

Grade 1

Small Group Instruction Remote Plan

Essential 3. Small Group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to childrens’ observed and assessed needs in specific aspects of literacy development.

Grade 1

The Teacher:	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<p>E3.1 Ensures that children use most of their time actually reading and writing</p>	<p>Reading, Standard 10 <i>With prompting and support, students read prose and poetry of appropriate complexity for grade 1.</i></p>	<p>Reading, Standard 10 <i>With prompting and support, students read a range of informational texts that are appropriately complex for grade 1.</i></p>	<ol style="list-style-type: none"> To the extent possible, provide access to books or rich literature via online, through mailings, or making materials available for pick up. Provide and expose students to a variety of complex texts that are centered on a variety of topics that explore the world around them. Model how to read them carefully and purposefully, using gradual release of responsibility (I do, we do, you do). Read text multiple times to gain insights, deeper meaning and to investigate different aspects and purposes of the text. 	<p>Digital Texts: Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS https://mel.org/kids - Offers free access to digital articles, books, digital images, and other research information Epic Digital Library - Free access to digital texts, learning, videos, quizzes and more Literacy Footprints Digital Reader</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Guided Reading in Grades K-3

Guided Reading is an instructional practice that occurs when a teacher works with a small group of students who demonstrate similar reading behavior and/or read a similar level of text. Guided reading allows the teacher to match students with texts that offer appropriate challenges yet ensure successful reading. The teacher provides support but the ultimate goal is independent reading.

<p>The Teacher:</p> <ul style="list-style-type: none"> Intentionally plans lessons that set a purpose for reading, addresses the specific needs of the readers within the group, and includes a variety of reading genres across content areas Works with a small group of readers who have similar reading processes - typically grouped by reading levels or strategy/skill-based needs Ensures that students use most of their time actually reading or responding to text, or working toward this goal 	<p>The Student:</p> <p><u>During Reading:</u></p> <ul style="list-style-type: none"> Reads the whole text or a unique part to themselves (softly or silently) Uses various problem-solving strategies taught and requests help if stuck Engages in discussion about the text and raises questions or make comments to clarify confusion and expand understanding
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<p>E3.2 Coaches children as they engage in reading and writing, with reading prompts focusing primarily on (a) monitoring for meaning, (b) letters and groups of letters in words, (c) rereading</p>	<p>Foundational Skills, Standard 3 <i>Students know and apply grade-level phonics and word analysis skills in decoding words.</i></p> <p>Foundational Skills, Standard 4 <i>Students read with sufficient accuracy and fluency to support comprehension.</i></p> <ul style="list-style-type: none"> • <i>Read grade-level text with purpose and understanding</i> • <i>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings</i> • <i>Use context to confirm or self-correct work recognition and understanding, rereading as necessary.</i> 	<ol style="list-style-type: none"> 1. To the extent possible, provide access to books or rich literature via online, through mailings, or making materials available for pickup for the week. 2. Use an online platform such as Zoom breakout rooms to listen to students read independently or practice with a partner in breakout rooms coaching them with reading prompts. 3. Explicitly teach and model the skill or strategic action: <ol style="list-style-type: none"> a. set the purpose for the lesson b. engage students in saying the sound(s) c. listen to sounds inside of words d. engage students in writing words with new sounds learned e. individually read connected text 4. Provide letter tiles for students to work on word work (printed at - home or send home for students to cut apart). 5. Assign students meaningful writing tasks that follow from the lesson using their reader's notebook. 	<p>Digital Texts: Nell Duke Small Group Literacy Instruction at a Distance Video</p> <p>Florida Center for Reading and Research - First Grade activities for word analyses, encoding, decoding, and phonics</p> <p>Breakout Rooms Guide - Zoom platform example</p> <p>MISD Reading Strategies Chart based upon Nell Duke Research</p> <p>Interactive Word Building - Interactive letter tiles for word building</p> <p>Google Drawings - Online word building</p> <p>Letter Tiles - https://www.themeasuredmom.com/free-printable-letters-digraphs-blends-word-endings/</p>

