

Grade 2

- **Read Aloud Remote Plan**
- **Small Group Instruction Remote Plan**
 - **Writing Remote Plan**

Grade 2

Read Aloud Remote Plan

Essential 2. Read Alouds of Age-Appropriate Books and Other Materials, Print or Digital

Grade 2

Read Alouds Involve...	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<p>E2.1 Sets of texts, across read aloud sessions, that are thematically and conceptually related and that offer opportunities to learn that children could not yet experience independently</p>	<p>Reading, Standard 2: <i>Students identify the central message, lesson, or moral of a story, including fables and folktales, then chronologically recount the main events, including just the most important information, not every single detail.</i></p> <p>Reading, Standard 3: <i>Students describe how characters in a story respond to major events and challenges.</i></p> <p>Reading, Standard 9: <i>Students compare and contrast versions of the same story by different authors or from different cultures.</i></p>	<p>Reading, Standard 2: <i>Students identify the main topic of a multiparagraph text, then recount the key ideas, details, and events in each paragraph that help explain the main topic, including just the important information, not every single detail.</i> readworks.org/articles-teach-main-idea</p> <p>Reading, Standard 3: <i>Students describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</i></p> <p>Reading, Standard 9: <i>Students compare and contrast two texts on the same topic, focusing on the most important points.</i></p>	<p>Shift the read alouds to Zoom, Facebook, or Google Hangouts with your entire class or with small groups.</p> <p>Whether you've downloaded a book or found a text hosted on a website, you can project a digital text on the big screen for students to follow along with the animations as you read.</p> <p>Key Ideas:</p> <ol style="list-style-type: none"> 1. Talk around the text is the most critical component to support learning, recall, comprehension, transfer, etc. It's about the engagement and interactivity within the texts for deeper learning (Ex., revisiting vocabulary within text, language structure, theme, etc). 2. Take advantage of videos as well to make connections. 3. Remember, it's about text sets, and connecting to those texts, not books. Be intentional with the text selection. Text should be connected to read aloud before and after the new text (ex., 3-5 read alouds that are related to each other via theme/concept, etc.). <ol style="list-style-type: none"> a. This Virtual Bookroom includes many text sets that span across content areas as well as social emotional topics. https://padlet.com/clare_landrigan/rxeejk29cavxh5oi 4. Read text across content areas. <p>Teachers can record themselves reading aloud stories</p> <ul style="list-style-type: none"> • Pre-record a text reading so you can mute, watch, and discuss at critical points and not just at the end of the reading. • Stopping points are directly aligned to the lesson's literacy goals. • Pre-record a read aloud to create an interactive video where students will respond to teacher questions interspersed throughout the recording. • After students have listened to a read-aloud, they can recount a story, record their retelling/summary of a story, respond to comprehension questions or share their opinion through an exit slip on their tablet, on a dry erase whiteboard, Google Jamboard or to a peer in breakout rooms. 	<p>Digital Texts: ReadWorks</p> <p>Aesop's fables</p> <p>https://www.storylineonline.net/</p> <p>Kate Messner - Read, Wonder and Learn - Contains a collection of resources that include everything from first -chapter and picture book read-alouds (shared with permission from publishers) to drawing and writing mini-lessons</p> <p>Unite for Literacy - Provides engaging digital picture books/text sets complete with audio narration options in a variety of languages</p> <p>National Geographic Kids - Text Sets</p> <p>Venn Diagram - Read, Write, Think</p> <p>Reading A-Z</p> <p>Epic Digital Library</p> <p>Seesaw - Digital creation and display tool that lets students show what they are learning by submitting a video of themselves snapping a picture of a paragraph they wrote, recording themselves reading a poem, or uploading a file to demonstrate their learning</p> <p>Virtual Book Room - Free access to digital and ebook platforms, and resource guides</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades K-3

An instructional practice in which the teacher models, verbally, to the students a reading process or strategy depending on the grade level and students' needs. Read alouds promote a love of reading.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Models reading for purpose and enjoyment • Creates a community of readers through enjoyment of reading and shared knowledge • Plans purposeful lessons related to focus area or essential question/s • Reads age-appropriate books and other materials, print or digital, included sets of texts that are thematically and conceptually related • Uses a variety of text (both narrative and informational) including texts relates to science, social studies, and mathematics 	<p>The Student:</p> <ul style="list-style-type: none"> • Demonstrates active listening by attending to the text and illustrations • Engages in the text by responding to questions or prompts or by asking questions • Constructs meaning through personal thoughts, knowledge, and experiences • Can retell the text and move toward paraphrasing and summarizing
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**Essential 2. Read alouds of age-appropriate books and other materials, print or digital
Grade 2**

Read Alouds Involve...	Standards for Narrative Text and Informational Text	Remote Application	Additional Resources
<p>E2.2 Modeling of appropriate fluency (accuracy, automaticity, and prosody) in 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. Choose books that lend themselves to modeling fluency (e.g., rhythmic poetry or texts with varied punctuation). 2. Explicitly model a fluency strategy using the MISD Fluency Strategies https://drive.google.com/file/d/11VO8xZGwZzxwKp7Rhh7LXx31ws7nEeQ/view?usp=sharing 	<p>Digital Texts: MISD Fluency Strategies based upon Tim Rasinski</p> <p>Florida Center For Reading Research</p> <p>Reading A-Z</p> <p>https://www.storylineonline.net/</p> <p>Epic Digital Library</p> <p>Virtual Book Room - Free access to digital and ebook platforms, and resource guides</p>

