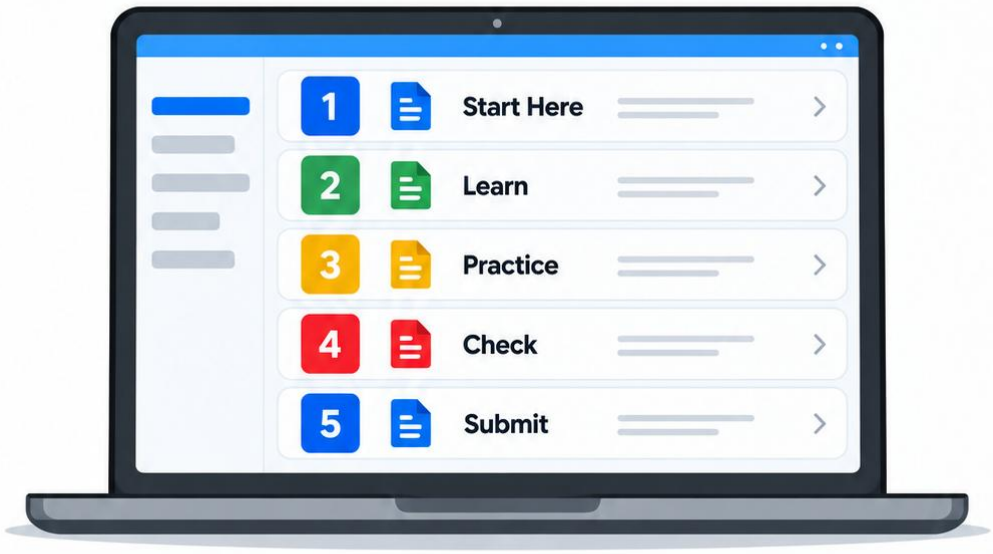
Reading Pathways in Google Classroom



Judith Philias
jphilias@dadeschools.net
Ojus Elementary School
4061

For information concerning Ideas with IMPACT opportunities including Adapter and Disseminator grants, please contact:
The Education Fund Email:
audrey@educationfund.org
www.educationfund.org

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Goals and Objectives

Program Goal

Reading Pathways in Google Classroom organizes reading instruction into clear digital sequences that help K-8 students work independently, understand grade-level texts, and demonstrate mastery. The structure can be adapted for a single lesson, a weekly reading cycle, or an instructional unit.

Instructional Goals

- Improve comprehension through purposeful reading, rereading, discussion, and response tasks.
- Increase student independence by using a consistent digital routine and progress checkpoints.
- Differentiate access through support, on-level, and advanced pathways connected to the same standard.
- Use formative assessment results to provide feedback, reteaching, small-group instruction, and enrichment.
- Offer written, audio, and visual response formats when each format measures the same learning target.

Measurable Student Objectives

After completing four to six reading pathways, students will:

- Complete the pathway sequence with no more than one teacher reminder in at least 4 of 5 opportunities.
- Score at least 80% on the standards-aligned comprehension check or meet an individualized growth target.
- Use relevant text evidence in a written, oral, or visual response with at least 3 of 4 rubric points.
- Participate in a discussion checkpoint by sharing one text-based idea and responding to a peer.
- Complete a reflection identifying one success, one area for improvement, and one next step.

Teacher Objectives

- Build one complete pathway aligned to a Florida benchmark.
- Include at least two formative checks and one mastery task.
- Use pathway data to determine the next instructional action.

Florida B.E.S.T. Standards

Reading Pathways may be used with any grade-level reading benchmark. These five representative benchmarks show how the model progresses across grades K-8.

Grade	Benchmark	Pathway Connection
K	ELA.K.R.2.1 - Use titles, headings, and illustrations to predict and confirm the topic of texts.	Preview features, make a prediction, read/listen, and confirm the topic.
2	ELA.2.R.2.2 - Identify the central idea and relevant details in a text.	Identify the central idea and sort details that support it.
4	ELA.4.R.1.1 - Explain how setting, events, conflict, and character development contribute to the plot in a literary text.	Trace story elements and explain their effect on plot.
6	ELA.6.R.2.2 - Analyze the central idea(s), implied or explicit, and its development throughout a text.	Annotate the development of an idea and cite supporting evidence.
8	ELA.8.C.1.3 - Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and a logical organizational structure.	Read sources, select credible evidence, and produce a structured argument.

