

Macomb K-12

**Remote Learning Plan
for
English Language Arts**



www.misd.net

A Remote Learning Plan for K-5 English Language Arts

Purpose and Use of This Document

Educators often ask if the Michigan State Standards can be broken down to essential learning standards as a way to ensure that teachers are teaching the most important aspects of reading, writing, speaking, listening, viewing, and language. While conceptually it may appear to be an easy task, we know that the acquisition of language and its transfer to reading, writing, and speaking is complex and not done in a linear fashion. Our daily lives center around the ability to communicate and receive information in a variety of ways and through a variety of modalities. Each of us increases our ability to read, write, speak, and listen by engaging in everyday experiences as well as rich tasks. The richer the experience, the greater the learning and transfer of learning. Reading, writing, speaking, listening, and viewing are reciprocal practices that cannot be isolated within one content area; they are foundational to all learning and are taught in a recursive nature.

The General Education Leadership Network (GELN) developed a series of *Essential Instructional Practices in Literacy* spanning from birth through grade 12. These practices are supported by extensive research and are meant to be implemented in every classroom, with every student, every day. The goals of the *Macomb K-12 Remote Learning Plan for English Language Arts* document are twofold:

1. demonstrate how the *Essential Instructional Practices in Literacy* align with the *Michigan Standards for English Language Arts* in grades K-5 and
2. provide suggestions for application in a remote setting with vetted resources.

This document will focus on three aspects of literacy: read-alouds, small group instruction, and writing. Not every standard will be represented. That does not mean the omission of a standard does not have a place in practice. We encourage teachers to use the *Essential Instructional Practices in Literacy* knowing that when done well and with fidelity, students are engaged in learning that is the foundation of our state's ELA standards.

During times when schools are closed for extended periods, students should continue to be learning through and engaged in rich tasks. Teachers have a number of district, school, and classroom resources available to them in addition to web-based resources that are used to facilitate online learning. This document was constructed to specifically support virtual learning settings and to guide districts as they develop their remote learning plans; it is meant to be compatible and not in competition with curriculum that is established by the district. To put the state standards in usable and friendly language for practitioners, we used the resource *The Common Core Companion: The Standards Decoded Grades K-2 and 3-5* by Sharon Taberski and Jim Burke. We found this guide most useful in outlining what the standards say and what they mean. Therefore, when a standard is referenced in this document, it will be done in a way that describes the intent of the standard at a specific grade level and does not reflect the exact language of the state standard. We also encourage the use of the *Macomb PreK-12 Indicators of High-Quality Literacy Instruction* which outlines in greater detail what practices teachers should keep in mind when teaching the components of literacy in specific grade spans.

We hope that whether you are a teacher with vast experience or are new to the profession, this document provides clarity and depth to understanding the relationship between the essential literacy practices, our state standards, and the use of resources to maximize learning for all students.

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Kindergarten

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

Kindergarten

Read Aloud Remote Plan

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

| Read Alouds Involve... | Standards for Narrative Text | Standards for Informational Text | Remote Application | Additional Resources |
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| <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 or lesson of a familiar story, then report on the key ideas, details, and events that help convey this message.</i></p> <p>Reading, Standard 3 <i>Students identify the characters, setting, and major events in a story.</i></p> <p>Reading, Standard 9 <i>Students identify how the adventures and experiences of characters in two distinct but familiar stories are alike and different.</i></p> | <p>Reading, Standard 2 <i>Students identify the main topic of an informational text, then report on the key ideas, details, and events that help convey the main topic.</i></p> <p>Reading, Standard 3 <i>Students describe how two individuals, events, ideas, or pieces of information relate to one another.</i></p> <p>Reading, Standard 9 <i>Students identify how two texts on the same topic are alike or different.</i></p> | <ol style="list-style-type: none"> Shift the read alouds to a virtual platform with your entire class or with small groups. Plan on having on 3-5 read alouds/day that focus on different aspects of literacy (word solving, predicting, comprehension strategies, story elements, etc.). Emphasize reading text sets, (a collection of texts focused on a specific topic). 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 style="margin-left: 20px;">Key Ideas:</p> <ol style="list-style-type: none"> Talk around the text is the most critical component A text doesn't necessarily have to be a book; it could also be an article or poem Read text across content areas that are related by theme or concept Teachers can record themselves reading stories aloud. <ol style="list-style-type: none"> Stopping points are directly aligned to the lesson's literacy goals and <i>are not just at the end of the reading</i> After students have listened to a read-aloud, they can recount a story, respond to comprehension questions, share their opinion, or compare/contrast one or more texts verbally or by drawing or writing. | <p>Digital Texts: Unite for Literacy - Provides free digital access to picture books, narrated in many languages. Most books are readers but are organized by topics</p> <p>https://www.storylineonline.net/ - Opportunities for students to hear books read aloud by some of the world's best storytellers.</p> <p>https://mel.org/kids</p> <p>Epic School: Free Access for Students at Home!</p> <p>National Geographic for kids - Teacher and student resources for informational reading and writing, including text sets</p> <p>Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS</p> <p>5 Tips for Teaching Comprehension During Shared Reading (in K-2)</p> <p>Reading Anchor Charts for Kindergarten</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.

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| <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, including sets of texts that are thematically and conceptually related 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"> 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
Kindergarten**

| Read Alouds Involve... | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
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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 ask and answer questions about unknown words in a text.</i></p> <p>Language, Standard 4 <i>Students determine or clarify the meaning of unknown and multiple-meaning words and phrases on kindergarten reading and content.</i></p> | <p>1. Plan your daily (interactive) read aloud lessons by doing the following:</p> <ol style="list-style-type: none"> a. carefully select words b. pre-teach the words c. relate new words to known words d. include videos and photographs when possible e. revisit the words after reading f. use the words often in different situations over time | <p>Digital Texts: Epic School: Free Access for Students at Home!</p> <p>Read Aloud Template.docx</p> <p>Explicit Vocabulary Planning Template</p> <p>Flocabulary - Activities to help students master standards and build vocabulary</p> |

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Reads a text multiple times in 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 • Teaching of clusters of words related to those in the text • Provides 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 Kindergarten

| Read Alouds Involve... | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
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| E2.4 Higher-order discussion among children and teacher before, during, and after reading | <p>Reading, Standard 1 <i>Students ask and answer questions about 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, and stay on topic throughout multiple exchanges.</i></p> <p>Speaking and Listening, Standard 2 <i>Students show they understand key details of a text that is read aloud or presented through other media by asking questions or requesting clarification.</i></p> <p>Speaking and Listening, Standard 3 <i>Students ask and answer questions in order to seek help, get information, or clarify something that is not understood.</i></p> | <ol style="list-style-type: none"> As you plan your daily (interactive) read alouds, remember that talk around the text is the most critical component. <ol style="list-style-type: none"> Choose your stopping points and design questions ahead of time. Consider the following two points to design high quality questions that lead to rich discussions. Use the DOK Levels of questioning to engage students in higher order thinking. 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>Webb DOK.docx - DOK chart</p> <p>Reading Anchor Charts for Kindergarten</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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> Reads a text multiple times in 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 Teaching 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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**Essential 2. Read alouds of age-appropriate books and other materials, print or digital
Kindergarten**

| Read Alouds Involve... | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
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| <p>E2.5.2 Model application of knowledge and strategies for word recognition</p> | <p>Foundational Skills, Standards 3 <i>Students know and apply grade-level phonics and word analysis in decoding words.</i></p> <p>Language, Standard 6 <i>Students use words and phrases acquired through conversations, reading and being read to, and responding to texts.</i></p> | <ol style="list-style-type: none"> 1. The teacher guides and models strategies using a mentor text during a mini-lesson. 2. Use an emergent reader. 3. During guided practice, students will try the strategy on their own. | <p>Digital Texts: Reading A-Z</p> <p>Word Solving Lower Elementary Chart</p> |

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Reads a text multiple times in 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 • Teaching 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
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| Read Alouds Involve... | Standards for Narrative Text | Standards for Informational Text | Remote Application | Additional Resources |
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| <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 3 <i>Students identify the characters, setting, and major events in a story.</i></p> <p>Reading, Standard 5 <i>Students name the type of text they are reading or discussing (e.g., story, poem).</i></p> <p>Reading, Standard 7 <i>Students describe how the words and illustrations work together to tell a story.</i></p> | <p>Reading, Standard 3 <i>Students describe how two individuals, events, ideas, or pieces of information relate to one another.</i></p> <p>Reading, Standard 5 <i>Students refer to the front and back covers and the title page when reading or speaking about a text.</i></p> <p>Reading, Standard 7 <i>Students describe how the words and illustrations work together to provide information.</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. 3. Create anchor charts illustrating the skills being taught. | <p>Digital Texts: Reading A-Z</p> <p>Vocabulary Text Features</p> <p>Interactive Text Feature Booklet</p> <p>K-3 Comprehension Strategies</p> <p>Reading Anchor Charts for Kindergarten</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.

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

| Read Alouds Involve... | Standards for Narrative Text | Standards for Informational Text | Remote Application | Additional Resources |
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| <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 3 <i>Students identify the characters, setting, and major events in a story.</i></p> <p>Speaking and Listening, Standard 4 <i>Students describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</i></p> | <p>Reading, Standard 3 <i>Students describe how two individuals, events, ideas, or pieces of information relate to one another.</i></p> <p>Reading, Standard 8 <i>Students identify key points in a text and the reasons the author gives to support those points.</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 anchor charts illustrating the comprehension strategy. | <p>Digital Texts: K-3 Comprehension Strategies Reading Anchor Charts for Kindergarten</p> |

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

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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"> • 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 |

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

| Read Alouds Involve... | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
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| E2.5.5 Describe and model strategies for ascertaining the meaning of unfamiliar vocabulary from context | Language, Standard 4 <i>Students determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</i> Language, Standard 5 <i>With guidance and support from adults, students explore word relationships and nuances in word meanings.</i> | 1. Teacher selects unfamiliar vocabulary and models strategies to determine the meaning: <ol style="list-style-type: none"> a. say it out loud b. context clues c. try another strategy (look at the illustrations/photographs, read on, ask someone) | <u>Digital Texts:</u> Explicit Vocabulary Planning Template |

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

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| <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> | |
| The Teacher: <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 | The Student: <ul style="list-style-type: none"> • Applies knowledge, vocabulary, and skills taught to new situations and across content areas when applicable |

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

| Read Alouds Involve... | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
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| <p>E2.5.1 Develop print concepts such as developing children’s directionality by running fingers under words and asking where to start, with texts being sufficiently visible to children that they can see specific features of print</p> | <p>Foundational Skills, Standard 1 <i>Students demonstrate understanding of the organization and basic features of print. They consider:</i></p> <ul style="list-style-type: none"> • <i>Can I point to the first word in a sentence? Can I point to the last word in a sentence?</i> • <i>Do I know that the first word in a sentence begins with a capital letter? (Do I capitalize the first word of sentences I write?)</i> • <i>Do I know that sentences end with a period, question mark, or exclamation point? (Do I end the sentences I write with a period, question mark, or exclamation point?)</i> • <i>Do I know that my voice should go down when I come to a period and up when I come to a question mark or exclamation point?</i> • <i>Do I know what a period, question mark, and exclamation point mean as a reader? (As a writer?)</i> | <ol style="list-style-type: none"> 1. Allow students to articulate: <ol style="list-style-type: none"> a. where to begin reading b. the first and last word of a sentence c. the number of words in a shorter sentence d. the punctuation used at the end of a sentence and the purpose of that punctuation mark 2. Choose books and poems that lend themselves to modeling fluency including a focus on punctuation and intonation (e.g., rhythmic poetry or texts with varied punctuation). | <p>Digital Texts: Sentence Game - Sentence segmenting game from FCRR</p> <p>Balanced Literacy Diet - Concepts of Print - Developed by the University of Toronto, this site has activities for developing concepts of print with students, many of which can be adapted to a virtual setting</p> <p>Concepts of Print for Kindergarten Video</p> |

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Shared Reading in PreK

An instructional practice that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by the teacher. Shared reading can also include reading a text with the teacher taking the lead and the students following along either silently or orally.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Draws attention to concepts of print such as: <ul style="list-style-type: none"> • Front of the book/back of the book • Title • Directionality • First word/last word • Letter vs. word | <p>The Student:</p> <ul style="list-style-type: none"> • Engages in the lesson and is attending to the print • Tracks print from left to right and word by word • Understands print and book handling concepts including directionality, title, etc. |
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**Essential 2. Read alouds of age-appropriate books and other materials, print or digital
Kindergarten**

| Read Alouds Involve... | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
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| <p>E2.2 Modeling of appropriate fluency (accuracy, automaticity, and prosody) in reading</p> | <p>Foundational Skills, Standard 4 <i>Students read emergent-reader texts with purpose and understanding</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). Also consider the use of morning messages, songs, poems, and big books. 2. Following teacher modeling, repeated readings can consist of methods such as echo & shared/choral reading. 3. Encourage rereading of familiar texts at home, if possible, with an older child or parent. 4. Prompt and encourage elements of fluency such as pausing, intonation, phrasing, etc. | <p>Digital Texts: Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS</p> <p>https://www.storylineonline.net/ - Opportunities for students to hear books read aloud by some of the world’s best storytellers. Each video includes an activity guide with lessons for K-5 students to do at home</p> <p>Morning messages</p> <p>Fluency Strategies</p> |

Kindergarten

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.
Kindergarten

| The Teacher: | Standards for Narrative Text and for Informational Text | Remote Application | Additional Resources |
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| <p>E3.1 Ensures that children use most of their time actually reading and writing</p> | <p>Reading, Standard 10 <i>Students actively engage in group reading activities with purpose and understanding.</i></p> | <ol style="list-style-type: none"> 1. Create a class schedule and set up guided reading sessions with groups of students weekly. 2. To the extent possible, provide access to books or rich literature via online, through mailings, or making materials available for pick up. 3. Provide and expose students a variety of texts that are centered on a variety of topics that explore the world around them. 4. Model how to read them carefully and purposefully, using gradual release. I do (modeled reading), we do (choral or echo reading), you do (independent reading). 5. Read text multiple times to build fluency, stamina, and confidence. | <p>Digital Texts: Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS</p> <p>Epic School: Free Access for Students at Home!</p> <p>Unite for Literacy - Provides free digital access to picture books, narrated in many languages. Most books are readers organized by topics.</p> <p>For Instructors - Flyleaf Publishing - Online Materials Portal</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.

