessment ▾
- Multi-grade Resources ▾**
- Print/Non-Print Guidelines
- Teacher Resources ▾
- FAQ
- Pathways Webinars

WELCOME TO PATHWAYS...

where you will find scores of resources to successfully implement the new North American Division integrated language arts program.

Pathways is a faith-based integrated literacy program that includes:

- Reading
- Writing
- Spelling
- Handwriting

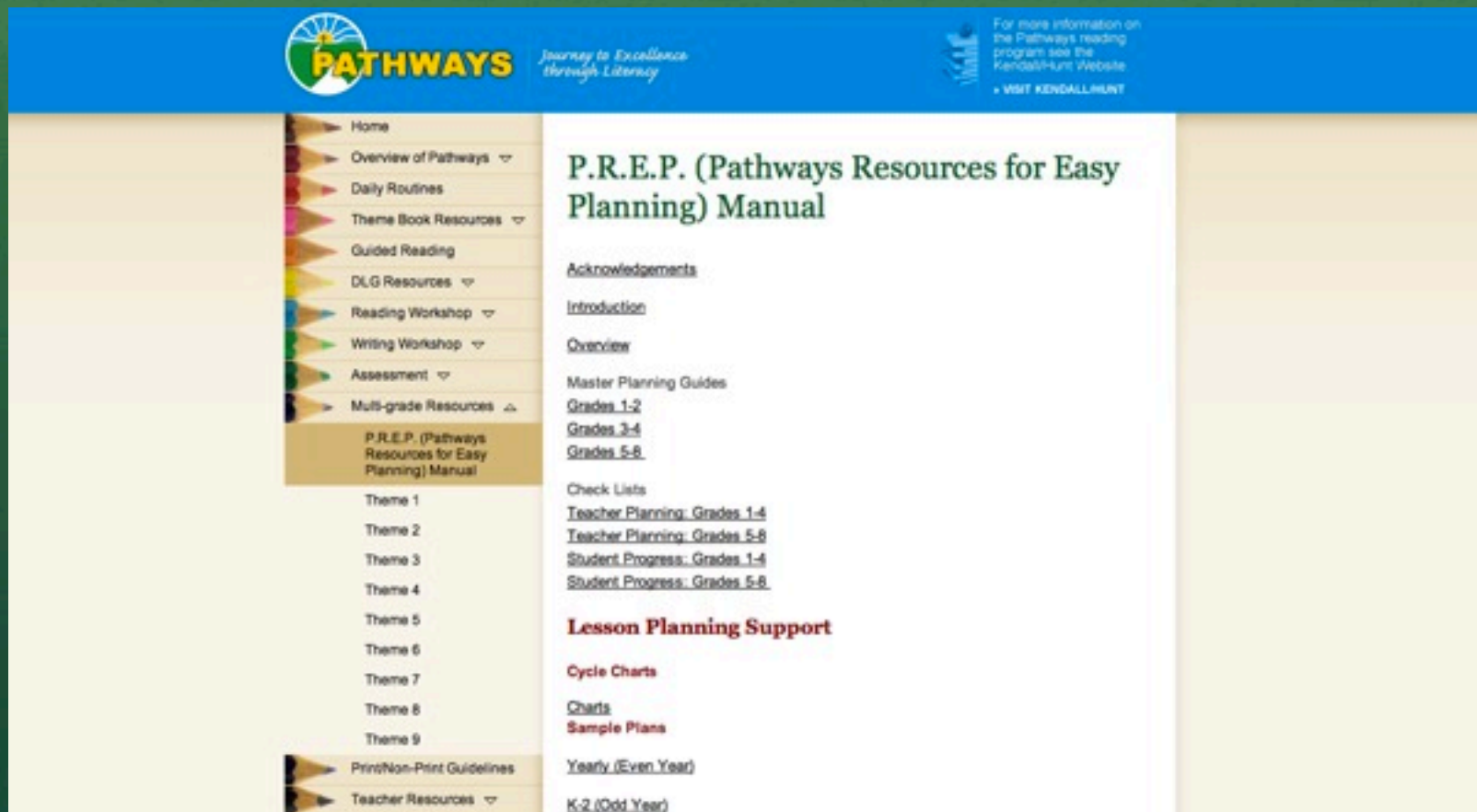
For more information on the Pathways reading program see the Kendall/Hunt Website.