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An instructional practice in which the teacher models, verbally, to the students a reading process or strategy depending on the grade level and students' needs. Read alouds promote a love of reading.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Models appropriate fluency (accuracy, automaticity, prosody) when reading 	<p>The Student:</p> <ul style="list-style-type: none"> • Applies knowledge, vocabulary, and skills taught to new situations and across content areas when applicable
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**Essential 2. Read alouds of age-appropriate books and other materials, print or digital
Grade 2**

Read Alouds Involve...	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<p>E2.3 Child-friendly explanations of words within the text and revisiting of those words after reading using tools such as movement, props, video, photo, examples, and non-examples, and engaging children in saying the words aloud and using the words at other points in the day and over time</p>	<p>Reading, Standard 4 <i>Students describe how words and phrases supply rhythm and meaning in a story, poem, or song.</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 2 reading and content, choosing flexibly from an array of strategies.</i></p>	<p>Reading, Standard 4 <i>Students determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</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 2 reading and content, choosing flexibly from an array of strategies.</i></p>	<ol style="list-style-type: none"> Carefully select words - Tier 2 words, words with multiple meanings, and/or those that may interfere with comprehension of text Explicitly teach new vocabulary. See examples, including engaging students with vocabulary virtually, by Anita Archer. (1:11 mark) https://www.youtube.com/watch?v=s7XIZOFWIdM Pre-teach - display visual representation of word, video example of word. Relate new words to known words. Have students interact with the word (eg., if the vocabulary word is slope, give examples and non-examples of the word and have students give a thumbs up if it is an example and thumbs down if it is not an example of the word). Revisit the words after reading. 	<p>Digital Texts: Flocabulary - Activities to help students master standards and build vocabulary</p> <p>Infercabulary - A web-based, visual vocabulary and reasoning program</p> <p>Vocabulary.com</p> <p>Bubbl.U.s - Concept Mapping</p> <p>Explicit Instruction</p>

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An instructional practice in which the teacher models, verbally, to the students a reading process or strategy depending on the grade level and students' needs. Read alouds promote a love of reading.

<p>The Teacher:</p> <ul style="list-style-type: none"> Reads a text multiple times to help children develop comprehension skills and expand their speaking and listening vocabulary such as: <ul style="list-style-type: none"> Higher-order discussion with children before, during, and after reading Child-friendly explanations of words within the text Revisiting of words after reading and using throughout the day Teacher of clusters of words related to those in the text Provide explicit instruction in general academic (Tier 2) and content area (Tier 3) vocabulary Describes and models strategies for word recognition 	<p>The Student:</p> <ul style="list-style-type: none"> Applies knowledge, vocabulary, and skills taught to new situations and across content areas when applicable
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**Essential 2. Read alouds of age-appropriate books and other materials, print or digital
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Read Alouds Involve...	Standards for Narrative Text and Informational Text	Remote Application	Additional Resources
<p>E2.4 Higher-order discussion among children and teacher before, during, and after reading</p>	<p>Reading, Standard 1 <i>Students ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i></p> <p>Speaking and Listening, Standard 1 <i>Students have conversations with classmates and adults in large and small groups, follow class norms for discussions, build on one another's talk by linking comments to the remarks of others, and ask for clarification and explanations when needed.</i></p> <p>Speaking and Listening, Standard 2 <i>Students recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</i></p> <p>Speaking and Listening, Standard 3 <i>Students ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</i></p>	<p>Set purpose/objective for your read aloud to facilitate discussion.</p> <ol style="list-style-type: none"> 1. Use the DOK Levels of questioning to engage students in higher order thinking through the use of text dependent questions. 2. Talk around the text is the most critical component. 3. Create virtual polls, discussion boards (Schoology, Padlet, etc.), and virtual exit tickets on whiteboards to assess understanding. 4. Use sentence starters/prompts to help students discuss text. 	<p>Digital Texts: K-3 Essential 2, Higher-order Discussions Sample Video</p> <p>Kindergarten Question Stems</p> <p>1st Grade Question Stems</p> <p>2nd Grade Question Stems</p> <p>Google Jamboard Exit Ticket example - (additional examples here)</p> <p>Sentence Stems</p>

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<p><i>An instructional practice in which the teacher models, verbally, to the students a reading process or strategy depending on the grade level and students' needs. Read alouds promote a love of reading.</i></p>	
<p>The Teacher:</p> <ul style="list-style-type: none"> • Reads a text multiple times to help children develop comprehension skills and expand their speaking and listening vocabulary such as: <ul style="list-style-type: none"> • Higher-order discussion with children before, during, and after reading • Child-friendly explanations of words within the text • Revisiting of words after reading and using throughout the day • Teacher of clusters of words related to those in the text • Embeds the teaching of story elements (characters, plot, setting, etc.) • Asks questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text 	<p>The Student:</p> <ul style="list-style-type: none"> • Demonstrates active listening by attending to the text and illustrations • Engages in the text by responding to questions or prompts or by asking questions • Constructs meaning through personal thoughts, knowledge, and experiences • Makes connections to the text (text-text, text-self, text-world) • Responds to text by drawing, writing, or retelling • Shares their opinions of the text