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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 • Ensures that students use most of their time actually reading or responding to text, or working toward this goal | <p>The Student:</p> <p><u>During Reading:</u></p> <ul style="list-style-type: none"> • Reads the whole text or a unique part to themselves (softly or silently) • Uses various problem-solving strategies taught and requests help if stuck • Engages in discussion about the text and raises questions or make comments to clarify confusion and expand understanding |
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**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.
Kindergarten**

| The Teacher: | Standards for Narrative Text and for Informational Text | Remote Application | Additional Resources |
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| <p>E3.2 Coaches children as they engage in reading and writing, with reading prompts focusing primarily on (a) monitoring for meaning, (b) letters and groups of letters in words, (c) rereading</p> | <p>Foundational Skills, Standard 3 <i>Students know and apply grade-level phonics and word analysis skills in decoding words.</i></p> <p>Foundational Skills, Standard 4 <i>Students read emergent-reader texts with purpose and understanding.</i></p> | <ol style="list-style-type: none"> 1. Teacher supplies an instructional level text. Teacher provides strong book introductions and builds background knowledge with focus on genre, language and text structure. 2. Before reading, the teacher may also supply vocabulary, review reading strategies, and/or prompt students to look for words that follow a particular phonics skill. This will be based on the learning target. 3. As students read independently, teacher coaches and prompts. One option for listening to individual students could be to ask all but one student to mute their microphones so you can listen to individual students read, and provide feedback. 4. Following the reading, teachers explicitly teach and model the predetermined phonics skill that was addressed in the book. 5. Provide ample opportunities for students to review, read and write words with sound(s), and other phoneme/grapheme relationships. 6. Assign meaningful reading and writing tasks that follow from the lesson. | <p>Digital Texts: K-3 Comprehension Strategies</p> <p>Word Solving Strategies Bookmarks</p> <p>Alphabet Linking Chart Video - Requires a Google account</p> <p>Alphabet Linking Chart</p> <p>ABC Letter Mat</p> |

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Includes explicit instruction as needed in word recognition strategies, text structure, and comprehension strategies <p>During Reading:</p> <ul style="list-style-type: none"> • Listens and provides guidance while students “whisper read” simultaneously, but not chorally • Takes anecdotal notes and 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 various problem-solving strategies taught and requests help if stuck • Engages in discussion about the text and raises questions or makes 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.
Kindergarten**

| The Teacher: | Remote Application | Additional Resources |
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| E3.3 Employs practices for developing reading fluency, such as repeated reading, echo reading, paired and partner reading | <ol style="list-style-type: none"> 1. Choose books that lend themselves to modeling fluency (e.g., rhythmic poetry or texts with varied punctuation). Also, consider the use of morning messages, songs, poems, and big books. 2. Following teacher modeling, repeated readings can consist of methods such as echo and shared/choral reading. 3. Encourage rereading of familiar texts at home, if possible, with an older child or parent. 4. Prompt and encourage elements of fluency such as pausing, intonation, phrasing, etc. | <p>Digital Texts: K-3 Essential 3, Small Group Fluency Instruction Sample Video</p> <p>Fluency Strategies</p> <p>Morning Messages</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.

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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><u>After Reading:</u></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.
Kindergarten**

| The Teacher: | Standards for Narrative Text | Standards for Informational Text | Remote Application | Additional Resources |
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| <p>E3.4 includes explicit instruction, as needed, in word recognition strategies, including multisyllabic word decoding, text structure, comprehension strategies, and writing strategies</p> | <p>Reading, Standard 1 <i>Students ask and answer questions about key details in a text</i></p> <p>Reading, Standard 2 <i>Students identify the central message or lesson of a familiar story, then report on the key ideas, details, and events that help convey this message or lesson.</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 determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</i></p> | <p>Reading, Standard 1 <i>Students ask and answer questions about key details in a text</i></p> <p>Reading, Standard 2 <i>Students identify the main topic of an informational text, then report on the key ideas, details, and events that help convey the main topic.</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 determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</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. Create a class schedule: <ol style="list-style-type: none"> teacher runs small groups students log on during their designated time slot As students read the text independently, ask all but one student to mute their microphones so you can listen to individual students read, and provide feedback. Following the small group lesson, assign meaningful reading tasks related to the lesson. Assign repeated readings of previously read texts or texts at the student’s independent reading level. Use sentence starters/prompts to help students discuss text. | <p>Digital Texts: Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS</p> <p>Kindergarten Question Stems</p> <p>Dolch Pre Primer Word List</p> <p>Fry First 100 Word List</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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> Includes explicit instruction as needed in word recognition strategies, text structure, and comprehension strategies <p>Before Reading:</p> <ul style="list-style-type: none"> Introduces lesson with prediction making, story walk, building prior knowledge, learning new vocabulary, discussing various text features Selects a purposeful, high-quality text that students can read with support (instructional level) Introduces or reviews specific reading strategies that the students have been taught and reminds them to use when they read <p>After Reading:</p> <ul style="list-style-type: none"> Discusses what has been read to check children’s understanding Invites personal responses Uses the text for a few teaching points such as finding evidence, discussing problem-solving strategies, etc. Makes connections to how a strategy can be used in independent reading Highlights successful strategy-use | <p>The Student:</p> <p>Before Reading:</p> <ul style="list-style-type: none"> Relates text to prior knowledge Engages in a conversation about the text Understands the purpose for reading the text Accesses background knowledge and strategies to effectively construct meaning Makes connections between the new text and previously read text <p>During Reading:</p> <ul style="list-style-type: none"> Uses 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 |
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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.
Kindergarten

| The Teacher: | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
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| <p>E3.5 is deliberate in providing quality instruction to children in all groups, with meaning-making the ultimate goal of each group’s work</p> | <p>Reading, Standard 10 <i>Read and comprehend complex literary and informational texts independently and proficiently.</i></p> | <ol style="list-style-type: none"> 1. To the extent possible, provide access to books or rich literature via online, through mailings, or making materials available for pick up. 2. Provide and expose students a variety of 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 (modeled reading), we do (shared/choral or echo reading), you do (independent reading). 4. Read text multiple times. | <p>Digital Texts: Reading A-Z - Offers an extensive collection of leveled reading resource</p> <p>K-3 Comprehension Strategies</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.

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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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Kindergarten

Writing Remote Plan

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

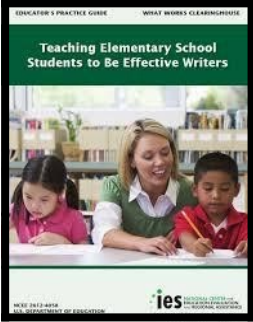
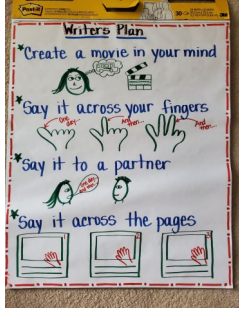
| The Teacher: | Standards for Writing | Remote Application | Additional Resources |
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| <p>E6.1 Interactive writing experiences in grades K and 1</p> | <p>Foundational Skills, Standard 1 <i>Students demonstrate understanding of the organization and basic features of print.</i></p> <p>Foundational Skills, Standard 2 <i>Students demonstrate understanding of spoken words, syllables, and sounds (phonemes).</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, and stay on topic throughout multiple exchanges.</i></p> <p>Speaking and Listening, Standard 2 <i>Students show they understand the key details of a text that is read aloud or presented through other media by asking questions or requesting information.</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 Google Jamboard or Google Slides to provide interactive and/or shared writing experiences for students. The writing should be based on a shared experience such as a read aloud, a science experiment, math concept, or event from social studies. Also, teachers can share pictures of the day in the park, a trip to the zoo etc., or take them on a virtual field trip. The writing should be composed as a group and word choice can be negotiated. Most of the texts composed will be one sentence in length, unless the writing is revisited over multiple sessions. As the teacher composes the text, students can write along with the teacher as guided practice. Students can read it aloud afterward and add an illustration. This can be done in small or whole groups. | <p>Digital Texts: Kindergarten Remote Shared Writing Example Using Google Slides</p> <p>Online Elkonin Boxes</p> <p>Segmenting Practice 3 Phonemes with Elkonin Boxes Video</p> <p>Segmenting Practice 3 Phonemes Elkonin Boxes Interactive Slides</p> <p>Segmenting Practice 4 Phonemes with Elkonin Boxes Video</p> <p>Segmenting Practice 4 Phonemes Elkonin Boxes Interactive Slides</p> <p>Segmenting Practice 5 Phonemes With Elkonin Boxes Video</p> <p>Segmenting Practice 5 Phonemes Elkonin Boxes Interactive Slides</p> <p>Virtual Field Trips With Links</p> <p>25+ Virtual Field Trips</p> <p>Detroit Zoo Live Cams</p> <p>San Diego Zoo Kids</p> <p>Georgia Aquarium Live Cams</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.

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| <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 do you hear, etc.) Turns the pen over to different students and invites them to contribute a letter, part of a word, or even sentences to the text being written together Teaches for visual analysis (does it look right, what would look right there, think about how the word looks, etc.) Places emphasis on creating texts that are easy for children to read Has references such as name charts, alphabet linking charts, word walls, and word charts available during a lesson | <p>The Student:</p> <ul style="list-style-type: none"> Discusses what to write about <u>with</u> teacher support Writes together <u>with the teacher</u> - 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 Kindergarten

| The Teacher: | Standards for Writing | Remote Application | Additional Resources |
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| <p>E6.2 Daily time for children to write, aligned with instructional practice #1 above</p> | <p>Writing Standard 10 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.</p> <p><i>*Writing instruction in kindergarten should be 30 minutes daily. This includes modeled, shared, interactive, and independent writing.</i></p> <p><u>Teaching Elementary School Students to Be Effective Writers</u></p>  | <ol style="list-style-type: none"> At the beginning of the kindergarten year, writer’s workshop mini-lessons focus on creating stories orally. Teachers model the following procedures for orally rehearsing a story: <ol style="list-style-type: none"> create a movie in your mind say it across your fingers say it to a partner say it across the pages (add this once they start writing)  <ol style="list-style-type: none"> Students must take time to rehearse their stories orally. This usually takes 3-5 weeks of consistent, daily practice. During this time teachers are working on foundational skills in order to prepare students to write their stories on paper. This includes letter formation, drawing, fine motor skills, letter/sound ID, phonemic awareness, etc. Once students begin writing, provide appropriate paper choices for students to draw/write about experiences. The expectation is that students write everyday following the mini-lesson and come prepared to share. Teachers establish a rotation for students to share so they are able to confer. | <p>Digital Texts: Writing Anchor Charts for Kindergarten</p> <p>Guided Drawing Lessons</p> <p>MyStorybook.com Make Kids' Books Online For Free!</p> <p>StoryJumper: #1 rated site for creating story books - Book creation software - students can choose to publish their story and share the link with their class</p> <p>Small Moment/Narrative Writing Story Paper</p> <p>How To paper side by side</p> <p>Label and List Paper</p> <p>Lined letter template for Opinion Writing</p> |

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

| The Teacher: | Standards for Writing | Remote Application | Additional Resources |
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| <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, students respond to feedback from the teacher and peers and add details to strengthen writing as needed.</i></p> <p>Writing, Standard 7 <i>Students participate in shared research and writing projects.</i></p> | <ol style="list-style-type: none"> 1. Students use paper and pencil to create their work. Students can submit their work via photos, scanning, or holding it up to the camera for the teacher to take a screenshot. 2. Writing Conferences can be done individually, in partnerships, or in small groups. Share your screen while viewing a student's writing and use the teacher conference stems to provide feedback to the student. The student will apply the feedback to current and future writing. 3. When possible, provide opportunities for students to connect with peers and offer feedback using student stems. | <p>Digital Texts: Writing Conference Stems for Teachers Writing Conference Stems for Students Partnership Anchor Chart Small Moment/Narrative Writing Story Paper How To paper side by side Label and List Paper Lined letter template for Opinion Writing</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.

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| <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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • 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 | <p>The Student:</p> <ul style="list-style-type: none"> • 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 |
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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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • 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 | <p>The Student:</p> <ul style="list-style-type: none"> • 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 |
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**Essential 6. Research-informed and standards-aligned writing instruction
Kindergarten**

| The Teacher: | Standards for Writing | Remote Application | Additional Resources |
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| 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>Writing, Standard 1 <i>Students write opinion pieces about a topic, or a book using a combination of drawing, dictating, and writing.</i></p> <p>Writing, Standard 2 <i>Using a combination of drawing, dictating, and writing, students compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</i></p> <p>Writing, Standard 3 <i>Using a combination of drawing, dictating, and writing, students tell the story of a single event or several loosely linked events, tell about the events in order they happened, and tell what they think about what happened.</i></p> <p>Writing, Standard 6 <i>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, and to interact and collaborate with peers.</i></p> | <ol style="list-style-type: none"> Students use paper and pencil to create their work. Students can submit their work via photos, scanning, or holding it up to the camera for the teacher to take a screenshot. Mini-lessons can be done live, in slideshow form, or as a screencast video. The mini-lesson needs to: <ol style="list-style-type: none"> explicitly teach genre through modeled or shared writing scaffold the writing by breaking it down into smaller chunks/steps (ex., model one word at a time moving into sentences). Students write independently at home and come prepared to share their writing at the next meeting. During share time, the teacher provides meaningful feedback using teacher writing conference stems. At the end of each unit, students choose one piece to publish. REMEMBER: Publish means to make public, not perfect. Teachers can hold a writing celebration by creating 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>National Geographic Kids</p> <p>Mystery Science</p> <p>My Storybook - Book creation software</p> <p>Story Jumper - Book-creation software- students can choose to publish their story and share the link with their class</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.

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| <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.

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| <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
Kindergarten**

| The Teacher: | Standards for Writing | Remote Application | Additional Resources |
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| <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>Foundational Skills, Standard 1 <i>Students demonstrate understanding of the organization and basic features of print.</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"> Conventions can be addressed during modeled or shared/interactive writing. The teacher can project the writing using Google Slides or Jamboard. During Writer’s Workshop Mini-lessons, the teacher will model thinking aloud on the conventions of writing: <ol style="list-style-type: none"> letter formation spelling strategies capitalization punctuation spacing sentence construction | <p>Digital Texts: K-3 Essential 6, Bullet 5: Instruction in Capitalization, etc. Sample Video</p> <p>Kindergarten Remote Shared Writing Example Using Google Slides</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.

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| <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.

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| <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.

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| <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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Grade 1

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

Grade 1

Read Aloud Remote Plan

**Essential 2. Read alouds of age-appropriate books and other materials, print or digital
Grade 1**

| Read Alouds Involve... | Standards for Narrative Text | Standards for Informational Text | Remote Application | Additional Resources |
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| <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 or lesson of a story, then report on the key ideas, details, and events, including just the important information, not every single detail.</i></p> <p>Reading, Standard 3 <i>Students describe the characters, setting, and major events in a story, using key details.</i></p> <p>Reading, Standard 9 <i>Students describe how the adventures and experiences of characters in stories are alike and different.</i></p> | <p>Reading, Standard 2 <i>Students identify the main topic of a text, then report on the key ideas, details, and events, including just the important information, not every single detail.</i></p> <p>Reading, Standard 3 <i>Students describe how two individuals, events, ideas, or pieces of information relate to one another.</i></p> <p>Reading, Standard 9 <i>Students identify how two texts on the same topic are alike or different.</i></p> | <ol style="list-style-type: none"> Shift the read alouds to an online platform such as Zoom, Facebook, or Google Hangouts with your entire class or with small groups. 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/ text as you read. Select books with a wide range of cultural and racial backgrounds, books that represent the students in your classroom. Talk around the read aloud is the most critical component to support learning, recall, and comprehension, etc. It's about the engaging and interactivity within the texts for deeper learning. (e.g., multiple readings, revisiting vocabulary and theme within text, etc.) Remember, it's about reading text sets, (a collection of texts focused on a specific topic) not books, and connecting to those texts. The new read aloud should be connected to the text that came before and after it. (e.g., 3-5 read alouds that are related to each other via theme/concept, etc.) Take advantage of online videos to make connections. Teachers can record themselves reading aloud. <ol style="list-style-type: none"> Pre-record a text reading so you can mute, watch, and discuss at critical points that you have prepared in advance, and not just at the end of the reading. This allows students to respond to teacher questions interspersed throughout the recording. Allow for stopping points that are directly aligned to the lesson's literacy goals. As you read aloud or view the recorded read aloud, ask your class a yes or no question and have them respond with a thumbs up or a thumbs down. As you read aloud or view the recorded read aloud, discuss how the main character is feeling in the story and have students use facial expression to give their answer. After students have listened to a read-aloud, they can recount or demonstrate understanding in several ways. They can respond to comprehension questions through drawing or writing in their journal, an exit slip on their tablet, on a dry erase whiteboard, or to the teacher or peer in virtual breakout rooms. The teacher can Invite the principal, literacy coach, or a mystery reader to record themselves reading aloud to share with the class. | <p>Digital Texts: Digital Distance Learning Tips</p> <p>Links for online Read Alouds https://www.storylineonline.net/</p> <p>bedtimestoriesonline.org/fables-for-kids/</p> <p>aesop's fables</p> <p>Kate Messner's Collection of Stories - Collection of stories read-aloud by authors; includes writing prompts/ activities for elementary and secondary level readers.</p> <p>Unite for Literacy - Offers read alouds in both fiction and nonfiction in multiple languages.</p> <p>Digital Text sets and resources Readworks Articles to Teach Main Idea Grade 1 - Offers reading passages to teach a specific skill/strategy</p> <p>National Geographic for kids - Teacher and student resources for informational reading and writing, including text sets.</p> <p>Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS.</p> <p>Screencastify A Google Chrome extension that you can add via the link. It allows you to record your screen and your webcam</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.

