

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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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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<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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<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=s7XIZOFWldM 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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<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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<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

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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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<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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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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<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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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 data-bbox="2076 671 2256 929" data-label="Image"> </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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<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 mathematic 	<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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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> <ul 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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