

## A Remote Learning Plan for K-5 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 goals of the *Macomb K-12 Remote Learning Plan for English Language Arts* document are twofold:

1. demonstrate how the *Essential Instructional Practices in Literacy* align with the *Michigan Standards for English Language Arts* in grades K-5 and
2. provide suggestions for application in a remote setting with vetted resources.

**This document will focus on three aspects of literacy: read-alouds, small group instruction, and writing.** 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 in Literacy* knowing that when done well and with fidelity, students are engaged in learning that is the foundation of our state's ELA standards.

During times when schools are closed for extended periods, students should continue to be learning through and engaged in 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 and to guide districts as they develop their remote learning plans; it is meant to be compatible and not in competition with curriculum that is established by the district. To put the state standards in usable and friendly language for practitioners, we used the resource *The Common Core Companion: The Standards Decoded Grades K-2 and 3-5* by Sharon Taberski and Jim Burke. We found this guide most useful in outlining what the standards say and what they mean. Therefore, when a standard is referenced in this document, it will be done in a way that describes the intent of the standard at a specific grade level and does not reflect the exact language of the state standard. We also encourage the use of the *Macomb PreK-12 Indicators of High-Quality Literacy Instruction* which outlines in greater detail what practices teachers should keep in mind when teaching the components of literacy in specific grade spans.

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.

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