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| <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, including sets of texts that are thematically and conceptually related 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"> 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 1**

| Read Alouds Involve... | Standards for Narrative Text and for Informational Text | Remote Application | Additional Resources |
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| <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 and poems that lend themselves to modeling fluency (e.g., rhythmic poetry or texts with varied punctuation). 2. Demonstrate fluent reading during the read aloud and refer to the MISD fluency strategies chart as you model each component of fluency. 3. Students can follow along as the teacher reads and models the various aspects of fluency, using the MISD Fluency Strategies chart. | <p>Digital Texts: Kindergarten and First Grade - FCRR student center activities MISD Fluency Strategies based upon Tim Rasinski Reading A-Z - offers an extensive collection of leveled reading resources aligned to CCSS Poems by Reading Level https://www.storylineonline.net/ - Opportunities for students to hear stories at home Virtual Book Room - Free access to digital 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.

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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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**Essential 2. Read alouds of age-appropriate books and other materials, print or digital
Grade 1**

| Read Alouds Involve... | Standards for Narrative Text | Standards for Informational Text | Remote Application | Additional Resources |
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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 identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</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 1 reading and content, choosing flexibly from an array of strategies.</i></p> | <p>Reading, Standard 4 <i>Students ask and answer questions to determine or clarify the meaning of unfamiliar 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 1 reading and content, choosing flexibly from an array of strategies.</i></p> | <ol style="list-style-type: none"> Carefully select words from text that are essential for comprehension (Tier 2 words). Pre-teach vocabulary - use online photos, and video clips. Relate new words to known words Connect new words with the illustration, where possible. Provide home and online virtual scavenger hunts to find items that connect to new vocabulary (see video example). Explicit teaching of Vocabulary: <ol style="list-style-type: none"> introduce the word present a student friendly explanation illustrate the word with examples check for understanding revisit the words after reading Find opportunities for the new words to be used in other contexts to encourage authentic use and deepen learning. | <p>Digital Texts: K-3 Essential 2, Bullet 3: Vocabulary in Read Alouds Video</p> <p>Flocabulary - Activities to help students master standards and build vocab</p> <p>Example video of Vocabulary Scavenger Hunt</p> <p>Bubbl.U.s - Concept Mapping</p> <p>Epic Digital Library - Free access to digital texts, learning, videos, quizzes and more</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.

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

Grade 1

| Read Alouds Involve... | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
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| E2.4 Higher-order discussion among children and teacher before, during, and after reading | <p>Reading, Standard 1 <i>Students ask and answer questions about 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 upon one another's talk, and ask questions to clear up confusion.</i></p> <p>Speaking and Listening, Standard 2 <i>Students ask and answer questions about key details in 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 gather additional information or clarify something that is not understood.</i></p> | <ol style="list-style-type: none"> 1. Set purpose/ objective for your read aloud to facilitate discussion. 2. As you read, pause occasionally to pose questions about words, actions, and details that require students to look closely at the text or illustrations for answers. 3. Use the DOK Levels of questioning or the Scholastic Question Stems to engage students in higher order thinking through the use of text dependent questions. 4. Talk around the text is the most critical component. 5. Model the use of sentence stems (scaffold) to help students discuss text (ask and respond to questions) using complete sentences. Stems can be projected on the screen and modeled. 6. Create virtual polls, and virtual exit tickets on whiteboards to assess students' understanding (see exit ticket example). | <p>Digital Texts: K-3 Essential 2, Higher-order Discussions Sample Video</p> <p>Reading A-Z - Offers an extensive collection of leveled reading resources and passages or short text aligned to CCSS</p> <p>Kindergarten Question Stems</p> <p>1st Grade Question Stems</p> <p>Collaborative Conversation Suggestions & Sentence Stems - Requires a Google sign in</p> <p>How To Use Google Jamboard Tutorial</p> <p>Seesaw</p> <p>Google Jamboard Exit Ticket example - (additional examples here)</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"> • Reads a text multiple times in 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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Essential 2. Read alouds of age-appropriate books and other materials, print or digital
Grade 1

| Read Alouds Involve... | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
|--|---|---|--|
| <p>E2.5.1 Develop print concepts such as developing children’s directionality by running fingers under words and asking where to start, with texts being sufficiently visible to children that they can see specific features of print</p> | <p>Foundational Skills, Standard 1 <i>Students demonstrate understanding of the organization and basic features of print. They consider:</i></p> <ul style="list-style-type: none"> • <i>Can I point to the first word in a sentence? Can I point to the last word in a sentence?</i> • <i>Do I know that the first word in a sentence begins with a capital letter? (Do I capitalize the first word of sentences I write?)</i> • <i>Do I know that sentences end with a period, question mark, or exclamation point? (Do I end the sentences I write with a period, question mark, or exclamation point?)</i> • <i>Do I know that my voice should go down when I come to a period and up when I come to a question mark or exclamation point?</i> • <i>Do I know what a period, question mark, and exclamation point mean as a reader? (As a writer?)</i> | <ol style="list-style-type: none"> 1. Allow students to articulate: <ol style="list-style-type: none"> a. where to begin reading b. the first and last word of a sentence c. the number of words in a shorter sentence d. the punctuation used at the end of a sentence and the purpose of that punctuation mark 2. Choose books and poems that lend themselves to modeling fluency including a focus on punctuation and intonation (e.g., rhythmic poetry or texts with varied punctuation) | <p>Digital Texts: Sentence Game - Sentence segmenting game from FCRR</p> <p>Sentence Game - Sentence graphing game from FCRR</p> <p>Balanced Literacy Diet - Concepts of Print - Developed by the University of Toronto, this site has activities for developing concepts of print with students, many of which can be adapted to a virtual setting</p> |

**Essential 2. Read alouds of age-appropriate books and other materials, print or digital
Grade 1**

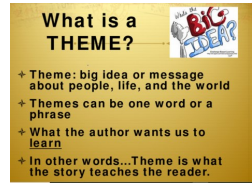
| Read Alouds Involve... | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
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| <p>E2.5.2 Model application of knowledge and strategies for word recognition</p> | <p>Foundational Skills, Standard 3 <i>Students know and apply grade-level phonics and word analysis in decoding words.</i></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 frequently occurring conjunctions to signal simple relationships.</i></p> | <ol style="list-style-type: none"> 1. The teacher guides and models the use of the strategy. 2. Students can practice the strategy after teacher modeling. 3. Show students how to use phonics together with semantics (meaning) and syntax (grammar) to figure unfamiliar words. 4. Place emphasis on spelling patterns in words to enable them to move beyond seeing isolated words to seeing chunks of letters that make specific sounds. 5. Use decodable texts with words that are consistent with the letter-sound relationships for reading. | <p>Digital Texts: Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS and decodable texts</p> <p>Reading Rockets Decodable Text - Decodable text sources</p> <p>Fly Leaf Publishing Decodable books free for online use Extended for 2020-2021 school year</p> <p>MISD Word solving Strategies Chart based upon Nell Duke Research</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"> • 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 • Teach 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 1

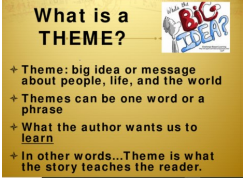
| Read Alouds Involve... | Standards for Narrative Text | Standards for Informational Text | Remote Application | Additional Resources | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|--|--------------------------------|--|--|--------------------------------|--|--|--------------|---------|---------|--------------|---------|---------|--------------|--|--|-------------------|---|--|-------------------|--|--|---------------------|--|--|--------------------------|---|--|----------------|---|--|--------------|---|--|---------------|--|--|-----------------|--|--|--------------|---|--|----------------|---|--|--------------|---|--|
| <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 3 <i>Students describe the characters, setting, and major events in a story, using key details.</i></p> <p>Reading, Standard 5 <i>Students explain the difference between a story and informational text.</i></p> <p>Reading, Standard 7 <i>Students describe how both the details in a story and the illustrations describe the characters, setting, and events.</i></p> | <p>Reading, Standard 3 <i>Students describe how two individuals, events, ideas, or pieces of information relate to one another.</i></p> <p>Reading, Standard 5 <i>Students use informational text features to locate key facts and information.</i></p> <p>Reading, Standard 7 <i>Students explain how both the words and the illustrations in a text describe the key details.</i></p> | <ol style="list-style-type: none"> To project text - select the book and project on screen for students. Another option is to take the digital version, make screenshots, and put them in google slides or a ppt. Explicitly teach the difference between books that tell stories and books that give information by comparing and contrasting them. Make two charts using word doc or google slides and add to each slide/list after reading or as you read aloud. Explicitly call attention to the text features/ text structures (e.g., table of contents, headings, pictures/captions, bold words) and the purpose each serves. Create and refer to a virtual anchor chart illustrating the skill. This can be done with the students using ppt, Google Slides, or a Word document when sharing the screen. Or, use the resource provided with various reading anchor charts. <p style="text-align: center;">Example of Theme Anchor Chart:</p>  <ol style="list-style-type: none"> When reading stories, use a variety of story structure graphic organizers to help students understand how stories are organized. Project one on the screen and record each element as it's read aloud. | <p>Digital Texts: Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS</p> <p>Kindergarten and First Grades - FCRR teacher resource guide for PA, phonics, fluency, vocabulary and comprehension</p> <p>Text Features Description and examples</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="3">Nonfiction Text Features Chart</th> <th colspan="3">Nonfiction Text Features Chart</th> </tr> <tr> <th>Text Feature</th> <th>Purpose</th> <th>Example</th> <th>Text Feature</th> <th>Purpose</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>Title</td> <td>Identifies the topic of the text and what the text will be about</td> <td></td> <td>Photograph</td> <td>Shows what something looks like (taken with a camera)</td> <td></td> </tr> <tr> <td>Title Page</td> <td>Tells a book's title, author, illustrator, and publisher</td> <td></td> <td>Illustration</td> <td>Shows what something looks like (drawn by an artist)</td> <td></td> </tr> <tr> <td>Table of Contents</td> <td>Tells the names of chapters and what page the chapters can be found</td> <td></td> <td>Caption</td> <td>Explains what a photograph or illustration is about</td> <td></td> </tr> <tr> <td>Index</td> <td>Tells what pages the reader can find certain topics</td> <td></td> <td>Labels</td> <td>Tells the names of certain parts of a photograph or illustration</td> <td></td> </tr> <tr> <td>Glossary</td> <td>Tells the definitions of some of the words found in a text</td> <td></td> <td>Graph</td> <td>Organizes and helps compare information in a visual way</td> <td></td> </tr> <tr> <td>Heading</td> <td>Divides the text into sections and explains what the sections will be about</td> <td></td> <td>Table</td> <td>Organizes facts and numbers in a visual way so it is easier to read</td> <td></td> </tr> </tbody> </table> <p>Brainpop Cause/Effect - Reading, writing and comprehension activities</p> <p>Free Google Graphic Organizers</p> <p>Reading Anchor Charts</p> | Nonfiction Text Features Chart | | | Nonfiction Text Features Chart | | | Text Feature | Purpose | Example | Text Feature | Purpose | Example | Title | Identifies the topic of the text and what the text will be about | | Photograph | Shows what something looks like (taken with a camera) | | Title Page | Tells a book's title, author, illustrator, and publisher | | Illustration | Shows what something looks like (drawn by an artist) | | Table of Contents | Tells the names of chapters and what page the chapters can be found | | Caption | Explains what a photograph or illustration is about | | Index | Tells what pages the reader can find certain topics | | Labels | Tells the names of certain parts of a photograph or illustration | | Glossary | Tells the definitions of some of the words found in a text | | Graph | Organizes and helps compare information in a visual way | | Heading | Divides the text into sections and explains what the sections will be about | | Table | Organizes facts and numbers in a visual way so it is easier to read | |
| Nonfiction Text Features Chart | | | Nonfiction Text Features Chart | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Text Feature | Purpose | Example | Text Feature | Purpose | Example | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Title | Identifies the topic of the text and what the text will be about | | Photograph | Shows what something looks like (taken with a camera) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Title Page | Tells a book's title, author, illustrator, and publisher | | Illustration | Shows what something looks like (drawn by an artist) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Table of Contents | Tells the names of chapters and what page the chapters can be found | | Caption | Explains what a photograph or illustration is about | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Index | Tells what pages the reader can find certain topics | | Labels | Tells the names of certain parts of a photograph or illustration | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Glossary | Tells the definitions of some of the words found in a text | | Graph | Organizes and helps compare information in a visual way | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Heading | Divides the text into sections and explains what the sections will be about | | Table | Organizes facts and numbers in a visual way so it is easier to read | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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.

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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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**Essential 2. Read alouds of age-appropriate books and other materials, print or digital
Grade 1**

| Read Alouds Involve... | 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 3 <i>Students describe the characters, setting, and major events in a story using key details.</i></p> <p>Speaking and Listening, Standard 4 <i>Students describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</i></p> | <p>Reading, Standard 3 <i>Students describe how two individuals, events, ideas, or pieces of information relate to one another.</i></p> <p>Reading, Standard 8 <i>Students identify key points in a text and the reasons the author gives to support those points.</i></p> | <ol style="list-style-type: none"> Choose a text to model the chosen comprehension strategy. Explicitly teach the comprehension strategy. Model how, why, and when to use the comprehension strategy. Create and refer to the virtual anchor chart illustrating the comprehension strategy. This can be done with the students using ppt, Google slides, or a word document when sharing the screen. <div style="text-align: center;">  </div> <ol style="list-style-type: none"> Provide the High Five-story Retell on a screen or ppt as a scaffold when modeling retelling with students and have them practice retelling of a story orally with a partner in breakout rooms or to the teacher. | <p>Digital Texts: FCRR Student Centered Activities Kindergarten and First grade 1st Grade Question Stems MISD K-3 Comprehension Strategies Based based upon WWCH MISD Reading Strategies Chart based upon Nell Duke Research</p> <p>High Five Retelling tool</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.

