

## MISD Remote Learning Plan for 6-12 English Language Arts

### Purpose and Use Of This Document

Educators often ask if the Michigan State Standards can be broken down to essential learning standards as a way to ensure that teachers are teaching the most important aspects of reading, writing, speaking, listening, viewing, and language. While conceptually it may appear to be an easy task, we know that the acquisition of language and its transfer to reading, writing, and speaking is complex and not done in a linear fashion. Our daily lives center around the ability to communicate and receive information in a variety of ways and through a variety of modalities. Each of us increases our ability to read, write, speak, and listen by engaging in everyday experiences as well as rich tasks. The richer the experience, the greater the learning and transfer of learning. Reading, writing, speaking, listening, and viewing are reciprocal practices that cannot be isolated within one content area; they are foundational to all learning and are taught in a recursive nature.

The General Education Leadership Network (GELN) developed a series of [Essential Instructional Practices in Literacy](#) spanning from birth through grade 12. These practices are supported by extensive research and are meant to be implemented in every classroom, with every student, every day. The goal of this document is to (1) demonstrate how the *Essential Instructional Practices align with the Michigan Standards for English Language Arts in grades 6-12* and (2) provide suggestions for application in a remote setting with vetted resources. This document will focus on reading, writing, speaking-listening-viewing, engagement, and language development. Not every standard will be represented. That does not mean the omission of a standard does not have a place in practice. We encourage teachers to use the *Essential Instructional Practices* knowing that when done well and with fidelity, students are being engaged in rich learning that is the foundation of our state's ELA standards.

During times of schools being closed for extended periods, students should continue to be engaged in learning through rich tasks. Teachers have a number of district, school, and classroom resources available to them in addition to web-based resources that are used to facilitate online learning. This document was constructed to specifically support virtual learning settings. It is meant to be compatible and not in competition with curriculum that is established by the district.

The “big-picture” goal is to keep students reading, writing, and engaging in collaborative conversations with teachers and peers on a daily basis. More now than ever teachers will need to rely on formative assessment data to help guide tough instructional choices. Essential Practice 8: Ongoing observation and assessment of students’ language and literacy development that informs their education, spells out specific instructional practices for keeping an open line of communication between teacher and student regarding grade-level skills focus, what it looks like when a student has achieved proficiency around a goal, and monitoring where a student is in their progress toward that goal.

Each section of this document begins with the GELN Essential Practices in Disciplinary Literacy for ELA. This section is followed by the Michigan ELA content standards that connect to the Essential Practice(s) presented. To help teachers imagine what this looks like in a classroom, we have included relevant excerpts from the **MISD Indicators of High-Quality Literacy Instruction** document and recommendations for remote learning.

We hope that whether you are a teacher with vast experience or are new to the profession, this document provides clarity and depth to understanding the relationship between the essential literacy practices, our state standards, and the use of resources to maximize learning for all students.

Dr. Alesia Flye, Chief Academic Officer

JoAnne Elkin, Early Childhood Consultant

Elizabeth Lietz, Secondary Literacy Consultant

May Manna-Denha, Early Literacy Coach

Dr. Lisa Rivard, Elementary Language Arts Consultant

Bethany Tabacchi, Early Literacy Coach

Dr. Grace Velchansky, Elementary Language Arts Consultant

Contributors:

Gail Ashburn, South Lake Public Schools

Rachelle Bierod, Van Dyke Public Schools

Jessica Crawford, Fitzgerald Public Schools

Molly Gale, Warren Consolidated Schools

Tanya Leon, Fraser Public Schools

Amy Trudeau, L’Anse Creuse Public Schools