**Essential 2. Read alouds of age-appropriate books and other materials, print or digital
Grade 2**

Read alouds involve instructional strategies that...	Standards for Narrative Text and Informational Text	Remote Application	Additional Resources
<p>E2.5.2 Model application of knowledge and strategies for word recognition</p>	<p>Language, Standard 6 <i>Students use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</i></p>	<ol style="list-style-type: none"> 1. Teacher guides and models use of strategy. 2. Use decodable texts. 3. Virtual Anchor Chart of Strategy use. 	<p>Digital Texts: Reading A-Z</p> <p>Reading Rockets Decodable Text</p> <p>Virtual Book Room - Free access to digital and ebook platforms, and resource guides</p> <p>MISD Reading Strategies Chart based upon Nell Duke Research</p> <p>Reader's Toolbox for Reading Strategies</p>

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An instructional practice in which the teacher models, verbally, to the students a reading process or strategy depending on the grade level and students' needs. Read alouds promote a love of reading.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Reads a text multiple times to help children develop comprehension skills and expand their speaking and listening vocabulary such as: <ul style="list-style-type: none"> • Higher-order discussion with children before, during, and after reading • Child-friendly explanations of words within the text • Revisiting of words after reading and using throughout the day • Teacher of clusters of words related to those in the text • Describes and models strategies for word recognition 	<p>The Student:</p> <ul style="list-style-type: none"> • Applies knowledge, vocabulary, and skills taught to new situations and across content areas when applicable
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**Essential 2. Read alouds of age-appropriate books and other materials, print or digital
Grade 2**

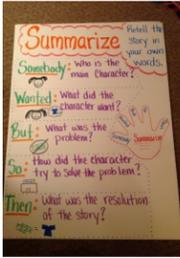
Read alouds involve instructional strategies that...	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<p>E2.5.3 Build knowledge of the structure and features of text, including, with regard to structure, key story elements and common informational text structures (compare-contrast, cause-effect, problem-solution, description, and sequence), and such as, with regard to text features, tables of content, diagrams, captions, and index</p>	<p>Reading, Standard 5 <i>Students describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</i></p> <p>Reading, Standard 7 <i>Students gain information from the illustration and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</i></p>	<p>Reading, Standard 5 <i>Students know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</i></p> <p>Reading, Standard 7 <i>Students explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</i></p>	<ol style="list-style-type: none"> 1. Choose a goal that allows children to compare/contrast either two books by the same author or two texts on the same topic by different authors. 2. Explicitly teach and model the text structures/features using gradual release (I do, we do, you do or how does the structure/feature help you better understand the text as a reader?). Use Free Google Graphic Organizers . 3. Create virtual text structure anchor charts illustrating the skill. 	<p>Digital Texts: Aesop's Fables</p> <p>Reading A-Z</p> <p>https://www.canva.com/</p> <p>Flocabulary Text Features</p> <p>Florida Center for Reading Research</p> <p>Brainpop Cause/Effect</p> <p>Free Google Graphic Organizers</p> <p>Seesaw - Digital creation and display tool that lets students show what they are learning by submitting a video of themselves snapping a picture of a paragraph they wrote, recording themselves reading a poem, or uploading a file to demonstrate their learning</p> <p>Virtual Book Room - Free access to digital and ebook platforms, and resource guides</p>

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An instructional practice in which the teacher models, verbally, to the students a reading process or strategy depending on the grade level and students' needs. Read alouds promote a love of reading.

<p>The Teacher</p> <ul style="list-style-type: none"> • Uses a variety of text (both narrative and informational) including texts related to science, social studies, and mathematics • Teaches common types of texts and the structure of those texts • Embeds the teaching of story elements (characters, plot, setting, etc.) 	<p>The Student:</p> <ul style="list-style-type: none"> • Applies knowledge, vocabulary, and skills taught to new situations and across content areas when applicable
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**Essential 2. Read alouds of age-appropriate books and other materials, print or digital
Grade 2**

Read alouds involve instructional strategies that...	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<p>E2.5.4 Describe and model comprehension strategies, including activating prior knowledge/predicting; questioning; visualizing; monitoring and fix-up; drawing inferences; and summarizing/retelling</p>	<p>Reading, Standard 6 <i>Students determine the differences in the ways characters think and act in each scene of the story.</i></p> <p>Reading, Standard 10 <i>Students read a range of literary texts in the grades 2-3 text complexity band, receiving help only when needed at the high end of the band.</i></p> <p>Speaking and Listening, Standard 4 <i>Students tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</i></p>	<p>Reading, Standard 6 <i>Students determine the author’s purpose in writing the text.</i></p> <p>Reading, Standard 8 <i>Students identify key points in a text and the reasons the author gives to support those points; students then describe how the author’s reasons support the key points.</i></p> <p>Reading, Standard 10 <i>Students read a range of informational texts in the grades 2-3 text complexity band, receiving help only when needed at the high end of the band.</i></p>	<ol style="list-style-type: none"> 1. Choose a text to model the chosen comprehension strategy. 2. Explicitly teach the comprehension strategy. 3. Model how, why, and when to use the comprehension strategy. 4. Create virtual anchor charts illustrating the comprehension strategy. <div style="text-align: center;">  </div>	<p>Digital Texts: Florida Center for Reading Research</p> <p>2nd Grade Question Stems</p> <p>MISD K-3 Comprehension Strategies Based based upon WWCH</p> <p>MISD Word solving Strategies Chart based upon Nell Duke Research</p>