• VISIT KENDALLHUNT



WEB RESOURCES

P.R.E.P. Manual



The screenshot shows the Pathways website interface. The top navigation bar is blue and contains the Pathways logo (a sun rising over a path) with the text "PATHWAYS" and the tagline "Journey to Excellence through Literacy". To the right of the logo, it says "For more information on the Pathways reading program see the Kendall/Hunt Website" and "© WMT KENDALL/HUNT".

The main content area has a light beige background. On the left is a vertical sidebar with a list of resources, each preceded by a colored pencil icon. The resources are: Home, Overview of Pathways, Daily Routines, Theme Book Resources, Guided Reading, DLG Resources, Reading Workshop, Writing Workshop, Assessment, Multi-grade Resources, P.R.E.P. (Pathways Resources for Easy Planning) Manual (highlighted in a darker beige), Theme 1, Theme 2, Theme 3, Theme 4, Theme 5, Theme 6, Theme 7, Theme 8, Theme 9, Print/Non-Print Guidelines, and Teacher Resources.

The main content area on the right is titled "P.R.E.P. (Pathways Resources for Easy Planning) Manual" in a large, bold, dark green font. Below the title, there is a list of links in a smaller, dark green font: Acknowledgements, Introduction, Overview, Master Planning Guides, Grades 1-2, Grades 3-4, Grades 5-8, Check Lists, Teacher Planning: Grades 1-4, Teacher Planning: Grades 5-8, Student Progress: Grades 1-4, Student Progress: Grades 5-8, Lesson Planning Support, Cycle Charts, Charts, Sample Plans, Yearly (Even Year), and K-2 (Odd Year).

WEB RESOURCES

Master Planning Guides Grades 1-2, Grades 3-4, Grades 5-8

Sample

P.R.E.P. MULTI-GRADE MASTER PLANNING GUIDE THEME 1: GRADES 1 – 2

Heroes: Literature Development

DLG = Daily Lesson Guide
DCL = Daily Chat Language

BLM = Black Line Master
(1) = Applies to 1st Grade

TfM = Teacher's Manual
(2) = Applies to 2nd Grade

WH = Writer's Handbook
ld = Project Idea

	Skills Assessed in this Theme	Pathways Resources for Skills Assessed	Assessment Suggestions for Skills Assessed	Skills Taught, but Not Assessed in this Theme
TARGET 3: Reference Skills	(1) - No targets assessed (2) - No targets assessed			(2) - Uses glossaries and dictionaries
TARGET 4: Word Study	(1) - Recognizes rhyming words	Led/DLG 12, 13, 18, 28, 38 Lad/BLM 22a-b Chall-Popp B 19-20	Led/DLG 36 Lad/BLM 22a-c Chall-Popp B 19-20	(1) - Enjoys and recognizes the rhyme and rhythm of a poem
	(1) - Recognizes, names, and produces upper and lowercase letters	Led/DLG 15, 19, 22, 25, 27, 35, 37 Lad/BLM 6, 9, 12, 15, 21a-b, 22 TM 312-314 Chall-Popp B 5-13	Led/DLG 37 Lad/BLM 21a-b Chall-Popp B 19-20	(1) - Hears initial sounds (1) - Recognizes and reads common sight words
	(1) - Recognizes alphabet sequence	Led/DLG 15, 19, 22, 25 Lad/BLM 6, 9, 12, 15 Chall-Popp B 6, 9	Led/DLG 37 Lad/BLM 22 Chall-Popp B 19-20	(1) - Uses decoding and pictures to read a story (2) - Recognizes initial consonant letter-sound associations
	(2) - Blends CVC words with short a (2) - Blends CVC words with short e	Charlie/DLG 27-28, 30, 32, 35 Charlie/BLM 22a-d	Charlie/BLM 22a-d Charlie/BLM 22a-d	(2) - Recognizes final letter-sound associations (2) - Recognizes medial letter-sound associations
TARGET 5: Sentence Skills	(1) - Edits for punctuation: period at end of sentence	Lad/DLG 21, 36 (1) - WH 7 (2) - WH 23	Lad/DLG 21, 36	(2) - Edits for capitalization
	(1) - Edits for capitalization: beginning of sentences	Lad/DLG 21, 36 (1) - WH 3 (2) - WH 19	Lad/DLG 36	(2) - Edits for punctuation
	(2) - Identifies parts of speech: nouns	Charlie/DLG 19, 24, 27, 36 Charlie/BLM 24 CH-100-4	Charlie/BLM 24	

Comment [*1]: Assessed target skills are listed in this column by grade to assist the teacher in planning for this theme.