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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 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 1**

| Read Alouds Involve... | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
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| <p>E2.5.5 Describe and model strategies for ascertaining the meaning of unfamiliar vocabulary from context</p> | <p>Language, Standard 4 <i>Students independently determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</i></p> <p>Language, Standard 5 <i>With guidance and support from adults, students demonstrate understanding of word relationships and nuances in word meanings.</i></p> | <ol style="list-style-type: none"> 1. Choose a text with an instructional purpose and focus on Tier 2 words. 2. Describe and model strategies: <ol style="list-style-type: none"> a. say it out loud b. use context clues - demonstrate how to use the words and sentences surrounding unknown words to figure it out c. use word part clues (morphology) d. read on and think about what makes sense e. cognate awareness for ELLs (e.g., family/familia) 3. Using both fiction and nonfiction, think aloud as you decode a word, puzzling through how to read it, and contrast it with thinking aloud about your process for understanding what words mean. 4. Identify verbs and adjectives that students are likely to come across in their readings and have them think about how they relate to their lives and experience at home. | <p>Digital Texts: K-3 Essential 2, Bullet 5: Instructional Strategies During Read Alouds Video</p> <p>FCRR Student Centered Activities Kindergarten and First grade - Phonological awareness, word meaning, word analysis, words in context</p> <p>Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS. and vocabulary activities</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.

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| <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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Grade 1

Small Group Instruction Remote Plan

Essential 3. Small Group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to childrens’ observed and assessed needs in specific aspects of literacy development.
Grade 1

| The Teacher: | Standards for Narrative Text | Standards for Informational Text | Remote Application | Additional Resources |
|---|--|---|--|--|
| <p>E3.1 Ensures that children use most of their time actually reading and writing</p> | <p>Reading, Standard 10 <i>With prompting and support, students read prose and poetry of appropriate complexity for grade 1.</i></p> | <p>Reading, Standard 10 <i>With prompting and support, students read a range of informational texts that are appropriately complex for grade 1.</i></p> | <ol style="list-style-type: none"> 1. To the extent possible, provide access to books or rich literature via online, through mailings, or making materials available for pick up. 2. Provide and expose students to a variety of complex texts that are centered on a variety of topics that explore the world around them. 3. Model how to read them carefully and purposefully, using gradual release of responsibility (I do, we do, you do). 4. Read text multiple times to gain insights, deeper meaning and to investigate different aspects and purposes of the text. | <p>Digital Texts: Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS https://mel.org/kids - Offers free access to digital articles, books, digital images, and other research information Epic Digital Library - Free access to digital texts, learning, videos, quizzes and more Literacy Footprints Digital Reader</p> |

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

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

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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 • Ensures that students use most of their time actually reading or responding to text, or working toward this goal | <p>The Student:</p> <p><u>During Reading:</u></p> <ul style="list-style-type: none"> • Reads the whole text or a unique part to themselves (softly or silently) • Uses various problem-solving strategies taught and requests help if stuck • Engages in discussion about the text and raises questions or make comments to clarify confusion and expand understanding |
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Essential 3. Small Group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to childrens’ observed and assessed needs in specific aspects of literacy development.
Grade 1

| The Teacher: | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
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| <p>E3.2 Coaches children as they engage in reading and writing, with reading prompts focusing primarily on (a) monitoring for meaning, (b) letters and groups of letters in words, (c) rereading</p> | <p>Foundational Skills, Standard 3 <i>Students know and apply grade-level phonics and word analysis skills in decoding words.</i></p> <p>Foundational Skills, Standard 4 <i>Students read with sufficient accuracy and fluency to support comprehension.</i></p> <ul style="list-style-type: none"> • <i>Read grade-level text with purpose and understanding</i> • <i>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings</i> • <i>Use context to confirm or self-correct work recognition and understanding, rereading as necessary.</i> | <ol style="list-style-type: none"> 1. To the extent possible, provide access to books or rich literature via online, through mailings, or making materials available for pickup for the week. 2. Use an online platform such as Zoom breakout rooms to listen to students read independently or practice with a partner in breakout rooms coaching them with reading prompts. 3. Explicitly teach and model the skill or strategic action: <ol style="list-style-type: none"> a. set the purpose for the lesson b. engage students in saying the sound(s) c. listen to sounds inside of words d. engage students in writing words with new sounds learned e. individually read connected text 4. Provide letter tiles for students to work on word work (printed at - home or send home for students to cut apart). 5. Assign students meaningful writing tasks that follow from the lesson using their reader's notebook. | <p>Digital Texts: Nell Duke Small Group Literacy Instruction at a Distance Video</p> <p>Florida Center for Reading and Research - First Grade activities for word analyses, encoding, decoding, and phonics</p> <p>Breakout Rooms Guide - Zoom platform example</p> <p>MISD Reading Strategies Chart based upon Nell Duke Research</p> <p>Interactive Word Building - Interactive letter tiles for word building</p> <p>Google Drawings - Online word building</p> <p>Letter Tiles - https://www.themeasuredmom.com/free-printable-letters-digraphs-blends-word-endings/</p> |

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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Includes explicit instruction as needed in word recognition strategies, text structure, and comprehension strategies <p>During Reading:</p> <ul style="list-style-type: none"> • Listens and provides guidance while students “whisper read” simultaneously, but not chorally • Takes anecdotal notes and informal observation to determine what students know and what they need to learn • Pauses and notices specific strategy use • Takes a short running record of the child’s reading • Observes the readers’ behaviors and gives specific feedback to improve reading • Coaches students by using scaffolded reading prompts | <p>The Student:</p> <p>During Reading:</p> <ul style="list-style-type: none"> • Reads the whole text or a unique part to themselves (softly or silently) • Uses in various problem-solving strategies taught and request help if stuck • Engages discussion about the text and raises questions or make comments to clarify confusion and expand understanding |
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Essential 3. Small Group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to childrens’ observed and assessed needs in specific aspects of literacy development.
Grade 1

| The Teacher: | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
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| <p>E3.3 Employs practices for developing reading fluency, such as repeated reading, echo reading, paired and partner reading</p> | <p>Foundational Skills, Standard 4 <i>Supports students’ development of fluency in order to read with sufficient accuracy and fluency to support comprehension.</i></p> | <ol style="list-style-type: none"> 1. Model and reinforce the fluency strategies, using the MISD Fluency Strategies Chart. 2. Use breakout rooms (Zoom) to group students in dyads or triads to practice rereading of text for fluency. 3. Choose books that lend themselves to modeling fluency (e.g., rhythmic poetry or texts with varied punctuation) 4. Teachers can provide a strong book introduction to build background knowledge with focus and practice on genre, language, and text structure to support fluency. 5. Prompt and encourage fluency during the reading with emphasis on elements of fluency (pausing, intonation, phrasing, etc.). 6. Have students record themselves reading. 7. Home connection: Pair an older child in the home with a younger child to practice reading. Have them listen to an online story or a story from a family member/parent. | <p>Digital Texts: K-3 Essential 3, Small Group Fluency Instruction Sample Video</p> <p>MISD Fluency Strategies based upon Tim Rasinski</p> <p>Florida Center for Reading Research-Kindergarten and First Grade</p> <p>Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS and offers many fluency passages</p> <p>https://www.storylineonline.net/ - Opportunities for them to hear texts read (at home)</p> |

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.

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

Grade 1

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

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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> Includes explicit instruction as needed in word recognition strategies, text structure, and comprehension strategies <p>Before Reading:</p> <ul style="list-style-type: none"> Introduces lesson with prediction making, story walk, building prior knowledge, learning new vocabulary, discussing various text features Selects a purposeful, high-quality text that students can read with support (instructional level) Introduces or reviews specific reading strategies that the students have been taught and reminds them to use when they read <p>After Reading:</p> <ul style="list-style-type: none"> Discusses what has been read to check children’s understanding Invites personal responses Uses the text for a few teaching points such as finding evidence, discussing problem-solving strategies, etc. Makes connections to how a strategy can be used in independent reading Highlights successful strategy-use | <p>The Student:</p> <p>Before Reading:</p> <ul style="list-style-type: none"> Relates text to prior knowledge Engages in a conversation about the text Understands the purpose for reading the text Accesses background knowledge and strategies to effectively construct meaning Makes connections between the new text and previously read text <p>During Reading:</p> <ul style="list-style-type: none"> Uses in various problem-solving strategies taught and requests help if stuck Engages in discussion about the text and raises questions or make comments to clarify confusion and expand understanding <p>After Reading:</p> <ul style="list-style-type: none"> Revisits the text for additional problem solving guided by the teacher Provides evidence from the text Engages in discussion about the text and raises questions or make comments to clarify confusion and expand understanding |
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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.

| The Teacher: | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
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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 to a variety of complex texts that are centered on a variety of topics that explore the world around them. Model how to read text carefully and purposefully, using gradual release of responsibility (I do, we do, you do). Guide students to read text closely multiple times to gain insights, deeper meaning and to investigate different aspects and purposes of the text. Read text closely multiple times to gain insights, deeper meaning and to investigate different aspects and purposes of the text. Engage students in discussion, higher order thinking, reflection and application. | <p>Digital Texts: Virtual Book Room https://www.readworks.org/ https://mel.org/kids Reading A-Z - Provides an array of CCSS aligned resources and lessons, including close reading packs, leveled books, graphic organizers, comprehension skill packs, etc. MISD K-3 Comprehension Strategies Based based upon WWCH First Grade Cloze Activities for Dolch High-Frequency Words - Simple activity to teach cloze reading early in the year Common Core: Close Reading/Scholastic</p> |

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.

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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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Grade 1

Writing Remote Plan

Essential 6. Research-informed and standards-aligned writing instruction Grade 1

| The Teacher Provides: | Standards for Writing | Remote Application | Additional Resources |
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| <p>E6.1 Interactive writing experiences in grades K and 1</p> | <p>Foundational Skills, Standard 1 <i>Students demonstrate understanding of the organization and basic features of print.</i></p> <p>Foundational Skills, Standard 2 <i>Students demonstrate understanding of spoken words, syllables, and sounds (phonemes).</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 upon one another's talk, and ask questions to clear up confusion.</i></p> <p>Speaking and Listening, Standard 2 <i>Students ask and answer questions about key details in 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, Padlet, Notability, etc.) to provide interactive writing experiences for students. Nell Duke Video The writing should be composed as a group and word choice can be negotiated. Most of the texts composed will be one-two sentences in length, unless the writing is revisited over multiple sessions. Have students dictate experiences related to a read aloud, a science experiment, math concept or event from social studies. <ol style="list-style-type: none"> 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 to the teacher. As the teacher composes the text, students can write along with the teacher as guided practice. 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. Morning messages: Messages can be written/shared and projected via word document, Google slides or projected on a ppt or virtual whiteboard. You can also use a screencast system such as Screencastify or Screencast -O -Matic (both free) that can be shared directly to Google classroom. The videos in both platforms capture the teacher and the screen. | <p>Digital Texts: K-3 Essential 6, Bullet 1: Interactive Writing Experience Sample Video</p> <p>How to use Google Jamboard https://jamboard.google.com - Interactive writing demo</p> <p>Wonderopolis: Where the Wonders of Learning Never Cease - An informational site that helps kids ask and answer interesting questions about the world Picture-prompts-to-inspire-student-writing</p> <p>Story Starters: Creative Writing Prompts for Kids</p> <p>Virtual field trips with links and live cams Virtual Field Trips virtual-field-trips Detroit Zoo: Home San Diego Zoo Kids: Home Georgia Aquarium</p> <p>Example of virtual morning meeting</p> <p>Easy Screen Recording with Screencastify</p> <p>Screencastify The #1 Screen Recorder for Chrome</p> <p>Screencast-O-Matic: Screen Recorder & Video Editor</p> |

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

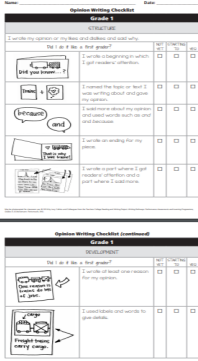
An instructional practice used to teach (usually younger) students how to write. The process involves the 'sharing of the pen' between the teacher and the students. The teacher and the students work together to construct meaningful text.

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| <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 do you hear, etc.) Turns the pen over to different students and invites them to contribute a letter, part of a word, or even sentences to the text being written together Teaches for visual analysis (does it look right, what would look right there, think about how the word looks, etc.) Places emphasis on creating texts that are easy for children to read Has references such as name charts, alphabet linking charts, word walls, and word charts available during a lesson | <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 1**

| The Teacher Provides: | Standards for Writing | Remote Application | Additional Resources |
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| <p>E6.2 Daily time for children to write, aligned with instructional practice #1 above</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 their experiences. 2. Teachers can set up a digital writer’s notebook later in the year using Google slides or Google docs, etc. (see example and directions for creating one using google docs or slides). 3. Have children use their journal entries as a starting point for poetry, a personal narrative, or fictional story. Allow students to read their writing to a family member via Skype, Facetime, or other video sharing platform. 4. 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: K-3 Essential 6, Bullets 2 & 4: Daily Writing Opportunities Video my storybook Digital Writer's Notebook - example Digital Notebooks for Google Slides or PowerPoint story jumper - Book creation software - students can choose to publish their story and share the link with their class scholastic story starters Kidblog</p> |

**Essential 6. Research-informed and standards-aligned writing instruction
Grade 1**

| The Teacher Provides: | Standards for Writing | Remote Application | Additional Resources |
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| <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, students focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</i></p> <p>Writing, Standard 7 <i>Students participate in shared research and writing projects (e.g., explore a number of “how to” books on a given topic and use them to write a sequence of instructions).</i></p> | <ol style="list-style-type: none"> Students can write in their journals and share their work via photos, scanning, and/or share an audio recording of themselves reading their writing. For advanced students, teachers can use Google Docs, Google classroom, a digital notebook or Word in Office 365 or another collaborative document/ platform to monitor students’ progress throughout the entire writing process and provide audio feedback. Provide digital graphic organizers for students as a scaffold and organization for writing. The teacher sets the purpose through a mini lesson and models the writing process. Create a slideshow for the mini-lessons for each step/element of the writing process using mentor texts (can be pre-recorded or presented live). Planning for writing - Provide opportunities in whole or small breakout rooms or zoom sharing to talk about what they are going to write. Writing Conferences <ol style="list-style-type: none"> 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 Zoom’s annotation tools to circle and underline pieces of the writing to help better communicate. Explicitly teach and model how to give constructive feedback. Then, provide opportunities for students to connect with peers and offer feedback using an editing checklist in breakout rooms. Revision in 1st grade may include adding or changing a sentence or two, adding a definition to clarify a term, or including more enticing opening or closing sentences. With your learning management system, consider using audio features for feedback. Parental support may be needed. | <p>Digital Texts: K-3 Essential 6, Bullet 3: Writing Strategy Instruction</p> <p>VideoSharing Our Notebooks - Amy Ludwig VanDerwater leads writing notebook sessions for students and teachers</p> <p>Digital Writer's Notebook</p> <p>Digital Notebooks for Google Slides or PowerPoint</p> <p>Flipgrid - Allows teachers to create "grids" to facilitate video discussions.</p> <p>Flipgrid Tutorial - Creating Video Assignments</p> <p>edutopia-9-new-ways-use-flipgrid-classroom</p> <p>Writing Process Chart Example of editing checklist (Pathways)</p>  <p>MindMeister: Create Your Mind Maps Online - On Any Device - Mindmeister is a digital graphic organizer. It’s a helpful organization tool, as kids can use it to organize ideas with visual mind maps, diagrams, and pictures</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.