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An instructional practice in which the teacher models, verbally, to the students a reading process or strategy depending on the grade level and students’ needs. Read alouds promote a love of reading.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Models comprehension strategies by “thinking aloud” • Describes and models “fix-up” strategies to use when comprehension breaks down • Uses a variety of text (both narrative and informational) including texts related to science, social studies, and mathematics 	<p>The Student:</p> <ul style="list-style-type: none"> • Applies “fix-up” strategies when comprehension breaks down • Revisits text that has been read aloud
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**Essential 2. Read alouds of age-appropriate books and other materials, print or digital
Grade 2**

Read alouds involve instructional strategies that...	Standards for Narrative Text and Informational Text	Remote Application	Additional Resources
<p>E2.5.5 Describe and model strategies for ascertaining the meaning of unfamiliar vocabulary from context</p>	<p>Language, Standard 3 <i>Students use knowledge of language and its conventions when writing, speaking, reading, or listening (compare formal and informal uses of English).</i></p> <p>Language, Standard 4 <i>Students determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</i></p> <p>Language, Standard 5 <i>Students demonstrate understanding of word relationships and nuances in word meanings.</i></p>	<p>1. Teach and model strategies:</p> <ol style="list-style-type: none"> a. say it out loud b. context clues c. word part clues (morphology) d. think of the word in another language e. try another strategy (read on, ask someone, use a dictionary or thesaurus) 	<p>Digital Texts: Florida Center for Reading Research</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades K

An instructional practice in which the teacher models, verbally, to the students a reading process or strategy depending on the grade level and students' needs. Read alouds promote a love of reading.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Provides explicit instruction in Tier 2 and Tier 3 words found in general academic and content area vocabulary • Describes and models strategies for word recognition 	<p>The Student:</p> <ul style="list-style-type: none"> • Applies knowledge, vocabulary, and skills taught to new situations and across content areas when applicable
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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 2

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>By the end of the year, students read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i></p>	<p>Reading, Standard 10 <i>By the end of the year, students read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i></p>	<p>Keep mini lesson brief to ensure students have ample time to apply skill/strategy with time spent reading/writing.</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 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 closely multiple times to gain insights, deeper meaning and to investigate different aspects and purposes of the text. 	<p>Digital Texts: Read the World - Distance learning support</p> <p>Resources for Close Reading and complex texts: Reading A-Z</p> <p>ReadWorks</p> <p>Michigan eLibrary</p> <p>Epic Digital Library</p> <p>Virtual Book Room - Free access to digital and ebook platforms, and resource guides</p> <p>University of Florida Institute - UFLI Virtual Teaching Resource Hub - This site has tools for reading instruction and intervention with children in the elementary grades including resources, tutorials, and sample lessons</p>

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

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, address 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 in various problem-solving strategies taught and request 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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Grade 2

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 2

The Teacher:	Standards for Narrative Text and Informational Text	Remote Application	Additional Resources
<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. Explicitly teach and model the skill: <ol style="list-style-type: none"> a. setting purpose for lesson b. engage students in saying sound(s) c. listen to sounds inside of words d. engage students in writing words with new sounds learned e. individually read connected text 2. Use breakout rooms like Zoom Platform (Nell Duke Small Group Instruction Video), or another virtual platform and listen to students read independently or have them practice with a partner in breakout rooms to coach children as they engage in reading and writing, with reading prompts focusing primarily on monitoring for meaning, and letters and groups of letters in words. Rereading provides ample opportunities for students to review, read and write words with sound(s), and other phoneme/grapheme relationships. 3. Assign meaningful reading and writing tasks that follow from the lesson. 	<p>Digital Texts: Google Drawing Online Word Building</p> <p>Florida Center for Reading Research</p> <p>Interactive Word Building</p> <p>Nell Duke Small Group Literacy Instruction at a Distance Video</p> <p>University of Florida Institute - UFLI Virtual Teaching Resource Hub - This site has tools for reading instruction and intervention with children in the elementary grades that includes resources, tutorials, and sample lessons.</p>

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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"> • 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 uses 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 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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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 2