Standards Selection Steps

1. Identify the priority benchmark in the district pacing guide.
2. Underline the action students must perform and the content they must understand.
3. Write a student-friendly learning target without changing the rigor.
4. Design the mastery response before creating pathway activities.
5. Check every activity for direct alignment to the selected benchmark.

Shared Expectations

- ELA.K12.EE.1.1 - Cite evidence to explain and justify reasoning.
- ELA.K12.EE.4.1 - Use appropriate collaborative techniques and active listening skills.

Standards source: Florida CPALMS, https://www.cpalms.org.

Course Outline and Overview

Recommended Five-Day Reading Cycle

Day	Pathway Stage	Student Work	Teacher Role
1	Launch and Read	Review the target; preview vocabulary; read or listen to the text.	Model navigation and the reading purpose.
2	Reread and Practice	Annotate, organize ideas, and answer guided questions.	Monitor work and provide a small-group lesson.
3	Discuss and Check	Respond to a discussion prompt and complete a short comprehension check.	Review results and assign the appropriate next step.
4	Show Mastery	Create a written, audio, or visual standards-based response.	Use common success criteria and provide feedback.
5	Revise and Reflect	Revise work, reflect, and complete reteaching or extension.	Conference, reassess, and plan the next pathway.

Five Required Pathway Components

1. Launch: learning target, essential question, directions, and success criteria.
2. Learn: assigned text, vocabulary support, audio/visual support when appropriate, and first reading.
3. Practice: annotation, graphic organizer, guided questions, or collaborative discussion.
4. Show Mastery: a product that directly measures the selected standard.
5. Reflect and Extend: feedback, revision, student reflection, reteaching, or enrichment.

Grade-Band Overview

Band	Typical Support	Appropriate Mastery Product
K-2	Teacher read-aloud, audio, images, picture vocabulary, oral rehearsal, sentence frames.	Drawing with labels, oral recording, selected response, or 1-3 sentences.
3-5	Chunked grade-level text, audio option, models, organizers, targeted vocabulary.	Evidence-based paragraph, narrated slide, or one-page visual response.
6-8	Annotation guide, source evaluation prompts, conferencing, and targeted scaffolds.	Analysis, argument, discussion response, or multimedia explanation with evidence.

Google Classroom Organization

- Create one Classwork topic for each pathway or unit.
- Number posts in order: 1 Launch, 2 Learn, 3 Practice, 4 Show Mastery, 5 Reflect.
- Keep a Start Here post with the pathway map, help procedure, and submission directions.
- Assign differentiated materials privately to individual students or groups; do not label levels publicly.

Step-by-Step Implementation Guide

1. Select one priority Florida benchmark and write a student-friendly learning target.
2. Choose a grade-level anchor text and confirm that it may be shared digitally.
3. Create the common mastery task and a brief rubric or success checklist.
4. Plan three routes: Support, On-Level, and Advanced. Adjust scaffolds, pacing, or depth while keeping the same essential target.
5. Create a Google Classroom topic and add the five numbered pathway components.
6. Attach the text, directions, model, organizer, and response document. Check file-sharing permissions.
7. Create an early comprehension check using Google Forms or another district-approved method.
8. Add a discussion checkpoint and clear expectations for respectful, evidence-based responses.
9. Post a help procedure: reread directions, review the model, ask a learning partner when permitted, then ask the teacher a specific question.
10. Test every link, attachment, audio file, submission setting, and device display before assigning the pathway.
11. Model the full routine with a short practice text. Demonstrate how to open, complete, submit, read feedback, revise, and resubmit.
12. Monitor the Student Work page, meet with students who need support, and record common misconceptions.
13. Use results to assign reteaching, revision, the next pathway, or an extension task.

Implementation Checklist

- Directions are brief and use the same labels each time.
- All pathways lead to the same standard and mastery expectation.
- Text, audio, images, and documents are accessible on student devices.
- An offline copy is available when internet access is interrupted.
- The teacher has planned what to do at each checkpoint.
- Students receive feedback and an opportunity to revise.