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<p>The Teacher:</p> <ul style="list-style-type: none"> • Includes explicit instruction as needed in word recognition strategies, text structure, and comprehension strategies <p>During Reading:</p> <ul style="list-style-type: none"> • Listens and provides guidance while students “whisper read” simultaneously, but not chorally • Takes anecdotal notes and informal observation to determine what students know and what they need to learn • Pauses and notices specific strategy use • Takes a short running record of the child’s reading • Observes the readers’ behaviors and gives specific feedback to improve reading • Coaches students by using scaffolded reading prompts 	<p>The Student:</p> <p>During Reading:</p> <ul style="list-style-type: none"> • Reads the whole text or a unique part to themselves (softly or silently) • Uses in various problem-solving strategies taught and request help if stuck • Engages discussion about the text and raises questions or make comments to clarify confusion and expand understanding
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<p>E3.3 Employs practices for developing reading fluency, such as repeated reading, echo reading, paired and partner reading</p>	<p>Foundational Skills, Standard 4 <i>Supports students’ development of fluency in order to read with sufficient accuracy and fluency to support comprehension.</i></p>	<ol style="list-style-type: none"> 1. Model and reinforce the fluency strategies, using the MISD Fluency Strategies Chart. 2. Use breakout rooms (Zoom) to group students in dyads or triads to practice rereading of text for fluency. 3. Choose books that lend themselves to modeling fluency (e.g., rhythmic poetry or texts with varied punctuation) 4. Teachers can provide a strong book introduction to build background knowledge with focus and practice on genre, language, and text structure to support fluency. 5. Prompt and encourage fluency during the reading with emphasis on elements of fluency (pausing, intonation, phrasing, etc.). 6. Have students record themselves reading. 7. Home connection: Pair an older child in the home with a younger child to practice reading. Have them listen to an online story or a story from a family member/parent. 	<p>Digital Texts: K-3 Essential 3, Small Group Fluency Instruction Sample Video</p> <p>MISD Fluency Strategies based upon Tim Rasinski</p> <p>Florida Center for Reading Research-Kindergarten and First Grade</p> <p>Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS and offers many fluency passages</p> <p>https://www.storylineonline.net/ - Opportunities for them to hear texts read (at home)</p>

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<p>The Teacher:</p> <ul style="list-style-type: none"> • Ensures that students use most of their time actually reading or responding to text, or working toward this goal 	<p>The Student:</p> <p>After Reading:</p> <ul style="list-style-type: none"> • Rereads to themselves or with a partner as an independent activity to develop fluency
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<p>E3.4 Includes explicit instruction, as needed, in word recognition strategies, including multisyllabic word decoding, text structure, comprehension strategies, and writing strategies</p>	<p>Reading, Standard 1 <i>Students ask and answer questions about key details in a text.</i></p> <p>Reading, Standard 2 <i>Students identify the central message or lesson of a story, then report on the key ideas, details, and events, including just the important information, not every single detail.</i></p> <p>Reading, Standard 3 <i>Students explain the difference between a story and informational text.</i></p> <p><i>Foundational Skills, Standard 3 Students know and apply grade-level phonics and word analysis skills in decoding words.</i></p> <p><i>Language, Standard 4 Students independently determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</i></p>	<p>Reading, Standard 1 <i>Students ask and answer questions about key details in a text.</i></p> <p>Reading, Standard 2 <i>Students identify the main topic of a text, then report on the key ideas, details, and events including just the important information, not every single detail.</i></p> <p>Reading, Standard 5 <i>Students use informational text features to locate key facts and information.</i></p> <p>Foundational Skills, Standard 3 <i>Students know and apply grade-level phonics and word analysis skills in decoding words.</i></p> <p>Language, Standard 4 <i>Students independently determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from an array of strategies.</i></p>	<ol style="list-style-type: none"> To the extent possible, provide access to books or rich literature via online, through mailings, or make materials available for pick up. Create a class schedule and set up guided reading sessions with groups of students weekly using an online platform such as Zoom breakout rooms, or Google Meet, to listen to students read and provide feedback. <ol style="list-style-type: none"> Teacher runs small groups. Students log on during their designated time slot. <u>Book introduction:</u> <ol style="list-style-type: none"> prepare a strong synopsis (book introduction) embed new vocabulary in the synopsis show pages of the book, drawing attention to illustrations that support new vocabulary and unfamiliar language structures build background knowledge as needed through the use of discussions, illustrations, videos realia, etc. Explicitly teach and model the reading skills/ comprehension strategies using gradual release of responsibility (I do, we do, you do). Create and refer to the virtual anchor chart illustrating the comprehension strategy/skill. This can be done with the students using google slides, or word document when sharing the screen. Use sentence starters/prompts as a scaffold and questions stems to help students discuss text. <ol style="list-style-type: none"> Use the DOK Levels of questioning or Scholastic Question stems to engage students in higher order thinking through the use of text dependent questions. Questions can be projected or copied into WORD Doc, google slides, or the whiteboard within Zoom. Following the small group lesson, assign meaningful reading/writing tasks related to the lesson OR pair students up to read or recount stories to each other. Create virtual polls via Zoom platform or virtual whiteboards (e.g. Jamboard exit ticket) to assess understanding of text. The teacher can instruct a making words lesson during an online collaborative session using digital tools such as Google Meet or Zoom. 	<p>Digital Texts: Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS readingrockets-Before, during and after reading strategies https://www.readworks.org/ Aesop's Fables Florida Center for Reading Research- Kindergarten and First Grade - Comprehension strategies, narrative and informational text structure 1st Grade Question Stems MISD K-3 Comprehension Strategies Based based upon WWCH MISD Reading Strategies Chart based upon Nell Duke Research virtual polling-The how Interactive Word Building - Interactive letter tiles for word building Google Jamboard Exit Ticket example - (additional examples here)</p>