The Teacher:	Standards for Narrative Text and Informational Text	Remote Application	Additional Resources										
<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. Use breakout rooms to group students in dyads or triads to practice rereading of text. 2. Pair an older child in the home with a younger child to practice reading. 3. Choose books that lend themselves to modeling fluency (e.g., rhythmic poetry or texts with varied punctuation). 4. Provide strong book introductions and build background knowledge with focus and practice on genre, language, and text structure to help scaffold and build fluency. 5. Prompt and encourage fluency during the reading with emphasis on dimensions of fluency (pausing, intonation, phrasing, etc.). 6. Have students record themselves reading or have them listen to a recording of family/parent. 	<p>Digital Texts: K-3 Essential 3, Small Group Fluency Instruction Sample Video</p> <p>Florida Center For Reading Research</p> <p>Reading A-Z</p> <p>Epic Digital Library</p> <p>Virtual Book Room - Free access to digital and ebook platforms, and resource guides</p> <p>https://www.storylineonline.net/</p> <p>Class Dojo</p> <p>Seesaw - Digital creation and display tool that lets students show what they are learning by submitting a video of themselves snapping a picture of a paragraph they wrote, recording themselves reading a poem, or uploading a file to demonstrate their learning</p> <p>MISD Fluency Strategies based upon Tim Rasinski</p> <div data-bbox="2063 1076 2293 1322" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Fluency Strategies <small>Readers use many strategies so they don't sound like robots.</small></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Use a storyteller's voice.</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Put words together like you're talking.</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Change your voice to match the mood.</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Notice punctuation and match your voice to it.</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Change your voice to sound like the characters.</td> <td style="padding: 2px;"></td> </tr> </table> <p><small>MISD Copyright January 2019. Adapted from Tim Rasinski</small></p> </div> <p>University of Florida Institute - UFLI Virtual Teaching Resource Hub - This site has tools for reading instruction and intervention with children in the elementary grades that includes resources, tutorials, and sample lessons</p>	Use a storyteller's voice.		Put words together like you're talking.		Change your voice to match the mood.		Notice punctuation and match your voice to it.		Change your voice to sound like the characters.	
Use a storyteller's voice.													
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Change your voice to sound like the characters.													

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

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"> 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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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 2

The Teacher:	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<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 such questions as who, what, when, where, why, and how to determine the key details in a text.</i></p> <p>Reading, Standard 2 <i>Students identify the central message, lesson, or moral of a story, including fables and folktales, then chronologically recount the main events, including just the most important information, not every single detail.</i></p> <p>Reading, Standard 5 <i>When describing how stories are organized, students include how the beginning introduces the story and the ending concludes it.</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 2 reading and content, choosing flexibly from an array of strategies.</i></p>	<p>Reading, Standard 1 <i>Students ask and answer such questions as who, what, when, where, why, and how to determine the key details in a text.</i></p> <p>Reading, Standard 2 <i>Students identify the main topic of a multiparagraph text, then recount the key ideas, details, and events in each paragraph that help explain the main topic, 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 2 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, Google Meet, or Facetime 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. Explicitly teach and model the skill/strategy using gradual release of responsibility (I do, we do, you do). Following the small group lesson, assign meaningful reading tasks related to the lesson. After the reading, pair students up to read or recount stories to each other. 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. Resources can be projected or copied into Word Doc, Google Slides, or the whiteboard within Zoom. Create virtual polls via Zoom platform or virtual whiteboards (e.g. Jamboard exit ticket) to assess understanding of text. Provide a making words lessons during an online collaborative session using digital tools such as Google Meet or Zoom. 	<p>Digital Texts: Reading A-Z</p> <p>Virtual Book Room - Free access to digital and ebook platforms, and resource guides</p> <p>Reading Rockets Classroom Strategies</p> <p>ReadWorks</p> <p>Aesop's Fables</p> <p>Florida Center For Reading Research</p> <p>2nd Grade Question Stems</p> <p>Google Jamboard Exit Ticket example - (additional examples here)</p> <p>Zoom Virtual Polling</p> <p>University of Florida Institute UFLI Virtual Teaching Resource Hub - This site has tools for reading instruction and intervention with children in the elementary grades that includes resources, tutorials, and sample lessons</p>

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

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: Includes explicit instruction as needed in word recognition strategies, text structure, and comprehension strategies</p> <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 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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**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 2**

The Teacher:	Standards for Narrative Text and Informational Text	Remote Application	Additional Resources
<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 a variety of complex texts that are centered on a variety of topics that explore the world around them. 3. Model how to read them carefully and purposefully, using gradual release (I do, we do, you do). 4. Close reading of text multiple times (during small group and individually) to gain insights, deeper meaning and to investigate different aspects and purposes of the text. 5. Engage in discussion, higher order thinking, reflection and application. Have students reflect with a digital exit ticket. Have students record a retelling or summary of the text. 	<p>Digital Texts: Reading A-Z</p> <p>ReadWorks</p> <p>Virtual Book Room - Free access to digital and ebook platforms, and resource guides</p> <p>Michigan eLibrary</p> <p>Common Core - Close Reading/Scholastic</p> <p>University of Florida Institute - UFLI Virtual Teaching Resource Hub - This site has tools for reading instruction and intervention with children in the elementary grades that includes resources, tutorials, and sample lessons</p>

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

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 • Employs practices for developing reading fluency • Ensures that students use most of their time actually reading or responding to text, or working toward this goal • Includes explicit instruction as needed in word recognition strategies, text structure, and comprehension strategies • Moves students toward reading more complex text independently 	<p>The Student:</p> <ul style="list-style-type: none"> • Understands that meaning comes from text • Takes risks as a reader • Participates in extended activities
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Grade 2