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| <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

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

Essential 6. Research-informed and standards-aligned writing instruction Grade 1

| 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 a reason that supports the opinion, use words or pictures to tell best what they think, and provide a concluding statement or section.</i></p> <p>Writing, Standard 2 <i>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</i></p> <p>Writing: Standard 3 <i>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some 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> | <ol style="list-style-type: none"> Students can write in their journals and share their work via photos, scanning, and/or share an audio recording of themselves reading their writing. Share these using your district's learning management system (ex., Schoology, Google Classroom, Seesaw, or flipgrid). Teachers can use Google Docs, Google classroom, or Word in Office 365 as a collaborative document/ platform to monitor students' progress throughout the entire writing process and provide audio feedback via Google Docs Comments. Provide a framework (text type structure) for students and explicitly teach and model each text type via mini lessons using gradual release of responsibility (I do, we do, you do). This can also be done in shares/interactive writing. Use read aloud previously read, for mentor texts as models.  <ol style="list-style-type: none"> Using Google Slides or Docs, create/share an anchor chart illustrating linking and temporal words that signal event order. These can be projected on screen (see Writing Anchor Charts in resources) Transition Words Chart  <ol style="list-style-type: none"> Mini-Lessons can be done live or by using Google Slides or via screencast video. 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. Writing Conferences: Provide meaningful feedback using a student friendly checklist with and for students. This can be done in multiple formats; over video chats, in Zoom breakout rooms, in Google Docs, 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 students' selected writing pieces at the end of each unit and celebrate with the class. You can have students share their work independently or share students' work by creating a virtual gallery walk, using 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 - Professional teacher resource</p> <p>Digital Writer's Notebook - example</p> <p>Digital Notebooks for Google Slides or PowerPoint</p> <p>Sharing Our Notebooks - Amy Ludwig VanDerwater leads writing notebook sessions for students and teachers</p> <p>https://www.timeforkids.com/ - Teacher guides provide writing prompts related to TIME For Kids stories; encourages students to express their opinion on a topic, and challenges them to support their thinking with reasons and information from the text</p> <p>National Geographic Kids - Games, videos, books, geography and science lessons and more</p> <p>Mystery Science - Provides short, science mini-lessons that are completely digital with an at home/school activity</p> <p>Loom: Video Messaging for Work - A video recording tool that helps get messages across through instantly shareable videos</p> <p>Writing Anchor Charts - Requires a Google sign in</p> <p>Newsela: Access support, resources and content for K-12 curriculum and lessons. - Provides thousands of carefully curated, engaging, standards -aligned texts and resources to drive continued learning</p> <p>https://web.seesaw.me/ - Students use creative tools to take pictures, draw, record videos and more to capture learning in a portfolio. Teachers can find or create activities to share with students.</p> <p>Using Seesaw for Shared Audio Recordings and Fluency Practice - Using Seesaw for shared audio recordings and fluency practice</p> <p>StoryJumper: #1 rated site for creating story books - Book creation software - students can choose to publish their story and share the link with their class</p> <p>Digital story creator</p> |

Continued

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.

The Teacher:

- 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)

The Student:

- 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

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.

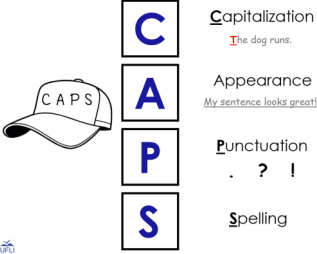
The Teacher:

- Provides opportunities to write across the content areas using a variety of genres

The Student:

- 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

**Essential 6. Research-informed and standards-aligned writing instruction
Grade 1**

| 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>Foundational Skills, Standard 1 <i>Students demonstrate understanding of the organization and basic features of print.</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"> 1. Teacher instructs a mini-lesson on conventions of writing which can be modeled and practiced during interactive writing using Google Slides, Jamboard, Zoom whiteboard. 2. Project a piece of writing or sentences on the screen and have students' help with writing conventions and sentence construction and expansion. 3. Guide and provide students with an editing bookmark or checklist. <div style="display: flex; align-items: center; justify-content: center; gap: 10px;">  </div> | <p>Digital Texts K-3 Essential 6, Bullet 5: Instruction in Capitalization, etc. Video</p> <p>Interactive Whiteboards like Google Jamboard (ex.. Word Work Jamboard) - Up to 20 boards can be seen synchronously</p> <p>https://www.youtube.com/watch?v=Yj1TwQywaIE - This video helps kids practice letter formation and reinforces letter sounds for all 26 letters</p> <p>Interactive Word Building - Share the screen as words are being built</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.

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| <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.

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| <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.

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| <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 |
|---|---|

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.

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| <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> |

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.

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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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**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=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> |

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.

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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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**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>E2.4 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> |

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.

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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 • 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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**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> |

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.

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

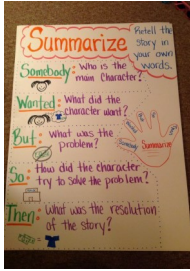
| Read alouds involve instructional strategies that... | Standards for Narrative Text | Standards for Informational Text | Remote Application | Additional Resources |
|--|---|--|---|---|
| <p>E2.5.3 Build knowledge of the structure and features of text, including, with regard to structure, key story 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> |

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.

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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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**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> |

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.

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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 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 |
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| <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.

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| <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 |
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| <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.

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| <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 Florida Center for Reading Research Interactive Word Building Nell Duke Small Group Literacy Instruction at a Distance Video 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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Includes explicit instruction as needed in word recognition strategies, text structure, and comprehension strategies <p>During Reading:</p> <ul style="list-style-type: none"> • Listens and provides guidance while students “whisper read” simultaneously, but not chorally • Takes anecdotal notes and 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>  <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.

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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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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.

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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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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 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> |

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.

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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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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 |
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| <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.

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| <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 |
|---|---|

**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.

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| <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.

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| <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.

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| <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.

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| <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.

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| <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.

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| <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.

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| <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.

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| <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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Grade 3

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

Grade 3

Read Aloud Remote Plan

**Essential 2. Read alouds of age-appropriate books and other materials, print or digital
Grade 3**

| 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>After establishing the text's explicit meaning, students identify the central message of the text and determine how key details convey the message, lesson, or moral. Students recount or retell stories, fables, folktales, and myths.</i></p> <p>Reading, Standard 3 <i>Students reading 'for the characters' describe traits, feelings, and motivations, noting how characters' actions add to the plot and move along the sequence of events toward the ending.</i></p> <p>Reading, Standard 9 <i>Students read various stories by the same author or books in a series, with the same or similar characters comparing and contrasting themes, setting, and plots.</i></p> | <p>Reading, Standard 2 <i>After establishing the text's explicit meaning, students identify the main idea. They examine how the main idea is supported through key details. Students recount the key details.</i></p> <p>Reading, Standard 3 <i>Students reading 'for information' to describe the relationship between a series of events, ideas, concepts, or steps requires them to understand and use technical language. Having established this, students focus on time, sequences, and cause/effect to determine importance.</i></p> <p>Reading, Standard 9 <i>Students compare and contrast two texts on the same topic, focusing on the most important points and key details.</i></p> | <ol style="list-style-type: none"> Shift the read alouds to an online forum such as Zoom, Facebook, or Google Meet with the entire class or with small groups. 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. <ol style="list-style-type: none"> Talk around the text is the most critical component. Remember, it's about the text, not the book. Read across content areas. Teachers can record themselves reading aloud stories. <ol 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 . After students have listened to a read-aloud, they can recount a story, respond to comprehension questions or share their opinion through an exit slip on their tablet, on a dry erase whiteboard, online share document like Google Jamboard or to a peer in breakout rooms. Students can also respond through an online share document like Google Form. | <p>Digital Texts: Readworks.org: Teach the main idea</p> <p>Library of Congress's Aesop Fables</p> <p>Fables for Kids</p> <p>Unite for Literacy - provides free digital access to picture books, narrated in many languages</p> <p>https://www.storylineonline.net/</p> <p>Read, Wonder, and Learn by Kate Messner - 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>Reading A-Z - Shared reading lessons</p> <p>Epic.com - Free digital texts</p> <p>Using the following form, teachers can unpack the standards for interactive read alouds Teaching Points</p> <p>Free eBook library - This site is from the United Kingdom; they have great literature though the leveling is a bit different</p> |

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

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| <p>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> | |
| <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 |

**Essential 2. Read alouds of age-appropriate books and other materials, print or digital
Grade 3**

| Read Alouds Involve... | Remote Application | Additional Resources |
|--|---|---|
| E2.2 Modeling of appropriate fluency (accuracy, automaticity, and prosody) in reading | <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). | <p>Digital Texts: FCCR Fluency Activities for Second and Third Grades - Scroll down the page for the fluency activities</p> <p>Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS</p> <p>https://www.storylineonline.net/ - Opportunities for them to hear texts read (at home)</p> <p>Epic.com - Free digital texts</p> <p>MISD Fluency Strategies based upon Tim Rasinski</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.

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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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**Essential 2. Read alouds of age-appropriate books and other materials, print or digital
Grade 3**

| 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 determine what words and phrases mean in text. They discern if the language is literal or nonliteral.</i></p> <p>Language, Standard 4 <i>Students apply strategies to understand or clarify the meaning of new words or words with multiple meanings they encounter when reading and listening to grade 3 content.</i></p> | <p>Reading, Standard 4 <i>Students determine what words and phrases mean in texts relevant to third-grade topics or subject areas.</i></p> <p>Language, Standard 4 <i>Students apply strategies to understand or clarify the meaning of new words or words with multiple meanings they encounter when reading and listening to grade 3 content.</i></p> | <ol style="list-style-type: none"> 1. Carefully select words. 2. Pre-teach. 3. Relate new words to known words. 4. Home and online virtual scavenger hunts to connect to vocabulary. 5. Interactive read alouds, videos, and photographs. 6. 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 - Systematically exposes students to a wide array of activities that will help them understand all the meanings and nuances of words learned</p> <p>Bubbl.U.s - Concept mapping</p> <p>Vocabulary games - To play online</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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Reads a text multiple times in 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
Grade 3**

| Read Alouds Involve... | Standards for Narrative Text | Standards for 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 say what happens in the story or what the poem is about based on evidence from the text. They ask and answer questions of the text to build literacy understanding before, during, and after reading.</i></p> <p>Speaking and Listening, Standard 2 <i>Students determine the main ideas and key details in all information delivered in different media and formats and in texts read aloud.</i></p> | <p>Reading, Standard 1 <i>Students say what happened in the text or what it's about based on evidence from the text. Ask and answer questions of the text to build literal understanding before, during, and after.</i></p> <p>Speaking and Listening, Standard 2 <i>Students determine the main ideas and key details in all information delivered in different media and formats and in texts read aloud.</i></p> | <ol style="list-style-type: none"> 1. Use the DOK Levels of questioning to engage students in higher order thinking. 2. Talk around the text is <i>the most critical</i> component. 3. Create virtual polls to assess understanding. 4. Use sentence starters/prompts to help students discuss text. 5. Using digital resources, such as Google Slides or Reader's Notebook, each child can have a number slide assigned to them to respond to what they are reading. Or, students can record their response teachers can review what each child writes on their slide. 6. Teach children how to create their own graphic organizers. Students can create in their notebook and respond to what they read. | <p>Digital Texts: K-3 Essential 2, Higher-order Discussions Sample Video</p> <p>Grade 3 Question Stem Bank: Common Core State Standards</p> <p>3rd Grade Question Stems</p> <p>Reader's Notebook in Google Slides</p> <p>Story Mountain Google Slides - Story mapping template</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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Reads a text multiple times in 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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**Essential 2. Read alouds of age-appropriate books and other materials, print or digital
Grade 3**

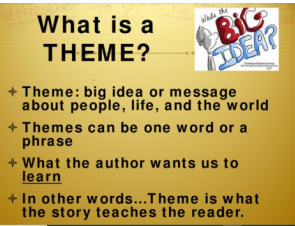
| Read alouds involve instructional strategies that... | Standards for Narrative Text | Standards for Informational Text | Remote Application | Additional Resources |
|--|--|--|--|---|
| <p>E2.5.2 Model application of knowledge and strategies for word recognition</p> | <p>Reading, Standard 4 <i>Students determine what words and phrases mean in text. They discern if the language is literal or nonliteral.</i></p> <p>Language, Standard 4 <i>Students apply strategies to understand or clarify the meaning of new words or words with multiple meanings they encounter when reading and listening to grade 3 content.</i></p> <p>Foundational Skills, Standard 5 <i>Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: prefixes and suffixes, multisyllabic words, and irregularly misspelled words.</i></p> | <p>Reading, Standard 4 <i>Students determine what words and phrases mean in texts relevant to third grade topics or subject areas.</i></p> <p>Language, Standard 4 <i>Students apply strategies to understand or clarify the meaning of new words or words with multiple meanings they encounter when reading and listening to grade 3 content.</i></p> <p>Foundational Skills, Standard 5 <i>Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: prefixes and suffixes, multisyllabic words, and irregularly misspelled words.</i></p> | <p>1. Teacher Guides and models use of strategies. 2. Use decodable texts.</p> <p>Fly Leaf Publishing Decodable books free for online use Extended for 2020-2021 school year</p> | <p>Digital Texts: Reading A-Z</p> <p>Reading Rockets Decodable Text</p> <p>MISD Reading Strategies bookmark/chart</p> <p>Reading Strategies Chart based upon Nell Duke research</p> <p>Reader's Toolbox for Reading Strategies</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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Reads a text multiple times in 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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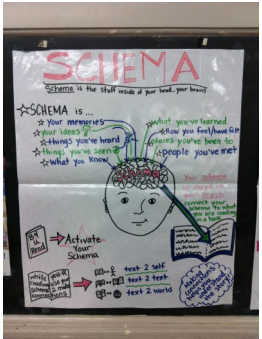
**Essential 2. Read alouds of age-appropriate books and other materials, print or digital
Grade 3**

| Read alouds involve instructional strategies that... | Standards for Narrative Text | Standards for Informational Text | Remote Application | Additional Resources |
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| <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 know the function of parts of a text (stories, dramas, and poems) and can use this knowledge to help them see how each progressive part builds on previous sections. In stories, they have a concept of beginning, middle, and end; they have a sense of chapters; and they are familiar with the function of stanzas in poetry and scenes in drama.</i></p> <p>Reading, Standard 7 <i>Students examine how the illustrations in a text enhance the meaning conveyed by the words. Students explain how the illustrations contribute to the mood in the text or reveal aspects of characters, plot, and setting.</i></p> | <p>Reading, Standard 5 <i>Students locate information on a specific topic by using text features and search tools - key words, sidebars, hyperlinks - in an efficient manner.</i></p> <p>Reading, Standard 7 <i>Students combine visual information such as illustrations, maps, and photographs with the words in a text to demonstrate understanding. Students identify where, when, why, and how key events occur.</i></p> | <ol style="list-style-type: none"> Choose a goal that allows children to compare/contrast two books by the same author or two texts on the same topic by different authors. Explicitly teach and model the text structures/features using gradual release (I do, we do, you do). Create digital anchor charts illustrating the skill. <p align="center">Theme Anchor Chart:</p>  | <p>Digital Texts: Library of Congress's Aesop Fables</p> <p>Reading A-Z</p> <p>Online tool with templates, pictures, shapes, and frames to create visuals. graphics, etc.</p> <p>Flocabulary Text Features</p> <p>FCRR Narrative Text Structure - Scroll down the page and it will be under "Comprehension"</p> <p>FCRR Expository Text Structure</p> <p>Brainpop Cause/Effect</p> |

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

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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"> 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 |

**Essential 2. Read alouds of age-appropriate books and other materials, print or digital
Grade 3**

| 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 2 <i>After establishing the text’s explicit meaning, students identify the central message of the text and determine how key details convey the message, lesson, or moral. Students recount or retell stories, fables, folktales, and myths.</i></p> <p>Speaking and Listening, Standard 2 <i>Students determine the main ideas and key details in all information delivered in different media and formats (e.g., visual, oral, and quantitative) and in texts read aloud.</i></p> | <p>Reading, Standard 2 <i>After establishing the text’s explicit meaning, students identify the main idea. They examine how the main idea is supported through key details. Students recount the key details.</i></p> <p>Speaking and Listening, Standard 2 <i>Students determine the main ideas and key details in all information delivered in different media and formats (e.g., visual, oral, and quantitative) and in texts read aloud.</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 digital anchor charts illustrating the comprehension strategy.  | <p>Digital Texts: FCRR Comprehension Strategies - Scroll down the page to find the Comprehension section</p> <p>Comprehension Strategies Chart</p> <p>Comprehension Toolkit - Harvey and Goudvis</p> <p>MISD K-3 Comprehension Strategies Based based upon WWCH</p> <p>MISD Reading Strategies Chart based upon Nell Duke Research</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.