Comment [*2]: In this column, Pathways available resources are listed to support assessed skills and correlates materials spanning two grade levels.

Comment [*3]: Pathways and teacher-created assessments are listed in this column. Feel free to add your own!

Comment [*4]: Other skills taught, but not assessed, are listed by grade level to assist the teacher in planning for this theme.

WEB RESOURCES

Target Skills Check Lists for Teacher Planning Grades 1-4, Grade 5-8

P.R.E.P. PLANNING and PROGRESS CHECK LIST

THEME 1: GRADES 1-4

This list may be used for teacher planning by checking off target skills as they are completed. At the end of the theme, each target skill should be checked off.

This list may also be used to track student progress by using the symbols below to indicate a student's level of learning for each target skill. Add a student's name to the list for individual record keeping.

- ☐ A blank box indicates that the student has not yet been exposed to the given target skill
☒ A slash in the box indicates that the student has been exposed to the given target skill
☒ An "x" in the box indicates that the student has mastered the given target skill

➤ Denotes assessed target skills

⊖ Denotes target skills taught but not assessed in this theme

☐ Target skill in this grade level

☒ Target skill not in this grade level

Target 1: Extending Reading And Writing	1	2	3	4	Method of Assessment
Use the Daily Lesson Guide reading and writing activities					
Use the Daily Lesson Guide reading and writing activities					
➤ Writes an autobiography					Abe DLG 25
➤ Writes for the purpose of <u>thanking</u>					(3-4) - WH 87
⊖ Organizes final drafts logically					
⊖ Revises for exact verbs, specific nouns, and adjectives					
Use the Daily Lesson Guide reading and writing activities					
Target 2: Comprehending, Studying and Evaluating Ideas	1	2	3	4	Method of Assessment
⊖ Predicts what makes sense					
⊖ Notices and interprets details in pictures					
⊖ Identifies characters and settings in stories					
⊖ Sequences events					
⊖ Retells familiar stories					
⊖ Retells poems and Bible verses					
⊖ Analyzes main ideas using concept maps					
⊖ Writes paragraphs with main ideas and details					
⊖ Sequences events through charts and paragraphs					
⊖ Retells or takes notes on narratives using story plans					
⊖ Analyzes and compares characters, themes, settings, and issues through maps, charts, diagrams, and written comparison					
⊖ Applies biblical principles to concepts taught					
➤ Develops two-column notes and charts					TM 3.10-3.11
➤ Analyzes, compares, and contrasts character traits as well as central problem and solution through maps, notes, charts, diagrams, and written comparison					TM 3.15-3.19
⊖ Sequences through pictures, notes, timelines, charts, and paragraphs					
⊖ Retells or takes notes on narratives using story plans					

Sample

Comment [*1]: Use this check list as an aid in planning for reading groups.

Comment [*2]: Items without an arrow or circle bullet are narrative; they are neither assessed or not assessed.

Comment [*3]: Quickly see what target skills are assessed in this theme (arrow bullet).

Comment [*4]: Quickly see what target skills are taught, but not assessed in this theme (circle bullet).

Comment [*5]: Use this section of the checklist to jot down assessment ideas for assessed target skills.

WEB RESOURCES

Target Skills Check Lists for Student Progress Grades 1-4, Grade 5-8

P.R.E.P. PLANNING and PROGRESS CHECK LIST

THEME 1: GRADES 5-8

This list may be used for teacher planning by checking off target skills as they are completed. At the end of the theme, each target skill should be checked off.

This list may also be used to track student progress by using the symbols below to indicate a student's level of learning for each target skill. Add a student's name to the list for individual record keeping.

☐
/
X

A blank box indicates that the student has not yet been exposed to the given target skill
A slash in the box indicates that the student has been exposed to the given target skill
An "x" in the box indicates that the student has mastered the given target skill