Practical Advice

Begin with one short pathway rather than an entire unit. Teach the routine explicitly for several cycles. Add complexity only after students can navigate the sequence independently. Save a clean master copy before assigning the pathway so it can be revised and reused.

Lesson Plan: Primary Grades K-2

Element	Lesson Information
Focus	Using text features and details to identify the topic or central idea
Standards	ELA.K.R.2.1 and/or ELA.2.R.2.2
Time	Two 30-minute sessions
Learning Target	I can use pictures, headings, and details to tell what a text is mostly about.
Materials	Short illustrated informational text; teacher read-aloud/audio; picture-detail cards; Google Slides response; Google Form check; headphones.
Mastery Product	Oral, written, or picture-supported response naming the topic/central idea and relevant details.

Teacher Preparation

- Choose a 150-350 word informational text with useful headings and illustrations.
- Create or attach an approved read-aloud/audio version.
- Prepare a three-part response: Predict, Find Details, Explain.
- Create a four-item, picture-supported comprehension check.

Lesson Steps

1. Launch: Display the title and illustration. Model: ‘I think this text will teach ___ because ___.’
2. Learn: Read or play the text. Students identify one feature that helped them understand.
3. Practice: Students sort details into ‘supports the topic’ and ‘does not fit.’
4. Check: Students complete the short digital check. Provide a reread or teacher conference as needed.
5. Show Mastery: Students draw and label, type 1-3 sentences, or record a 30-60 second explanation.
6. Reflect: Students select ‘I did it,’ ‘I need another example,’ or ‘I need help’ and name a next step.

Pathway Options

Support	On-Level	Advanced
Teacher/audio read; picture vocabulary; fewer choices; sentence frame.	Grade-level text; organizer; independent response.	Second short text; compare topics or explain why one detail is most important.

Assessment

Mastery is demonstrated when the student identifies the topic or central idea and communicates relevant supporting details in an age-appropriate format.

Lesson Plan: Intermediate Grades 3-5

Element	Lesson Information
Focus	How story elements contribute to plot
Standard	ELA.4.R.1.1
Time	Three 35-45 minute sessions
Learning Target	I can explain how setting, events, conflict, and character development contribute to the plot.
Materials	Grade-level literary text; optional audio; digital story map; discussion prompt; Google Form; response rubric.
Mastery Product	Evidence-based paragraph, narrated slide, or one-page visual explanation using at least two text details.

Teacher Preparation

- Select a literary text with a clear setting, conflict, event sequence, and character change.
- Create a digital plot chain and a brief rubric for understanding, evidence, reasoning, and communication.
- Prepare a five-item comprehension check and one discussion prompt.

Lesson Steps

1. Launch: Use a familiar scenario to model how changing the setting may change events.
2. Learn: Students read the text and color-code setting, conflict, important events, and character changes.
3. Practice: Students complete a plot chain: element, event or decision, and effect on plot.
4. Discuss: Partners answer, 'Which element most strongly moved the plot forward, and why?'
5. Check: Students complete the Google Form. Use results to form a brief reteaching group.
6. Show Mastery: Students state a claim, use two text details, and explain how the details support the claim.
7. Revise: Students use feedback to improve one highlighted section and resubmit.
8. Reflect: Students identify the story element they will monitor most carefully in the next text.

Pathway Options

Support	On-Level	Advanced
Chunked text; audio; partially completed plot map; evidence bank; sentence starters.	Independent reading; blank plot map; open response with rubric.	Explain how changing one element would alter the plot or compare author choices across texts.

Assessment

Use a four-point rubric. Students meet the standard when they accurately explain how at least two story elements influence events, decisions, or plot development and support the explanation with relevant details.

Lesson Plan: Middle Grades 6-8

Element	Lesson Information
Focus	Central idea, evidence, and argument
Standards	ELA.6.R.2.2 and/or ELA.8.C.1.3
Time	Four 40-50 minute sessions
Learning Target	I can trace a central idea and use credible evidence to support and refine a position.
Materials	Two short informational sources; annotation guide; evidence tracker; Google Form; argument organizer; rubric.
Mastery Product	Structured written or multimedia argument with a claim, evidence, reasoning, and a counterclaim/rebuttal when required.