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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 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 3**

| Read alouds involve instructional strategies that... | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
|---|--|--|---|
| <p>E.2.5.5 Describe and model strategies for ascertaining the meaning of unfamiliar vocabulary from context</p> | <p>Reading, Standard 4, Narrative Text <i>Students determine what words and phrases mean in text. They discern if the language is literal or nonliteral.</i></p> <p>Reading, Standard 4, Informational Text <i>Students determine what words and phrases mean in texts relevant to third-grade topics or subject areas.</i></p> <p>Language, Standard 4 <i>Students apply strategies to understand or clarify the meaning of new words or words with multiple meanings they encounter when reading and listening to grade 3 content.</i></p> <p>Foundational Skills, Standard 3 <i>Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: prefixes and suffixes, multisyllabic words, and irregularly spelled words.</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: FCRR.org - This website contains literacy activities for the following areas:</p> <ul style="list-style-type: none"> • word knowledge • morphemic elements • word meaning • word analysis • words in context <p>Vocabulary games - To play online</p> |

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

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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"> • 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 |

Grade 3

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 3

| 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>Students read a range of literary text - fiction, poetry, and drama - appropriate for grades 2-3 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 2-3 complexity band.</i></p> | <p>Reading, Standard 10 <i>Students read a range of nonfiction appropriate for grades 2-3 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 2-3 complexity band.</i></p> | <ol style="list-style-type: none"> The teacher meets with students to review their Readers Notebook and/or Writer’s Notebook. The teacher can meet with small groups through an online forum such as Google Meet, Facetime or Zoom break out groups. Possible Reader’s Notebook responses: <ol style="list-style-type: none"> reader’s interest, like topics author or genres reader likes books reader has read, logs books to read list reading responses, jots mini anchor charts conference glows and grows Possible Writer’s Notebook responses: <ol style="list-style-type: none"> small moments ideas tiny topics drafts | <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>Small Group Literacy Instruction at a Distance - While this is for early readers, there are great teaching tips - presented by Nell Duke</p> <p>How to use a Digital Reader's Notebook</p> <p>writer's notebook – TWO WRITING TEACHERS - Composition book for Reader’s Notebook and Writer’s Notebook to give students the option to write on paper</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.

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| <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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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 3

| The Teacher: | Standards for Narrative Text | Standards for 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>Reading, Standard 1 <i>Students say what happens in the story or what the poem is about based on evidence from the text. They ask and answer questions of the text to build literal understanding before, during, and after reading.</i></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 the context and reread to self-correct or identify these words.</i></p> | <p>Reading, Standard 1 <i>Students say what happens in the text or what it’s about based on evidence from the text. Ask and answer questions of the text to build literal understanding before, during, and after reading</i></p> | <p>Remote guided reading:</p> <ol style="list-style-type: none"> 1. Email or post the guided reading book to students each week. 2. Share the reading strategies chart with students. 3. Since you will not be there to help students as they read the book, the introduction needs to be longer and more detailed. 4. Schedule a separate meeting using an online forum such as Google Meet, Zoom, or Facetime with individual students to hear them read. 5. Provide letter tiles for students to work on word work, printed at home or send home for students to cut apart. 6. Get students writing! When a student is finished, ask them to respond with a specific writing prompt. Provide a reader’s notebook to respond to their reading. <p>Reader's Notebook</p> <p>Letter Tiles - https://www.themeasuredmom.com/free-printable-letters-digraphs-blends-word-endings/</p> | <p>Digital Texts: *Check with your literacy coach for district online leveled readers resources</p> <p>Reading A-Z - For digital texts, subscription required</p> <p>Leveled Literacy Intervention - Requires purchase of the materials and online login</p> <p>Wilbooks FREE leveled books - Wilbooks, small collection of FREE leveled text, additional titles require a subscription</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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Includes explicit instruction as needed in word recognition strategies, text structure, and comprehension strategies <p>During Reading:</p> <ul style="list-style-type: none"> • Listens and provides guidance while students “whisper read” simultaneously, but not chorally • Takes anecdotal notes and 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 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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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 3

| The Teacher: | Standards for Narrative 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>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: K-3 Essential 3, Small Group Fluency Instruction Sample Video</p> <p>FCRR Activities to Develop Fluency - Click the Fluency tab at the top to be directed to all activities for fluency</p> <p>Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS</p> <p>Reading A-Z - Shared reading lessons</p> <p>https://www.storylineonline.net/</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.

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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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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 3

| 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 say what happens in the story or what the poem is about based on evidence from the text. They ask and answer questions of the text to build literal understanding before, during, and after reading.</i></p> <p>Reading, Standard 2 <i>After establishing the text’s explicit meaning, students identify the central message of the text and determine how key details convey the message, lesson, or moral. Students recount or retell stories, fables, folktales and myths.</i></p> <p>Reading, Standard 5 <i>Students know the function of parts of a text (stories, dramas, and poems) and can use this knowledge to help them see how each progressive part builds on previous sections. In stories, they have a concept of beginning, middle, and end; they have a sense of chapters; and they are familiar with the function of stanzas in poetry and scenes in drama.</i></p> <p>Foundational Skills, Standard 3: <i>Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: prefixes and suffixes, multisyllabic words, and irregularly spelled words.</i></p> | <p>Reading, Standard 1 <i>Students say what happens in the text or what it’s about based on evidence from the text. They ask and answer questions of the text to build literal understanding before, during, and after reading.</i></p> <p>Reading, Standard 2 <i>After establishing the text’s explicit meaning, students identify the main idea. They examine how the main idea is supported through key details. Students recount the key details.</i></p> <p>Reading, Standard 5 <i>Students locate information on a specific topic by using text features and search tools - key words, sidebars, hyperlinks - in an efficient manner.</i></p> <p>Foundational Skills, Standard 3: <i>Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: prefixes and suffixes, multisyllabic words, and irregularly spelled words.</i></p> | <p>Making words lessons during an online collaborative session using digital tools such as Google Meet or Zoom</p> | <p>Digital Texts: Really Great Reading Letter Tile Playground - Interactive source for making words</p> <p>Vocabulary Spelling City - Free basic subscription, premium available for additional cost.</p> <p>FCRR Activities for Literacy Development</p> <p>MISD K-3 Comprehension Strategies Based based upon WWCH</p> <p>MISD Reading Strategies Chart based upon Nell Duke Research</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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> Includes explicit instruction as needed in word recognition strategies, text structure, and comprehension strategies <p>Before Reading:</p> <ul style="list-style-type: none"> Introduces lesson with prediction making, story walk, building prior knowledge, learning new vocabulary, discussing various text features Selects a purposeful, high-quality text that students can read with support (instructional level) Introduces or reviews specific reading strategies that the students have been taught and reminds them to use when they read <p>After Reading:</p> <ul style="list-style-type: none"> Discusses what has been read to check children’s understanding Invites personal responses Uses the text for a few teaching points such as finding evidence, discussing problem-solving strategies, etc. Makes connections to how a strategy can be used in independent reading Highlights successful strategy-use | <p>The Student:</p> <p>Before Reading:</p> <ul style="list-style-type: none"> Relates text to prior knowledge Engages in a conversation about the text Understands the purpose for reading the text Accesses background knowledge and strategies to effectively construct meaning Makes connections between the new text and previously read text <p>During Reading:</p> <ul style="list-style-type: none"> Uses in various problem-solving strategies taught and requests help if stuck Engages in discussion about the text and raises questions or make comments to clarify confusion and expand understanding <p>After Reading:</p> <ul style="list-style-type: none"> Revisits the text for additional problem solving guided by the teacher Provides evidence from the text Engages in discussion about the text and raises questions or make comments to clarify confusion and expand understanding |
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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 3

| The Teacher: | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
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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"> Interactive Read Aloud during a an online collaborative session such as Google Meet or Zoom meeting. The teacher can use a digital tool such as Jamboard or the whiteboard in Zoom to record students' noticings. | <p>Digital Texts: How to use Google Jamboard - 2019 Updates How to use the Whiteboard in Zoom</p> |

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

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| <p><i>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.</i></p> | |
| <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> <ul style="list-style-type: none"> Understands that meaning comes from text Takes risks as a reader Participates in extended activities |

Grade 3

Writing Remote Plan

**Essential 6. Research-and standards-aligned writing instruction
Grade 3**

| The Teacher Provides: | Standards for Writing | Remote Application | Additional Resources |
|---|---|---|--|
| <p>E6.1 Interactive writing experiences in grades K and 1</p> <p>While this Essential references Grades K and 1, interactive writing should be a consideration across all grade levels.</p> | <p>Writing, Standard 4 <i>Students write with support and guidance from adults, developing and organizing ideas that are appropriate for the task and the purpose when composing narrative, explanatory/expository, and argumentative texts.</i></p> <p>Speaking and Listening, Standard 4 <i>Students report, tell a story, or recount an experience using appropriate facts and details with description.</i></p> | <ol style="list-style-type: none"> Teachers can use a digital tool such as Google Jamboard to provide interactive writing experiences for students. 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. Picture of the Day - Teacher shares a picture while students describe and infer what they observe. Picture of the Day Google Slide | <p>Digital Texts: Interactive Writing Demos - Jamboard (requires a google sign in)</p> <p>Scholastic Story Starters</p> <p>Over 30 virtual field trips with links Virtual Field Trips</p> <p>25+ Amazing Virtual Field Trips For When You Can't Be There in Person</p> <p>Detroit Zoo and San Diego Zoo - Live Cams</p> <p>Georgia Aquarium - Live Cams</p> <p>Picture Prompts - To inspire writing</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.

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| <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 do you hear, etc.) Turns the pen over to different students and invites them to contribute a letter, part of a word, or even sentences to the text being written together Teaches for visual analysis (does it look right, what would look right there, think about how the word looks, etc.) Places emphasis on creating texts that are easy for children to read Has references such as name charts, alphabet linking charts, word walls, and word charts available during a lesson | <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-and standards-aligned writing instruction
Grade 3**

| The Teacher Provides: | Standards for Writing | Remote Application | Additional Resources |
|--|--|---|--|
| E6.2 Daily time for children to write, aligned with instructional practice #1 | Writing, Standard 10 <i>Students write regularly for a range of reasons (e.g., to reflect, research, and revise) in different contexts and modes (times, in-class, and extended tasks), for a variety of audiences.</i> | <ol style="list-style-type: none"> 1. Google slide for students to type their writing. 2. Teachers can create a shared writing in a digital tool such as Jamboard, chart paper or white board during a remote teaching season in Google Meet or Zoom. 3. Set clear expectations for students to write using digital tools such as Google Docs. | Digital Texts: Why a Writer's Notebook Interactive Digital Notebooks ILA's Online Student Interactives |

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.

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| The Teacher: <ul style="list-style-type: none"> • Creates a meaningful shared classroom experience and sets the purpose for writing | The Student: <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.

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| The Teacher: <ul style="list-style-type: none"> • Provides daily protected writing time | The Student: <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-and standards-aligned writing instruction
Grade 3**

| The Teacher Provides: | Standards for Writing | Remote Application | Additional Resources |
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| <p>E6.3 Instruction in writing processes and strategies, particularly those involving researching, planning, revisiting, and editing writing</p> | <p>Writing, Standard 5 <i>Generate and gather ideas about the topic with help from classmates and teachers, making a plan for how to write about and use 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> <p>Writing, Standard 7 <i>Students gather, investigate, or observe to conduct a short research project and build knowledge about a specific topic.</i></p> | <ol style="list-style-type: none"> Teachers can use on online forum such as Google Classroom or Google Docs to monitor students’ progress throughout the entire writing process and provide feedback via comment tools. Writing conferences with students can be done in multiple formats: over video chats (Zoom or Google Meet) in Google Docs, via email, phone call, etc. Use Zoom to share your screen while viewing a student's writing and use Zoom’s annotation tools to circle and underline pieces of the writing to help better communicate. With structures and guidelines in place, provide opportunities for students to connect with peers and offer feedback using their Google Doc and rubric. | <p>Digital Texts: Keeping a Notebook - Tips and tricks for keeping and sharing student notebooks.</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.

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| <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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> 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 | <p>The Student:</p> <ul style="list-style-type: none"> 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 |
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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.