➤ Denotes assessed target skills

○ Denotes target skills taught but not assessed in this theme

☐ Target skill in this grade level
☐ Target skill not in this grade level

Target 1: Extending Reading And Writing	5	6	7	8	Method of Assessment
➤ Reads to obtain information	/				Shepherd BLM 7
○ Writes using a variety of genre: stories, poetry, reports					
○ Writes from a Christian-centered perspective					
➤ Uses writing processes: Pre-writes, edits, and publishes		/			TM 10.4b, 10.4g
○ Meets goals for reading at school by participating in Reading Workshop					
○ Writes from a Christ-centered perspective					
➤ Uses the writing process					
○ Writes for a variety of purposes and audiences					
○ Reads to obtain information					
○ Writes from a Christ-centered perspective					
○ Writes paragraphs with main ideas and details					
Target 2: Comprehending, Studying and Evaluating Ideas	5	6	7	8	Method of Assessment
➤ Writes paragraphs with main ideas and details	X				Frau BLM 12
○ Develops two-column notes and charts					
○ Sequences events through timelines					
➤ Retells or takes notes on narratives using story plans					
○ Determines meaning of unfamiliar words and phrases, and level-appropriate vocabulary through the use of context clues and resource materials					
○ Predicts outcomes					
➤ Sequences events through pictures, notes, timelines, charts, and paragraphs			X		Assess student work samples
➤ Writes summaries					
○ Synthesizes information from multiple reliable resources					

Sample

Comment [*1]: Use this check list as an aid in documenting individual student progress by adding the student's name and using the indicated symbols to record progress.

Comment [*2]: Use this section to record the specific method of paperwork used to assess the student.

Comment [*3]: Use this section of the check list to mark if a student has mastered the given target or has only been exposed to the given target.

WEB RESOURCES

PREP Theme 1



PATHWAYS

*Journey to Excellence
through Literacy*



For more information on
the Pathways reading
program see the
Kendall/Hunt Website
» [KENDALL/HUNT](#)

- Home
- Overview of Pathways ▾
- Daily Routines
- Theme Book Resources ▾
- Guided Reading
- DLG Resources ▾
- Reading Workshop ▾
- Writing Workshop ▾
- Assessment ▾
- Multi-grade Resources ▴
- P.R.E.P. (Pathways
Resources for Easy
Planning) Manual
- Theme 1**
- Theme 2
- Theme 3
- Theme 4
- Theme 5
- Theme 6
- Theme 7
- Theme 8
- Theme 9
- Print/Non-Print Guidelines
- Teacher Resources ▾

MASTER PLANNING BY THEME

Theme 1 - Heroes

Book Synopses	Grades 1-8
Theme Book List	Grades 1-8
Planning/Progress Check List	Grades 1-4 Grades 5-8
Master Planning Guide	Grades 1-2 Grades 3-4 Grades 5-8
Reading Mini Lessons	Grades 1-4 Grades 5-8
Writing Mini Lessons	Grades 1-4 Grades 5-8
Word Wall Words	Grades 1-2
Theme Board Words	Grades 1-8
Vocabulary	Grades 1-4 Grades 5-8
DOL, Spelling, Handwriting	Grades 1-8
Grammar Outline	Grades 1-4 Grades 5-8
Grammar Activities	Grades 1-8

WEB RESOURCES

PREP Theme 2

Sample

P.R.E.P. MULTI-GRADE MASTER PLANNING GUIDE THEME 1: GRADES 1 – 2

Heroes: Literature Development

DLG = Daily Lesson Guide
DOL = Daily Oral Language

BLM = Black Line Master
(1) = Applies to 1st Grade

TfM = Teacher's Manual
(2) = Applies to 2nd Grade

WH = Writer's Handbook
ld = Project Idea

	Skills Assessed in this Theme	Pathways Resources for Skills Assessed	Assessment Suggestions for Skills Assessed	Skills Taught, but Not Assessed in this Theme
TARGET 3: Reference Skills	(1) - No targets assessed (2) - No targets assessed			(2) - Uses glossaries and dictionaries
TARGET 4: Word Study	(1) - Recognizes rhyming words	Led/DLG 12, 13, 18, 28, 38 Led/BLM 22a-b Chall-Popp B 3-4	Led/DLG 36 Led/BLM 22a-c Chall-Popp B 19-20	(1) - Enjoys and recognizes the rhyme and rhythm of a poem
	(1) - Recognizes, names, and produces upper and lowercase letters	Led/DLG 15, 19, 22, 25, 27, 35, 37 Led/BLM 6, 9, 12, 15, 21a-b, 22 TM 312-314 Chall-Popp B 5-13	Led/DLG 37 Led/BLM 21a-b Chall-Popp B 19-20	(1) - Hears initial sounds (1) - Recognizes and reads common sight words
	(1) - Recognizes alphabet sequence	Led/DLG 15, 19, 22, 25 Led/BLM 6, 9, 12, 15 Chall-Popp B 6, 8	Led/DLG 37 Led/BLM 22 Chall-Popp B 19-20	(1) - Uses decoding and pictures to read a story (2) - Recognizes initial consonant letter-sound associations
	(2) - Blends CVC words with short a (2) - Blends CVC words with short e	Charlie/DLG 27-28, 30, 32, 35 Charlie/BLM 22a-d	Charlie/BLM 22a-d Charlie/BLM 22a-d	(2) - Recognizes final letter-sound associations (2) - Recognizes medial letter-sound associations
TARGET 5: Sentence Skills	(1) - Edits for punctuation: period at end of sentence	Led/DLG 21, 36 (1) - WH 7 (2) - WH 23	Led/DLG 21, 36	(2) - Edits for capitalization
	(1) - Edits for capitalization: beginning of sentences (2) - Identifies parts of speech: nouns	Led/DLG 21, 36 (1) - WH 3 (2) - WH 19 Charlie/DLG 19, 24, 27, 36 Charlie/BLM 24	Led/DLG 36 Charlie/BLM 24	(2) - Edits for punctuation