Writing Remote Plan

**Essential 6. Research-informed and standards-aligned writing instruction
Grade 2**

The Teacher Provides:	Standards for Writing	Remote Application	Additional Resources
<p>E6.1 Interactive writing experiences in grades K and 1 (can and should be expanded beyond grade 1 to support literacy development for students)</p>	<p>Speaking and Listening: Standard 1 <i>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</i></p> <p>Speaking and Listening, Standard 2 <i>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</i></p> <p>Language, Standard 1 <i>Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p>Language, Standard 2 <i>Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p>	<ol style="list-style-type: none"> Teachers can use interactive whiteboard apps (Google Jamboard, Show Me, Padlet, Notability, etc.) to provide interactive writing experiences for students. Nell Duke Video Students can dictate experiences related to a read aloud, a science experiment, math concept or event from social studies. Teachers can share pictures of the day in the park, a trip to the zoo etc., or take them on a virtual field trip and have students dictate their story/experience with the teacher. Teachers can encourage parents to invite their child to dictate stories about events at home with family members. Students can read it aloud afterward and illustrate their stories. These can be shared with the class. Students can participate in shared research and writing - incorporate informational read aloud, kidblog or another virtual platform where students can read and respond to one another. Morning message. 	<p>Digital Texts: Jamboard - Requires a Google account</p> <p>How to use Google Jamboard</p> <p>Scholastic Story Starters</p> <p>Wonderopolis</p> <p>Virtual field trips with links and live Cams Virtual Field Trips</p> <p>Educational Field Trips</p> <p>Detroit Zoo</p> <p>San Diego Zoo</p> <p>Georgia Aquarium Live Cams</p> <p>Picture prompts to inspire writing</p> <p>Kidblog</p> <p>Word Work at a Distance - Nell Duke Video</p>

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

An instructional practice used to teach (usually younger) students how to write. The process involves the ‘sharing of the pen’ between the teacher and the students. The teacher and the students work together to construct meaningful text.

<p>The Teacher:</p> <ul style="list-style-type: none"> Creates a meaningful shared classroom experience and sets the purpose for writing Includes narrative, informative/expository, and opinion text that is meaningful to students Writes in large print on chart paper so all children can see Plays the role of the “expert” when writing <u>with</u> the students Models and actively engages students in the writing process Composes the text <u>with</u> the students (a jointly written piece) Selects a few teaching points Models the conventional spelling of words Involves children in constructing words using letter-sound relationships and other strategies Teaches for sound analysis (clap the parts you hear, say the word slowly, how many sounds) 	<p>The Student:</p> <ul style="list-style-type: none"> Discusses what to write about <u>with</u> teacher support Writes together <u>with</u> the teacher - a jointly written piece “Shares the pen” <u>with</u> the teacher and contributes a letter, part of a word, or even sentences to the text being written together Refers to resources (that they have visual access to in the room) such as the word wall while constructing the text Uses the text as a model or resource for their own writing Revisits or rereads the text several times Uses what they have learned when they independently write Revisits text to reread/ reinforce/ share concepts learned about craft and conventions of writing
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**Essential 6. Research-informed and standards-aligned writing instruction
Grade 2**

The Teacher Provides:	Standards for Writing	Remote Application	Additional Resources
<p>E6.2 Daily time for children to write, aligned with instructional practice #1, Interactive Writing</p>	<p>Writing, Standard 10 <i>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</i></p>	<ol style="list-style-type: none"> 1. Provide or suggest a format for a log, or journal so students can draw/write about experiences. 2. Have children use their journal entries as a starting point for poetry, a personal narrative, or fiction story. Allow students to read their writing to a family member via Skype, Facetime, or other video sharing platform. 3. Allow children to create a project for the family and/or community and present their project through photos, a PowerPoint, or slideshow. Children can dictate or write their script and narrate their presentation. 	<p>Digital Texts: My Storybook Story Jumper Kidblog</p>

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

An instructional practice used to teach (usually younger) students how to write. The process involves the ‘sharing of the pen between the teacher and the students. The teacher and the students work together to construct meaningful text.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Creates a meaningful shared classroom experience and sets the purpose for writing 	<p>The Student:</p> <ul style="list-style-type: none"> • Revisits or rereads the text several times • Revisits text to reread/ reinforce/ share concepts learned about craft and conventions of writing
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Independent Writing/Conferring in Grades K-3

An instructional practice that gives consistent opportunities for students to apply strategies that the teacher has taught during previous instruction. Conferring allows the teacher to make decisions about what might help the writer.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Provides daily protected writing time 	<p>The Student:</p> <ul style="list-style-type: none"> • Engages in writing for a variety of purposes and audiences • Increases stamina in writing
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**Essential 6. Research-informed and standards-aligned writing instruction
Grade 2**