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-and standards-aligned writing instruction
Grade 3**

| 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 supporting a point of view on topics or texts that, when introduced, state the opinion about the topic or text and provide a list of strong reasons to support the opinion. The organizational structure enhances the list of reasons, and students use linking words and phrases, such as because, therefore, since, and for example, to connect the reasons. Students end the piece with a concluding statement or section.</i></p> <p>Writing, Standard 2 <i>Students explain or provide information about a subject or idea(s), choosing only the details and information related to the topic, which are then introduced, organized, and elaborated upon through the use of illustrations. Students further build on these ideas by including facts, definitions, and details. Students help all these tails flow and reveal the links between ideas within categories of information by siding linking words and phrases (e.g., also, another, and, more, but). Finally, students bring their paper to an end providing a concluding statement or section.</i></p> <p>Writing, Standard 3 <i>Students convey real or imagined experiences and events through narratives that employ appropriate methods and story structures that make clear what is happening and who is involved. Students arrange events that unfold naturally, adding dialogue, description, and thoughts and feelings of the characters to bring the story and its characters alive. Students also insert various transitional words (e.g., after, before, while, during) that orient readers to the event order. Finally, students give the story an ending that provides a conclusion for the narrative.</i></p> <p>Writing, Standard 6 <i>Students compose texts using digital devices, software, websites, and other digital tools and collaborate with others (via Google Docs, chat, and other social media applications) with guidance and support from adults. Students use keyboarding skills to produce written text.</i></p> | <ol style="list-style-type: none"> Teachers can use Google Classroom and Docs to monitor students' progress throughout the entire writing process and provide feedback via Google Doc Comments Post mini-lessons for each step/element of the writing process using mentor texts. Provide these in slideshow form and screencast video form. Explicitly teach and model each genre using gradual release (I do, we do, you do). Scaffold the writing by breaking it down into smaller chunks/steps (eg., 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. Publish student writing (eg., create a virtual gallery walk, or compilation of student work, via Google Docs, Slides, or forms OR students can publish using mysterybook.com book creation). | <p>Digital Texts: K-3 Essential 6, Bullet 4: Mentor Texts Sample Video</p> <p>Loom: Video Messaging - A video recording tool that helps get messages across through instantly shareable videos</p> <p>Time for Kids - Teacher's Guides provide writing prompts related to TIME For Kids stories, encourage students to express their opinion on a topic, and challenge them to support their thinking with reasons and information from the text</p> <p>National Geographic for Kids - Teacher and student resources for informational reading and writing</p> <p>Mystery Science - A compilation of our most popular science lessons and are offering them for anyone to use for free.</p> <p>NewsELA - Provides thousands of carefully curated, engageong, standards -aligned texts and resources to drive continued learning</p> <p>Keeping a Notebook - Tips and tricks for keeping and sharing student notebooks.</p> <p>My Story Book - Write and share your own story books</p> <p>Story Jumper - Book-creation software-students can choose to publish their story and share the link with their class</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.

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| <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.

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| <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 |
|---|---|

**Essential 6. Research-and standards-aligned writing instruction
Grade 3**

| 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 1 <i>Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing. Students form and use nouns, pronouns, verbs, adjectives, and adverbs and explain how they function in sentences (e.g., regular and irregular nouns; abstract nouns; regular and irregular verbs; simple verb tenses; subject-verb and pronoun-antecedent agreement; comparative and superlative adjectives and adverbs; coordinating and subordinating conjunctions). In addition, students produce simple, compound, and complex sentences.</i></p> <p>Language, Standard 2 <i>Students show their knowledge of and ability to follow the conventions of capitalization, punctuation, and spelling when writing by: capitals; commas in address; commas and quotation marks; conventional spelling for high frequency words; conventional spelling when adding suffixes to base words; spelling patterns - demonstrating basic knowledge of word families, position-based spelling; and use dictionaries to correct spellings.</i></p> <p>Writing, Standard 6 <i>Students compose texts using digital devices, software, websites, and other digital tools and collaborate with others (via Google Docs, chat, and other social media applications) with guidance and support from adults. Students use keyboarding skills to produce written text.</i></p> | <p>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.</p> | <p>Digital Texts: K-3 Essential 6, Bullet 5: Instruction in Capitalization, etc. Sample Video 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.

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| <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.

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| <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 |
|---|--|

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.

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|---|---|
| <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 |
|---|---|

Grade 4

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

Grade 4

Read Aloud Remote Plan

Read alouds of age-appropriate books and other materials, print or digital
Essential 2: Intentional, research-informed instruction using increasingly complex texts that build comprehension, knowledge, and strategic reading activity
Grade 4

| The Teacher... | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
|---|--|---|---|
| <p>E2.1 Facilitates discussion of text meaning to support students to interpret the ideas in a 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 4 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, offering comments and contributions that link to the remarks of others. Also, when discussing or collaborating with others, students ask and answer questions to clarify or follow up on information already presented. Finally, students explain their ideas and understanding of the topic after having discussed it and reviewing key ideas.</i></p> | <p>Shift discussion opportunities to an online forum such as Zoom, Facebook, or Google Hangouts with the entire class or 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. Talk around the text is the most critical component. 2. 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 3. Pre-record a text reading so you can mute, watch, and discuss at critical points. 4. Provide book club opportunities for students to read and react in breakout rooms. 5. Provide discussion opportunities after a common experience in a content area in which students share through an common document on their tablet, on a dry erase whiteboard, or online document share like Google Jamboard or to a peer/s in breakout rooms. | <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>Scholastic Question Stems</p> <p>Talk Moves</p> <p>Harvard's See Think Wonder</p> <p>Teaching Annotation</p> <p>How to use Google Jamboard video</p> |

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades 4-5

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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Carefully selects texts that provide the grist for rich discussion and analysis • Asks questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text • Creates a community of readers through the enjoyment of reading and shared knowledge | <p>The Student:</p> <ul style="list-style-type: none"> • Engages in the text by responding to questions or prompts or by asking questions • Can paraphrase and summarize what was read • Shares their opinion and understanding of the text by providing evidence |
|--|---|

Read alouds of age-appropriate books and other materials, print or digital
Essential 2: Intentional, research-informed instruction using increasingly complex texts that build comprehension, knowledge, and strategic reading activity
Grade 4

| The Teacher... | Standards for Narrative Text | Standards for Informational Text | Remote Application | Additional Resources |
|---|---|---|---|--|
| <p>E2.2 Provides experiences for students to build knowledge to support their interpretation of texts prior to reading, during reading, and after reading</p> | <p>Reading, Standard 2 <i>After establishing the text’s explicit meaning, students identify a theme. They examine how an author introduces and develops this theme through details. Students summarize the text.</i></p> <p>Reading, Standard 3 <i>Students reading for the elements use specific details from the text, such as characters’ thoughts or words or actions, and descriptions of place to describe in depth a character, setting, or event in a story or drama.</i></p> | <p>Reading, Standard 2 <i>After establishing the text’s explicit meaning, students identify the main idea. They examine how an author introduces and develops this idea through key details. Students summarize the text.</i></p> <p>Reading, Standard 3 <i>Students reading for information in historical, scientific, or technical texts use specific information directly from the text to recount what has happened and why as they explain events, procedures, ideas, or concepts.</i></p> | <ol style="list-style-type: none"> 1. Use the DOK Levels of questioning to engage students in higher order thinking. 2. Talk around the text is the most critical component. 3. Create virtual polls to assess understanding. 4. Use sentence starters/prompts to help students discuss text. 5. Use graphic organizer or Reader’s Notebooks. Using a digital resource, such as Google Slides, each child can have a number slide assigned to them to respond to what they are reading. Teachers can review what each child writes on their slide. 6. Use breakout rooms to group students in dyads or triads to practice. | <p>Digital Texts: Generating Text Dependent Questions Close Reading Questions Identifying Theme Slideshow ReadWorks Unit Support Planning Inquiry Charts for Critical Thinking of Multiple Texts Writable Graphic Organizers Google Jamboard Exit Ticket - example Reader's Notebook in Google Slides</p> |

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades 4-5

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.

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|--|--|
| <p>The Teacher:</p> <ul style="list-style-type: none"> • Models explicit comprehension strategies and guides students to be metacognitive when reading | <p>The Student:</p> <ul style="list-style-type: none"> • Constructs meaning through personal thoughts, knowledge, and experiences by making text-text, text-self, text-world connections |
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Read alouds of age-appropriate books and other materials, print or digital
Essential 2: Intentional, research-informed instruction using increasingly complex texts that build comprehension, knowledge, and strategic reading activity
Grade 4

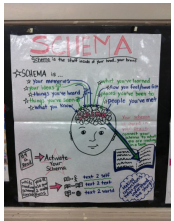
| The Teacher... | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
|---|--|--|---|
| <p>E2.3 Models and guides students to be metacognitive while reading (i.e., monitor for comprehension and use fix-up strategies when there are breakdowns in comprehension)</p> | <p>Language, Standard 4 <i>Students apply strategies to understand or clarify the meaning of new words or words with multiple meanings they encounter when reading and listening to grade 4 content. Specifically, these strategies include: context clues, affixes and roots, and reference materials.</i></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. Engaging students in wide reading that exposes them to rich and discipline-specific academic language. 2. Carefully select words to pre-teach. 3. Consider morphology (the study of words, how they are formed, and their relationship to other words) and attend to word relations. 4. Encourage the use of new vocabulary in a variety of contexts and modes, including reading, writing, and discussion of print or digital texts for discipline-specific purposes. | <p>Digital Texts: Florida Center for Reading Research Fourth and Fifth Grade Resource Guide</p> <p>Reading Rockets- Before, During and After Reading Strategies</p> <p>Mind Mapping</p> <p>Inquiry Charts for Critical Thinking of Multiple Texts</p> <p>Teaching Annotation</p> <p>Infercabulary - A web-based, visual vocabulary and reasoning program</p> <p>Vocabulary.com - Systematically exposes students to a wide array of activities that will help them understand all the meanings and nuances of words learned</p> |

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades 4-5

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.

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|---|---|
| <p>The Teacher:</p> <ul style="list-style-type: none"> • Models explicit comprehension strategies and guides students to be metacognitive while reading • 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"> • Engages in the text by responding to questions or prompts or by asking questions • Demonstrates growing independence as a reader by incorporating new vocabulary, knowledge, and strategies into reading, writing, and speaking • Applies strategies that were explicitly taught |
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Read alouds of age-appropriate books and other materials, print or digital
Essential 2: Intentional, research-informed instruction using increasingly complex texts that build comprehension, knowledge, and strategic reading activity
Grade 4

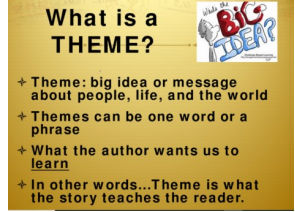
| The Teacher... | Standards for Narrative Text | Standards for Informational Text | Remote Application | Additional Resources |
|---|--|--|--|--|
| <p>E2.4 Provides explicit comprehension strategy instruction (e.g., finding main ideas, summarizing, making connections between new text information and prior knowledge, drawing inferences)</p> | <p>Reading, Standard 1 <i>Students explain - either verbally or in written form - the events of the story or what the poem says based on details and examples from the text. They provide specific examples from the text when making inferences.</i></p> <p>Speaking and Listening, Standard 2 <i>Students paraphrase all information delivered in different media and in portions of texts read aloud.</i></p> | <p>Reading, Standard 1 <i>Students explain - either verbally or in written form - what the text is about, providing specific details and examples from the text. They provide specific examples from the text when making inferences.</i></p> <p>Speaking and Listening, Standard 2 <i>Students paraphrase all information delivered in different media and in portions of texts read aloud.</i></p> | <ol style="list-style-type: none"> Choose a text to model the chosen comprehension strategy. Explicitly teach the comprehension strategy. Model how, why, and when to use the comprehension strategy. Create digital anchor charts illustrating the comprehension strategy.  <ol style="list-style-type: none"> Provide modeling and scaffolding for discussions. Provide graphic organizers for writing. | <p>Digital Texts: Florida Center for Reading Research Fourth and Fifth Grade Resource Guide</p> <p>Scholastic Question Stems</p> <p>Standards Aligned Question Stem Bank</p> <p>Additional Accountable Talk Resources</p> <p>Inquiry Charts for Critical Thinking of Multiple Texts</p> <p>Writable Graphic Organizers</p> <p>Bubbl.U.s - Concept Mapping</p> <p>ILA Lesson for Paraphrasing- Grades 3-5</p> |

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades 4-5

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.

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|--|--|
| <p>The Teacher:</p> <ul style="list-style-type: none"> Carefully selects texts that provide the grist for rich discussion and analysis Models explicit comprehension strategies and guides students to be metacognitive while reading 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"> Engages in the text by responding to questions or prompts or by asking questions Constructs meaning through personal thoughts, knowledge, and experiences by making text-text, text-self, text-world connections Can paraphrase and summarize what was read Shares their opinion and understanding of the text by providing evidence Applies strategies that were explicitly taught |
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Read alouds of age-appropriate books and other materials, print or digital
Essential 5: Discussion of the ideas in text and how to construct text meaning across texts and disciplines
Grade 4

| The Teacher... | Standards for Narrative Text | Standards for Informational Text | Remote Application | Additional Resources |
|--|---|--|--|---|
| <p>E5.1 Reads aloud age-appropriate books and other materials, print or digital</p> <p align="center">and</p> <p>E5.2 Carefully selects texts that provide the grist for rich discussion, and analyzes texts to identify specific learning goals, challenges (e.g., the complexity of the ideas in the text, insufficient information) and affordances (e.g., text organization, such as problem-solution or compare-contrast; text features, such as graphics or headings)</p> | <p>Reading, Standard 1 <i>Students explain - either verbally or in written form - the events of the story or what the poem says based on details and examples from the text. They provide specific examples from the text when making inferences.</i></p> <p>Reading, Standard 5 <i>Students break down the structure of a text and explain the major differences between poems, drama and prose. Students use specific terms to differentiate between texts.</i></p> <p>Reading, Standard 9 <i>Students read various stories, myths, and traditional literature from different cultures, comparing and contrasting how themes, and topics - such as the opposition of good versus evil - and the pattern of events - for example, the quest or hero journey - are treated in the text.</i></p> | <p>Reading, Standard 1 <i>Students explain - either verbally or in written form - what the text is about, providing specific details and examples from the text. They provide specific examples from the text when making inferences.</i></p> <p>Reading, Standard 5 <i>Students break down the structure of a text to explain events, ideas, concepts, or information in a text; noting patterns such as chronology, cause/effect, or problem/solution.</i></p> <p>Reading, Standard 8 <i>Students examine how an author uses reasons and evidence to support key points in written text.</i></p> | <ol style="list-style-type: none"> Select texts that include: <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) Explicitly teach and model the specific learning goal using gradual release (I do, we do, you do). Create digital anchor charts illustrating the skill. <p align="center">Theme Anchor Chart:</p>  Provide modeling and scaffolding for discussions. Provide graphic organizers for writing. | <p>Digital Texts: Michigan Electronic Library Online Texts Epic.com - Free digital texts Epic- Free Poetry Resources Read Works- Free Text - Including poetry Reading A-Z Read, Wonder, and Learn by Kate Messner - 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. Poetry Foundation- Children’s Poetry Inquiry Charts for Critical Thinking of Multiple Texts FCRR Narrative Text Structures FCRR Expository Text Structures Writable Graphic Organizers</p> |

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades 4-5

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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Reads grade-appropriate books and other materials, print or digital, including mentor text and sets of text that are thematically and conceptually related • Carefully selects texts that provide the first for rich discussion and analysis • Teaches the structure, features, and literary elements of text • Models appropriate fluency (accuracy, automaticity, prosody) when reading • Models explicit comprehension strategies and guides students to be metacognitive while reading • Provides explicit instruction in Tier II and Tier III words found in general academic and content area vocabulary • Asks questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text • Creates a community of readers through the enjoyment of reading and shared knowledge | <p>The Student:</p> <ul style="list-style-type: none"> • Engages in the text by responding to questions or prompts or by asking questions • Constructs meaning through personal thoughts, knowledge, and experiences by making text-text, text-self, and text-world connections • Can paraphrase and summarize what was read • Responds to the text through writing, discussion, or other forms • Shares their opinion and understanding of the text by providing evidence • Revisits the text that has been read aloud • Demonstrates growing independence as a reader by incorporating new vocabulary, knowledge, and strategies into reading, writing, and speaking • Applies reading strategies that were explicitly taught • Understands that authors write for a variety of purposes |
|--|--|