Comment [*1]: Assessed target skills are listed in this column by grade to assist the teacher in planning for this theme.

Comment [*2]: In this column, Pathways available resources are listed to support assessed skills and correlates materials spanning two grade levels.

Comment [*3]: Pathways and teacher-created assessments are listed in this column. Feel free to add your own!

Comment [*4]: Other skills taught, but not assessed, are listed by grade level to assist the teacher in planning for this theme.

WEB RESOURCES

http://www.nadeducation.org/client_data/pathways/files/224_4.0.3asamplemasterplanningguidegrades12.pdf

P.R.E.P. MULTI-GRADE MASTER PLANNING GUIDE THEME 1: GRADES 1 – 2 Heroes: Literature Development				
DLG = Daily Lesson Guide DOL = Daily Oral Language BLM = Black Line Master TfT = Teacher's Manual WH = Writer's Handbook				
		(1) = Applies to 1st Grade (2) = Applies to 2nd Grade		Id = Project Idea
	Skills Assessed in this Theme	Pathways Resources for Skills Assessed	Assessment Suggestions for Skills Assessed	Skills Taught, but Not Assessed in this Theme
TARGET 3: Reference Skills	(1) - No targets assessed (2) - No targets assessed			(2) - Uses glossaries and dictionaries
TARGET 4: Word Study	(1) - Recognizes rhyming words	Led/DLG 12, 13, 18, 28, 38 Led/BLM 22a-b Chall-Popp B 3-4	Led/DLG 36 Led/BLM 22a-c Chall-Popp B 19-20	(1) - Enjoys and recognizes the rhyme and rhythm of a poem
	(1) - Recognizes, names, and produces upper and lowercase letters	Led/DLG 15, 19, 22, 25, 27, 35, 37 Led/BLM 6, 9, 12, 15, 21a-b, 22 TM 312-314 Chall-Popp B 5-13	Led/DLG 37 Led/BLM 21a-b Chall-Popp B 19-20	(1) - Hears initial sounds (1) - Recognizes and reads common sight words
	(1) - Recognizes alphabet sequence	Led/DLG 15, 19, 22, 25 Led/BLM 6, 9, 12, 15 Chall-Popp B 6, 8	Led/DLG 37 Led/BLM 22 Chall-Popp B 19-20	(1) - Uses decoding and pictures to read a story (2) - Recognizes initial consonant letter-sound associations
	(2) - Blends CVC words with short a (2) - Blends CVC words with short e	Charlie/DLG 27-28, 30, 32, 35 Charlie/BLM 22a-d	Charlie/BLM 22a-d Charlie/BLM 22a-d	(2) - Recognizes final letter-sound associations (2) - Recognizes medial letter-sound associations
TARGET 5: Sentence Skills	(1) - Edits for punctuation: period at end of sentence	Led/DLG 21, 36 (1) - WH 7 (2) - WH 23	Led/DLG 21, 36	(2) - Edits for capitalization
	(1) - Edits for capitalization: beginning of sentences (2) - Identifies parts of speech: nouns	Led/DLG 21, 36 (1) - WH 3 (2) - WH 19 Charlie/DLG 19, 24, 27, 36 Charlie/BLM 24	Led/DLG 36 Charlie/BLM 24	(2) - Edits for punctuation

Sample

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Questions & Answers

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