

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>

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"> • 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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<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>  <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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<p>The Teacher:</p> <ul style="list-style-type: none"> Ensures that students use most of their time actually reading or responding to text, or working toward this goal 	<p>The Student:</p> <p>After Reading:</p> <ul style="list-style-type: none"> Rereads to themselves or with a partner as an independent activity to develop fluency
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<p>E3.4 Includes explicit instruction, as needed, in word recognition strategies, including multisyllabic word decoding, text structure, comprehension strategies, and writing strategies</p>	<p>Reading, Standard 1 <i>Students ask and answer 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>

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<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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<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"> 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 (I do, we do, you do). 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. 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 ReadWorks Virtual Book Room - Free access to digital and ebook platforms, and resource guides Michigan eLibrary Common Core - Close Reading/Scholastic 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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<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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