The Teacher Provides:	Standards for Writing	Remote Application	Additional Resources
<p>E6.3 Instruction in writing processes and strategies, particularly those involving researching, planning, revisiting, and editing writing</p>	<p>Writing, Standard 5 <i>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</i></p> <p>Writing, Standard 7 <i>Students participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</i></p>	<ol style="list-style-type: none"> 1. Teachers can use Google Classroom and Docs (or another collaborative platform) to monitor students' progress throughout the entire writing process and provide feedback via Google Doc Comments 2. Provide digital graphic organizers for students as a scaffold and organization for writing. 3. Teacher sets a purpose through a mini lesson. 4. Teacher models writing process. 5. Planning for writing - Providing opportunities in whole or small breakout groups or Zoom sharing to talk about what they are going to write. 6. Writing conferences with students can be done in multiple formats; over video chats (Zoom Breakouts) in Google Docs, via email, phone call, etc. Use Zoom to share your screen while viewing a student's writing and use zooms annotation tools to circle and underline pieces of the writing to help better communicate. 7. With structures and guidelines in place, provide opportunities for students to connect with peers and offer feedback using their Google Doc and rubric. 8. Peer writing partners in breakouts. 	<p>Digital Texts: Sharing Our Notebooks</p> <p>Seesaw</p> <p>Flipgrid</p> <p>9 Ways to Use Flipgrid</p> <p>MindMeister</p> <p>Writing Process Chart</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Writing Grades K-3

An instructional practice in which the teacher visually and verbally models a writing process or strategy that proficient writers use.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Plans lessons specific to student needs • Models thinking explicitly (conventions of written language, letter formation, organization of print, conventional spelling of words) • Constructs the text or parts of text while the students listen and observe 	<p>The Student:</p> <ul style="list-style-type: none"> • Demonstrates skillful listening and notices the teacher's writing behaviors • Learns about language, sounds in words, letters, and how print is organized • Identifies elements of writing specific to a genre or task • Understands that we write for different purposes • Transfers what they have learned in a modeled writing lesson to their independent writing
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Shared Writing Grades K-3

An instructional practice where the teacher acts as the scribe and the teacher and student collaborate to compose meaningful text.

The Teacher:

- Establishes a task, purpose, and audience for writing and engages opportunities to apply new learning
- Incorporates and explicitly teaches the elements of the writing process
- Verbalizes specific skills he/she wants the children to learn about (how writing moves from left to right and top to bottom, formation of letters, stretching out the sounds of words, etc.)
- Models proper syntax and conventions in conjunction with fluent writing
- Elaborates on using a diverse vocabulary
- Scaffolds aspects of writing and applies specific skills and strategies
- Reviews and reinforces all the elements of writing addressed in the session

The Student:

- Engages in the discussion about what to write
- Constructs the text with the teacher
- Transfers their known skills and strategies to the shared writing experience
- Incorporates new skills and strategies learned into their independent writing
- Rereads and revises the text, modeling what good writers do
- Asks questions about the writing process
- Attempts to replicate a variety of writing genres
- Refers to shared writing pieces to guide their writing
- Increases their confidence as a writer
- Takes risks as a writer

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Independent Writing/Conferring Grades K-3

An instructional practice that gives consistent opportunities for students to apply strategies that the teacher has taught during previous instruction. Conferring allows the teacher to make decisions about what might help the writer.

The Teacher:

- Provides opportunities to write across the content areas using a variety of genres
- Confers with students to develop voice, craft, structure, vocabulary, use of conventions
- Incorporates lessons on grammar and mechanics
- Encourages students to construct words using current knowledge of letter-sound relationships and other strategies
- Provides access to mentor text
- Responds to student needs by studying writing samples
- Gives access to digital tools

The Student:

- Applies skills and strategies previously learned
- Views writing as an ongoing process of revision and editing
- Uses mentor text
- Responds to feedback by incorporating suggestions
- Views themselves as a writer
- Demonstrates use of a variety of text types and genres
- Writes “on demand”
- Uses text structures, text features, linking words and phrases that are characteristic to the type of text developed
- Draws evidence from text to support analysis, reflection, and research
- Incorporates appropriate Tier 2 and Tier 3 vocabulary