Teacher Preparation

- Select two brief, credible sources presenting useful evidence or different perspectives.
- Create an evidence tracker with columns for source, idea, evidence, credibility, and connection to claim.
- Prepare a source-and-evidence check and argument rubric.

Lesson Steps

1. Launch: Present a debatable question. Students record an initial position and confidence rating.
2. Learn: Students read Source A and identify its central idea, support, and missing information.
3. Compare: Students read Source B and note agreement, disagreement, credibility, and new evidence.
4. Check: Students complete the source-and-evidence check. Redirect weak or irrelevant evidence.
5. Discuss: Groups use the protocol Claim, Evidence, Question, Response.
6. Plan: Students organize the claim, reasons, evidence, elaboration, and counterclaim/rebuttal when appropriate.
7. Show Mastery: Students write or record the final argument using the common rubric.
8. Revise and Reflect: Students revise their reasoning and explain how their position changed or strengthened.

Pathway Options

Support	On-Level	Advanced
Chunked sources; modeled annotation; curated evidence set; conference; organizer.	Independent source reading and standard argument organizer.	Additional source; deeper credibility analysis; authentic audience or publication format.

Assessment

Students meet the target when the response presents a logical claim, uses relevant and credible evidence, explains the evidence, and addresses a counterclaim when required by the grade-level standard.

Resource List, Supplies, and Estimated Costs

Books and Reading Materials

- District-adopted reading curriculum and approved supplemental texts.
- Classroom-library and school-library books matched to the instructional benchmark.
- Public-library e-books and audiobooks; many are free with a library card.
- Public-domain texts from Project Gutenberg, https://www.gutenberg.org, when age and content are appropriate.
- Florida instructional resources and standards from CPALMS, https://www.cpalms.org.

Devices, Applications, Internet Sites, and Audio/Visuals

Resource	Instructional Use	Approximate Cost
Laptop, Chromebook, or tablet	Access text, pathway tasks, feedback, and submissions.	Use existing school inventory; new device prices vary by district contract.
Google Classroom	Organize and distribute pathway components.	Included with qualifying Google Workspace for Education accounts.
Google Docs, Slides, and Forms	Reading responses, organizers, choice boards, and assessments.	Included with Google Workspace account.
Google Classroom Help	Current directions for assignments, rubrics, grading, and feedback: https://support.google.com/edu/classroom	Free.
Approved audiobook/read-aloud source	Audio access, fluency modeling, and rereading support.	Free through school/library access or varies by license.
Teacher-created audio/video	Recorded directions, models, captions, and background information.	No additional cost with existing device/software.
DVDs or licensed video collections	Optional background knowledge or author/content connections.	Use existing school/library collection; replacement/license prices vary.

Supplies and Supplemental Materials

Item and Supplier Type	Suggested Quantity	Estimated Price
Classroom headphones - school/office supplier	One per student or shared class set	$8-$20 each
Printed backup texts/organizers - school copier	One set per pathway	$10-$25 per class/unit, depending on length and local copy rate
Dry-erase sleeves and markers - education supplier	6-12 for small groups	$20-$45 total
Student folders/binders - office supplier	One per student if printed tracking is used	$1-$4 each
Teacher storage and labels - office supplier	One set	$10-$25

Organizations, Museums, Field Trips, and Speakers

- Local public library: librarian visit, research support, e-book orientation, or library field trip.
- Local museum, science center, historical organization, cultural institution, or environmental center: primary sources, informational texts, virtual tours, or field experiences connected to the pathway topic.
- Authors, journalists, historians, scientists, community leaders, or district specialists: live or virtual question-and-answer session connected to the assigned reading.
- Use these resources only when they directly support the learning target. Confirm availability, fees, permissions, transportation, accessibility, and district approval locally.

Prices are planning estimates as of September 2026 and may vary by supplier, quality, quantity, licensing, and district contract. Obtain current quotes before purchasing.