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<p>The Teacher:</p> <ul style="list-style-type: none"> Includes explicit instruction as needed in word recognition strategies, text structure, and comprehension strategies <p>Before Reading:</p> <ul style="list-style-type: none"> Introduces lesson with prediction making, story walk, building prior knowledge, learning new vocabulary, discussing various text features Selects a purposeful, high-quality text that students can read with support (instructional level) Introduces or reviews specific reading strategies that the students have been taught and reminds them to use when they read <p>After Reading:</p> <ul style="list-style-type: none"> Discusses what has been read to check children’s understanding Invites personal responses Uses the text for a few teaching points such as finding evidence, discussing problem-solving strategies, etc. Makes connections to how a strategy can be used in independent reading Highlights successful strategy-use 	<p>The Student:</p> <p>Before Reading:</p> <ul style="list-style-type: none"> Relates text to prior knowledge Engages in a conversation about the text Understands the purpose for reading the text Accesses background knowledge and strategies to effectively construct meaning Makes connections between the new text and previously read text <p>During Reading:</p> <ul style="list-style-type: none"> Uses in various problem-solving strategies taught and requests help if stuck Engages in discussion about the text and raises questions or make comments to clarify confusion and expand understanding <p>After Reading:</p> <ul style="list-style-type: none"> Revisits the text for additional problem solving guided by the teacher Provides evidence from the text Engages in discussion about the text and raises questions or make comments to clarify confusion and expand understanding
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<p>E3.5 Is deliberate in providing quality instruction to children in all groups, with meaning-making the ultimate goal of each group’s work</p>	<p>Reading, Standard 10 <i>Read and comprehend complex literary and informational texts independently and proficiently.</i></p>	<ol style="list-style-type: none"> 1. To the extent possible, provide access to books or rich literature via online, through mailings, or making materials available for pick up. 2. Provide and expose students to a variety of complex texts that are centered on a variety of topics that explore the world around them. 3. Model how to read text carefully and purposefully, using gradual release of responsibility (I do, we do, you do). 4. Guide students to read text closely multiple times to gain insights, deeper meaning and to investigate different aspects and purposes of the text. 5. Read text closely multiple times to gain insights, deeper meaning and to investigate different aspects and purposes of the text. 6. Engage students in discussion, higher order thinking, reflection and application. 	<p>Digital Texts: Virtual Book Room https://www.readworks.org/ https://mel.org/kids Reading A-Z - Provides an array of CCSS aligned resources and lessons, including close reading packs, leveled books, graphic organizers, comprehension skill packs, etc. MISD K-3 Comprehension Strategies Based based upon WWCH First Grade Cloze Activities for Dolch High-Frequency Words - Simple activity to teach cloze reading early in the year Common Core: Close Reading/Scholastic</p>

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