Essential 6. Research-informed and standards-aligned writing instruction

Grade 2

The Teacher Provides:	Standards for Writing	Remote Application	Additional Resources
<p>E6.4 Opportunities to study models of and write a variety of texts for a variety of purposes and audiences, particularly opinion, informative/explanatory, and narrative texts (real and imagined)</p>	<p>Writing, Standard 1 <i>Students write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</i></p> <p>Writing, Standard 2 <i>Students write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i></p> <p>Writing, Standard 3 <i>Students write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</i></p> <p>Writing, Standard 6 <i>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</i></p>	<p>*Integrate all three writing types across disciplines including science and social studies</p> <ol style="list-style-type: none"> Teachers can use Google Classroom and Docs (or another collaborative document/platform) to monitor students' progress throughout the entire writing process and provide feedback via Google Doc or another format. Provide a framework (text type structure) for students and explicitly teach and model each text type using gradual release of responsibility (I do, we do, you do).  <ol style="list-style-type: none"> Post mini-lessons for each step/element of the writing process using mentor texts. Provide these in slideshow form and screencast video form. Scaffold the writing by breaking it down into smaller chunks/steps. (e.g., model one paragraph of writing at a time and assign formative checkpoints) Do this to scaffold the writing process and provide meaningful formative feedback along the way. Create/share virtual anchor chart illustrating linking and temporal words that signal event order. Transition Words Chart Use read aloud previously read, for mentor texts  <ol style="list-style-type: none"> Help students create/organize a digital writing folder. Writing conferences with students can be done in multiple formats; over video chats (Zoom Breakouts) in Google Docs, via email, phone call, etc. Have parents/ students take a photo of the finished writing piece. Then have the students audio record themselves reading the finished piece. This can be shared via email, Zoom, or Seesaw platform. Publish student writing (e.g., create a virtual gallery walk, or compilation of student work, via Google Docs, Slides, or Forms OR students can publish using mystorybook.com book creation). 	<p>Digital Texts: K-3 Essential 6, Bullet 4: Mentor Texts Sample Video</p> <p>Time for Kids</p> <p>National Geographic Kids</p> <p>Mystery Science</p> <p>Loom</p> <p>MindMeister</p> <p>Sharing Our Notebooks</p> <p>Newsela</p> <p>My Storybook</p> <p>Story Jumper</p> <p>Writable</p> <p>Seesaw - Digital Creation and display tool that lets students show what they are learning by submitting a video of themselves snapping a picture of a paragraph they wrote, recording themselves reading a poem, or uploading a file to demonstrate their learning</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Writing Grades K-3

An instructional practice in which the teacher visually and verbally models a writing process or strategy that proficient writers use.

<p>The Teacher:</p> <ul style="list-style-type: none"> Demonstrates writing a variety of text, for a variety of purposes and audiences Incorporates writing across content areas and specific to disciplinary practices (scientific explanations, addressing both sides of an argument) 	<p>The Student:</p> <ul style="list-style-type: none"> Identifies elements of writing specific to a genre or task Understands that we write for different purposes Transfers what they have learned in a modeled writing lesson to their independent writing
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Independent Writing/Conferring Grades K-3

An instructional practice that gives consistent opportunities for students to apply strategies that the teacher has taught during previous instruction. Conferring allows the teacher to make decisions about what might help the writer.

<p>The Teacher:</p> <ul style="list-style-type: none"> Provides opportunities to write across the content areas using a variety of genres 	<p>The Student:</p> <ul style="list-style-type: none"> Engages in writing for a variety of purposes and audiences Demonstrates use of a variety of text types and genres Uses text structures, text features, linking words and phrases that are characteristic to the type of text developed
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**Essential 6. Research-informed and standards-aligned writing instruction
Grade 2**

The Teacher Provides:	Standards for Writing	Remote Application	Additional Resources
<p>E6.5 Explicit instruction in letter formation, spelling strategies, capitalization, punctuation, sentence construction, keyboarding (first expected by the end of grade 3) and word processing</p>	<p>Language, Standard 2 <i>Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p>Language, Standard 3 <i>Students use knowledge of language and its conventions when writing, speaking, reading, or listening.</i></p>	<ol style="list-style-type: none"> 1. Mini-lesson on conventions of writing can be modeled and practiced during interactive writing using Google Docs or Google Jamboard. Project a piece of writing on the screen and have students help with sentence expansion and writing conventions. 2. Project a piece of writing on the screen and have students help with sentence expansion and writing conventions. 3. Guide and provide students with an editing bookmark or checklist. 	<p>Digital Texts: K-3 Essential 6, Bullet 5: Instruction in Capitalization, etc. Sample Video</p> <p>MAISA Grammar Lessons</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Writing Grades K-3

An instructional practice in which the teacher visually and verbally models a writing process or strategy that proficient writers use.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Models thinking explicitly (conventions of written language, letter formation, organization of print, conventional spelling of words) • Rereads the text with students to check for meaning and understanding • Uses classroom resources (word walls, dictionary, etc.) 	<p>The Student:</p> <ul style="list-style-type: none"> • Demonstrates skillful listening and notices the teacher’s writing behaviors • Learns about language, sounds in words, letters, and how print is organized • Transfers what they have learned in a modeled writing lesson to their independent writing
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Shared Writing Grades K-3

An instructional practice where the teacher acts as the scribe and the teacher and student collaborate to compose meaningful text.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Verbalizes specific skills he/she wants the children to learn about (how writing moves from left to right and top to bottom, formation of letters, stretching out the sounds of words, etc.) • Models proper syntax and conventions in conjunction with fluent writing • Elaborates on using a diverse vocabulary • Scaffolds aspects of writing and applies specific skills and strategies 	<p>The Student:</p> <ul style="list-style-type: none"> • Transfers their known skills and strategies to the shared writing experience • Incorporates new skills and strategies learned into their independent writing
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Independent Writing/Conferring Grades K-3

An instructional practice that gives consistent opportunities for students to apply strategies that the teacher has taught during previous instruction. Conferring allows the teacher to make decisions about what might help the writer.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Incorporates lessons on grammar and mechanics • Encourages students to construct words using current knowledge of letter-sound relationships and other strategies 	<p>The Student:</p> <ul style="list-style-type: none"> • Applies skills and strategies previously learned • Uses text structures, text features, linking words and phrases that are characteristic to the type of text developed • Incorporates appropriate Tier 2 and Tier 3 vocabulary • Responds to feedback by incorporating suggestions
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