

Grade 5

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 5

The Teacher...	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<p>E3.1 Is deliberate in providing instruction to children in all groups, with meaning-making the ultimate goal of each group’s work, and ensures that children use most of their time actually reading and writing</p>	<p>Reading, Standard 10 <i>Students read a range of literary text - fiction, poetry, and drama - appropriate for grades 3-5 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity.</i> <i>Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 3-5 complexity band.</i></p>	<p>Reading, Standard 10 <i>Students read a range of nonfiction appropriate for grades 3-5 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity.</i> <i>Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 3-5 complexity band.</i></p>	<p>1. Select texts that include:</p> <ol style="list-style-type: none"> a wide range of books and other texts across content areas (e.g., print, audio, video, and digital), including information books, poetry, literature, and magazines books and other materials connected to children’s interest and that reflect children’s backgrounds and cultural experiences books and other reading materials children can borrow and bring home and/or access digitally at home reading materials that expose students to rich language and vocabulary learning (Essential #7) <p>2. Explicitly teach and model the specific learning goal using gradual release (I do, we do, you do).</p> <p>3. Create digital anchor charts illustrating the skill.</p> <p style="text-align: center;">Theme Anchor Chart</p> <div data-bbox="1830 913 2119 1128" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">What is a THEME?</p> <ul style="list-style-type: none"> + Theme: big idea or message about people, life, and the world + Themes can be one word or a phrase + What the author wants us to learn + In other words...Theme is what the story teaches the reader. </div>	<p>Digital Texts: Read the World - Distance learning support</p> <p>Video Clips - Scroll down to see Jan Richardson’s videos on virtual guided reading lessons</p> <p>Webinars - Jan Richardson Reading - A variety of archived webinars related to virtual literacy</p> <p>Florida Center for Reading Research Fourth and Fifth Grade Resource Guide</p> <p>Reading Rockets- Before, During and After Reading Strategies</p> <p>ReadWorks Unit Support Planning</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Guided Reading in Grades 4-5

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 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> <p>During Reading:</p> <ul style="list-style-type: none"> 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 Self-monitors for understanding using a variety of comprehension strategies Makes text-text, text-self, text-world connections
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<p>E3.2 Provides and supports opportunities for small group discussion of literature and disciplinary text (e.g., Instructional Conversations and Literature Circles) so that students draw on their own knowledge and the knowledge of their peers to co-construct the meaning of text</p>	<p>Speaking and Listening, Standard 1 <i>Students participate in different discussions (pairs, groups, full class) with a range of peers about grade 5 topics and texts, adding to others’ ideas while contributing their own. Arriving at these discussions prepared to discuss what they read or studied, students draw from what they learned, citing evidence in those texts or from their background knowledge during the discussion. As they participate and collaborate, students follow all guidelines for such academic discussions and their role in them. Also, when discussing or collaborating with others, students ask and answer questions. Elaborating in some detail about how their remarks relate to the topic or text the class is studying. Finally, students draw conclusions after having gained knowledge from the discussion and reviewing key ideas.</i></p>	<p>Shift discussion opportunities to an online forum such as Zoom, Facebook, or Google Hangouts with small groups. Be sure to include common experiences centered around texts or something studied.</p> <p>Key Ideas</p> <ol style="list-style-type: none"> 1. Provide modeling and scaffolding for discussions. <ol style="list-style-type: none"> a. Establish discussion norms. b. Structure student engagement - Stopping points are directly aligned to the lesson’s literacy goals . c. Use sentence starters/prompts to help students discuss text. 2. Use breakout rooms to group students in small group to practice instructional goals particular to that group. 	<p>Digital Texts: Discussion Scaffolds: Student Led Discussion Stems</p> <p>7 Free Online Discussion Tools</p> <p>Standards Aligned Question Stem Bank</p> <p>Additional Accountable Talk Resources</p> <p>Talk Moves</p> <p>Harvard’s See Think Wonder</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Collaborative Conversations in Grades 4-5

Rich structured conversations that engage students in meaningful dialogue centered on grade level topics.

The Teacher:	The Student:
<ul style="list-style-type: none"> • Includes multiple opportunities for conversation when lesson planning (e.g., turn and talk, think/write-pair-share, small group discussion with assigned roles, etc.) • Provides explicit instruction about different collaborative conversation structures • Works with students to articulate clear expectations for classroom dialogue • Shares goals and expectations with students • Guides students in goal-setting through modeling and strategic conversations • Uses observational data from classroom conversations for formative assessment purposes 	<ul style="list-style-type: none"> • Participates in collaborative conversations by being prepared and listening attentively • Follows classroom expectations for discussion, including turn-taking, introducing a new idea, supporting claims with evidence, questioning, challenging ideas respectfully, and working to actively include all group members in the conversation • Uses information provided by others to add to their own thinking and build upon the thinking of others in the group • Asks for clarification as needed about the topic and texts under discussion • Paraphrases or summarizes important information and views presented • Reflects formally or informally on contributions to conversations, as well as how conversations help make meaning

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<p>E3.3 Provides opportunities for developing reading fluency during small group work, such as paired and partner reading</p>	<p>Foundational Skills, Standard 4 <i>Students read grade-level prose and poetry with purpose and for understanding, both to themselves and orally. As they practice reading these texts, their accuracy, rate of reading, and expression increase. If there are unknown words, students use context and reread to self-correct or identify these words.</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. 5. Prompt and encourage fluency during the reading with emphasis on elements of fluency (pausing, intonation, phrasing, etc.). 	<p>Digital Texts: Michigan Electronic Library Online Texts Read Works- Free Text - including poetry Reading A-Z Epic- Free Poetry Resources Poetry Foundation- Children’s Poetry</p>

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<p>The Teacher:</p> <ul style="list-style-type: none"> • Employs practices for developing reading fluency

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<p>E3.4 Uses small group routines (e.g., cooperative and collaborative learning, such as Reciprocal Teaching and Collaborative Strategic Reading) for fostering strategic reading and knowledge building using text</p>	<p>Speaking and Listening, Standard 1 <i>Students participate in different discussions (pairs, groups, full class) with a range of peers about grade 5 topics and texts, adding to others’ ideas while contributing their own. Arriving at these discussions prepared to discuss what they read or studied, students draw from what they learned, citing evidence in those texts or from their background knowledge during the discussion. As they participate and collaborate, students follow all guidelines for such academic discussions and their role in them. Also, when discussing or collaborating with others, students ask and answer questions. Elaborating in some detail about how their remarks relate to the topic or text the class is studying. Finally, students draw conclusions after having gained knowledge from the discussion and reviewing key ideas.</i></p>	<p>Shift discussion opportunities to an online forum such as Zoom, Facebook, or Google Hangouts with small groups. Be sure to include common experiences centered around texts or something studied.</p> <p>Key Ideas:</p> <ol style="list-style-type: none"> 1. Provide modeling and scaffolding for discussions. <ol style="list-style-type: none"> a. Establish discussion norms. b. Structure student engagement - stopping points are directly aligned to the lesson’s literacy goals. c. Use sentence starters/prompts to help students discuss text. 2. Use breakout rooms to group students in small group to practice instructional goals particular to that group. 	<p>Digital Texts: Discussion Scaffolds: Student Led Discussion Stems</p> <p>Standards Aligned Question Stem Bank</p> <p>Additional Accountable Talk Resources</p> <p>7 Free Online Discussion Tools</p> <p>Talk Moves</p> <p>Harvard's See, Think, Wonder</p>

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<p>The Teacher:</p> <ul style="list-style-type: none"> • Includes multiple opportunities for conversation when lesson planning (e.g., turn and talk, think/write-pair-share, small group discussion with assigned roles, etc.) • Provides explicit instruction about different collaborative conversation structures • Works with students to articulate clear expectations for classroom dialogue 	<p>The Student:</p> <ul style="list-style-type: none"> • Participates in collaborative conversations by being prepared and listening attentively • Follows classroom expectations for discussion, including turn-taking, introducing a new idea, supporting claims with evidence, questioning, challenging ideas respectfully, and working to actively include all group members in the conversation • Uses information provided by others to add to their own thinking and build upon the thinking of others in the group • Asks for clarification as needed about the topic and texts under discussion • Paraphrases or summarizes important information and views presented
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<p>E3.5 Provides opportunities for students to plan, draft, revise, and/or edit writing together, framed by specific guidelines for working together</p>	<p>Writing, Standard 5 <i>Students generate and gather ideas about the topic with help from classmates and teachers, making a plan for how to write about those ideas, not only drafting what to say but deciding how best to say or organize it by choosing different formats, mixing media, or blending genres. Students then improve the writing by revising, editing, rewriting, or starting all over with a new idea.</i></p>	<ol style="list-style-type: none"> 1. Provide daily time for student writing across disciplines, including opportunities for students to write using digital tools such as Google Docs. 2. Provide clear and specific goals for writing using anchor charts, checklists, and rubrics. 3. Provide modeling of writing and mentor pieces. 4. Post mini-lessons for each step/element of the writing process via slideshow form or screencast video form. 5. Provide explicit instruction and guided practice 6. Monitor students’ progress throughout the entire writing process and provide specific feedback via Google Doc Comments. 	<p>Digital Texts: Why a Writer’s Notebook Interactive Digital Notebooks ILA's Online Student Interactives</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Independent Writing/Conferring in Grades 4-5

An instructional practice that gives consistent opportunities for students to apply strategies that the teacher has taught during previous instruction.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Provides purpose and choice when writing • Provides opportunities to write across the content areas using a variety of genres • Collaborates with students in setting writing goals • Fosters creativity in the writing process • Confers with students to develop voice, craft, structure, vocabulary, use of conventions • Provides access to mentor text and writing models • Provides self-assessment tools such as student-friendly rubrics and checklists 	<p>The Student:</p> <ul style="list-style-type: none"> • Engages in writing for a variety of purposes and audiences • Views writing as an ongoing process of revision and editing • Uses mentor text as a model for writing • Works toward meeting their writing goals • Uses self-assessment tools to evaluate their writing and reflects on their writing across time • Responds to feedback by incorporating suggestions • Offers feedback to peers on their writing
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