Read alouds of age-appropriate books and other materials, print or digital
Essential 5: Discussion of the ideas in text and how to construct text meaning across texts and disciplines
Grade 4

| The Teacher... | Standards for Narrative Text | Standards for Informational Text | Remote Application | Additional Resources |
|--|---|---|---|--|
| <p>E5.3 Uses discussion moves (e.g., linking students ideas, probing thinking, having students return to the text to support claims about the ideas in the text) that help provide continuity and extend the discussion of ideas in the text</p> | <p>Reading Standard 3 <i>Students reading for the elements use specific details from the text, such as character’s thoughts or words or actions, and descriptions of place to describe in depth a character, setting, or event in a story or drama.</i></p> <p>Speaking and Listening, Standard 2 <i>Students paraphrase all information delivered in different media and formats and in portions of text read aloud.</i></p> | <p>Reading, Standard 3 <i>Students reading for information in historical, scientific, or technical texts use specific information directly from the text to recount what has happened and why as they explain events, procedures, ideas, or concepts.</i></p> <p>Speaking and Listening, Standard 2 <i>Students paraphrase all information delivered in different media and formats and in portions of text read aloud.</i></p> | <ol style="list-style-type: none"> 1. Explicitly teach and model the specific learning goal using gradual release (I do, we do, you do). 2. Shift discussion opportunities to an online forum such as Zoom, Facebook, or Google Hangouts with the entire class or with small groups. Be sure to include common experiences centered around texts or something studied. 3. Key Ideas <ol style="list-style-type: none"> a. Talk around the text is the most critical component. b. Provide modeling and scaffolding for discussions. c. Establish discussion norms. d. Structure student engagement; stopping points are directly aligned to the lesson’s literacy goals. e. Use sentence starters/prompts to help students discuss text. | <p>Digital Texts: Discussion Scaffolds: Student Led Discussion Stems Standards Aligned Question Stem Bank 7 Free Online Discussion Tools Additional Accountable Talk Resources Talk Moves Harvard’s See Think Wonder ILA Lesson for Paraphrasing- Grades 3-5</p> |

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades 4-5

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"> • Carefully selects texts that provide the grist for rich discussion and analysis • 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"> • Engages in the text by responding to questions or prompts or by asking questions • Can paraphrase and summarize what was read • Shares opinion and understanding of the text by providing evidence |
|--|---|

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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • 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, include 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 |
|---|--|

Read alouds of age-appropriate books and other materials, print or digital
Essential 5: Discussion of the ideas in text and how to construct text meaning across texts and disciplines
Grade 4

| The Teacher... | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
|---|--|---|---|
| <p>E5.4 Provides tasks or discussion routines students know how to follow (e.g., Instructional Conversations, and Literature Circles) when students discuss texts in small groups</p> | <p>Speaking and Listening, Standard 1 <i>Students participate in different discussions (pairs, groups, full class) with a range of peers about grade 4 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, offering comments and contributions that link to the remarks of others. Also, when discussion or collaborating with others, students ask and answer questions to clarify or follow up on information already presented. Finally, students explain their ideas and understanding of the topic after having discussed it and reviewing key ideas.</i></p> | <p>Shift discussion opportunities to an online forum such as Zoom, Facebook, or Google Hangouts with the entire class or with small groups. Be sure to include common experiences centered around texts or something studied.</p> <ol style="list-style-type: none"> 1. Key Ideas <ol style="list-style-type: none"> a. Provide modeling and scaffolding for discussions b. Establish discussion norms. c. Structure student engagement; stopping points are directly aligned to the lesson's literacy goals. d. Use sentence starters/prompts to help students discuss text. 2. Provide opportunities for book clubs, literature circles, etc. so students can read and react in breakout rooms. | <p>Digital Texts: Discussion Scaffolds: Student Led Discussion Stems Standards Aligned Question Stem Bank 7 Free Online Discussion Tools Additional Accountable Talk Resources Talk Moves 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.

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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 • 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 | <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 • Reflects formally or informally on contributions to conversations, as well as how conversations help make meaning |
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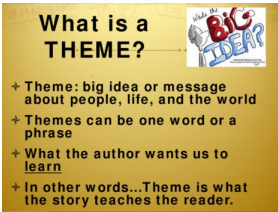
Read alouds of age-appropriate books and other materials, print or digital
Essential 5: Discussion of the ideas in text and how to construct text meaning across texts and disciplines
Grade 4

| The Teacher... | Remote Application | Additional Resources |
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| <p>E5.5 Provides regular opportunities for peer-assisted learning, especially for emergent bilingual learners, by pairing students at different levels of English proficiency</p> | <ol style="list-style-type: none"> 1. Provide opportunities for small group instruction or pair students to practice literacy and language with their peers. Weave in Think-Pair-share, turn and talk, Triad teams or other Structured Talking Time. 2. Know the student’s English Proficiency Level using “The Can Do Descriptors.” 3. Use breakout rooms to group students in small group to practice instructional goals particular to that group. 4. Model and provide the routines, structures and scaffolds needed to support peer learning using gradual release (I do, we do, you do). <ol style="list-style-type: none"> a. Establish discussion norms. b. Provide clear examples of what is expected of them. c. Structure student engagement, stopping points are directly aligned to the lesson’s literacy goals. d. Provide sentence frames/starters to give students a framework and practice with academic language. e. Build schema. f. Provide word banks, visuals and questions stems. 5. Pair a higher and lower performing student together (difference in ability not extreme) OR Pair EL’s with same language buddy. <ol style="list-style-type: none"> a. Peers perform the roles of “coach” and “reader” b. Students can read short passages of text and practice summarizing, asking/answering questions, generating “gist” statements. Higher skilled students always read first as a model. (Passages can be chunked) c. Each member of the teacher-assigned pair takes turns being Coach and Reader d. As the reader reads aloud, the coach listens and provided corrective feedback e. Change the pairings/groups regularly so that students are interacting and communicating with different peers 6. Provide “Visible thinking” activities (i.e., think-puzzle-explore) to promote listening and a deeper understanding of content and help students understand how they think and learn. And to know what kids need more help with (i.e. padlet). | <p>Digital Texts: Jan Richardson’s Guided Reading Videos 5th grade May Guided Reading Mrs Eagle Thinking about Guided Reading on Zoom and Support Digital Guided Reading Book Support 5 Ways to Pair Share Think-Pair- Share Video The Can Do Descriptors - (Grade level specific) Highlight what language learners can do at various stages of language development in the classroom ESL Toolkit and Sentence Frames The Teacher Toolkit: Home Sentence Frames Partner Reading Classroom Strategies Discussion scaffolds: Student-led discussion stems Fourth Grade Question Stems Scholastic Question Stems Partner Reading https://www.readingrockets.org/strategies/partner_reading Teacher’s Guide to Invisible thinking Routines A Teacher’s Guide to Visible Thinking Activities Thinking Routines - Cultures of Thinking</p> |

Grade 4

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 4

| 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 4-5 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 4-5 complexity band.</i></p> | <p>Reading, Standard 10 <i>Students read a range of nonfiction appropriate for grades 4-5 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 4-5 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>  | <p>Digital Texts: Read the World - Distance learning support Video Clips - Scroll down to see Jan Richardson’s videos on virtual guided reading lessons Webinars - Jan Richardson Reading - A variety of archived webinars related to virtual literacy Florida Center for Reading Research Fourth and Fifth Grade Resource Guide Reading Rockets- Before, During and After Reading Strategies ReadWorks Unit Support Planning Video Clips - Scroll down to see Jan Richardson’s videos on virtual guided reading lessons</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.

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| <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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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 4

| The Teacher... | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
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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 4 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, offering comments and contributions that link to the remarks of others. Also, when discussion or collaborating with others, students ask and answer questions to clarify or follow up on information already presented. Finally, students explain their ideas and understanding of the topic after having discussed it 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.

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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 • 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 | <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 • Reflects formally or informally on contributions to conversations, as well as how conversations help make meaning |
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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 4

| The Teacher... | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
|---|--|--|--|
| <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> |

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.

- The Teacher:**
- Employs practices for developing reading fluency

Essential 3. Small group 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 4

| The Teacher... | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
|--|---|--|---|
| <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 4 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, offering comments and contributions that link to the remarks of others. Also, when discussion or collaborating with others, students ask and answer questions to clarify or follow up on information already presented. Finally, students explain their ideas and understanding of the topic after having discussed it 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>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.

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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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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 4

| The Teacher... | Standards for Narrative Text and Informational Text | Remote Application | Additional Resources |
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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</p> <p>Interactive Digital Notebooks</p> <p>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.

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| <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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Grade 4

Writing Remote Plan

**Essential 6. Research-informed and standards-aligned writing instruction
Grade 4**

| The Teacher Provides... | Standards for Writing | Remote Application | Additional Resources |
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| <p>E6.1 Daily time for student writing across disciplines, including opportunities for students to write using digital tools (e.g., word processing)</p> | <p>Writing, Standard 6 <i>Students compose texts using digital devices, software, websites, the Internet, and other digital tools and collaborate with others (via Google Docs, chat, and other social media platforms) with some guidance and support from adults. Students master the keyboard well enough to type a minimum of one page in a single setting.</i></p> <p>Writing, Standard 10 <i>Students write regularly for a range of reasons (e.g., to reflect, research, and revise) in different contexts and modes (times, in-class, and extended tasks), for a variety of audiences.</i></p> | <ol style="list-style-type: none"> 1. Set a daily writing routine for students. 2. Set clear expectations for students to write using digital tools such as Google Docs. 3. Also, provide opportunities for students to write in actual composition books or notebooks. | <p>Digital Texts: Why a Writer's Notebook</p> <p>Interactive Digital Notebooks</p> <p>ILA's Online Student Interactives</p> <p>Sharing Our Notebooks - Amy Ludwig VanDerwater leads writing notebook sessions for students and teachers</p> |

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

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

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Demonstrates a variety of text, for a variety of purposes and audiences | <p>The Student:</p> <ul style="list-style-type: none"> • Identifies elements of writing specific to a genre or task |
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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. Conferring allows the teacher to make decisions about what might help the writer.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Provides daily protected writing time • Gives access to digital tools | <p>The Student:</p> <ul style="list-style-type: none"> • Engages in writing for a variety of purposes and audiences • Increases stamina in writing • Uses a variety of tools to write (digital, paper/pencil, etc.) • Identifies elements of writing specific to a genre or task |
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**Essential 6. Research-and standards-aligned writing instruction
Grade 4**

| The Teacher Provides... | Standards for Writing | Remote Application | Additional Resources |
|--|--|---|--|
| <p>E6.2 Opportunities to study text 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 supporting a point of view on topics or texts that, when introduced, say what the opinion is and why by providing reasons supported by facts and details. Supporting reasons are grouped to support the writer’s purpose, and students choose words or phrases to link the opinion and reason, using words such as for instance, in order to, and in addition. The conclusion is a statement or section that is related to the opinion presented in the introduction.</i></p> <p>Writing: Standard 2 <i>Students explain or provide information about a topic or idea(s) choosing only the details and information related to the topic, which are then introduced, organized in paragraphs and sections with headings, and elaborated upon through the use of illustrations and multimedia. Students further build on these ideas by including facts, definitions, concrete details, and evidence, usually in the form of quotations. Students help all the ideas within categories flow by using linking words and phrases (e.g., another, for example, also, because), along with precise vocabulary and words specific to the domain or topic, to aid the writer trying to explain the topic. Finally, students bring their paper to an end with a concluding statement or section that relates all the information or explanations presented.</i></p> <p>Writing, Standard 3: <i>Students convey real or imagined experiences and events through narratives that employ appropriate methods and story structures that make clear what is happening and who is involved. Students arrange events that unfold naturally, adding dialogue, description, and thoughts and feelings of the characters to bring the story and its characters alive. Students also insert various transitional words (e.g., after, before, while, during) that orient readers to the event order. Finally, students give the story an ending that provides a conclusion for the narrative.</i></p> | <ol style="list-style-type: none"> 1. Immerse students in reading of the particular text prior to the writing of texts. 2. Explicitly teach and model each genre using gradual release (I do, we do, you do). 3. Post mini-lessons for each step/element of the writing process using mentor texts. Provide these in slideshow form and screencast video form. 4. Provide clear and specific goals for writing using anchor charts, checklists, and rubrics specific to the type of writing. 5. Scaffold the writing by breaking it down into smaller chunks/steps (eg., 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). 6. Monitor students’ progress throughout the entire writing process and provide specific feedback via an online shared document such as Google Doc Comments. 7. Publish student writing: (eg., create a virtual gallery walk, or compilation of student work, via an online shared document like Google Docs, Slides, or Forms OR students can publish using online publishing tools). | <p>Digital Texts: Loom : Video Messaging - A video recording tool that helps get messages across through instantly shareable videos</p> <p>My Story Book - Write and share your own story books</p> <p>Story Jumper - Book-creation software- students can choose to publish their story and share the link with their class</p> <p>Writing Pathways - Book comes with online tools</p> |

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Writing Grades 4-5

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

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| <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"> • Transfers what they have learned in a modeled writing lesson to their independent writing • Identifies elements of writing specific to a genre or task • Uses the writing as a mentor text across content areas • Understands that we write for different purposes |
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Shared Writing Grades 4-5

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

The Teacher:

- References mentor text to highlight a writing strategy, skill, or element

The Student:

- Uses the writing as a mentor text
- Replicates a variety of writing genres

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

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
- Provides access to mentor text and writing models
- Provide access to a variety of references that aide students in their writing

The Student:

- Engages in writing for a variety of purposes and audiences
- Demonstrates use of a variety of text types and genres
- Uses grade appropriate conversation, general academic, and domain specific words and phrases accurately
- Draws evidence from text to support analysis, reflection, and research

**Essential 6. Research-and standards-aligned writing instruction
Grade 4**

| The Teacher Provides... | Standards for Writing | Remote Application | Additional Resources |
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| <p>E6.3 Occasions for students to use writing as a tool for learning disciplinary content and engaging in disciplinary practices (e.g., writing scientific explanations), and that provide clear and specific goals for writing (e.g., address both sides of an argument)</p> | <p>Writing, Standard 10 <i>Students write regularly for a range of reasons (e.g., to reflect, research, and revise) in different contexts and modes (times, in-class, and extended tasks), for a variety of reasons.</i></p> | <ol style="list-style-type: none"> 1. Immerse students in reading of the particular text prior to the writing of texts. The informational texts used in the elementary grades should represent a wide range of text types (e.g., biography, scientific explanation, letter, or speech), modalities (e.g., picture, map, graph/chart or prose - online or on paper), and purposes (e.g., to explain/inform, entertain, or argue). (Shanahan, 2014) 2. Explicitly teach and model each genre using gradual release (I do, we do, you do). Be sure to distinguish features. 3. Teach content specific vocabulary. 4. Post mini-lessons for each step/element of the writing process using mentor texts. Provide these in slideshow form and screencast video form. 5. Provide clear and specific goals for writing using anchor charts, checklists, and rubrics specific to the type of writing. 6. Scaffold the writing by breaking it down into smaller chunks/steps (eg., 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). 7. Monitor students' progress throughout the entire writing process and provide specific feedback via an online shared document such as Google Doc Comments. | <p>Digital Texts: Time for Kids - Teacher's guides provide writing prompts related to TIME For Kids stories, encourage students to express their opinion on a topic, and challenge them to support their thinking with reasons and information from the text</p> <p>National Geographic for Kids - Teacher and student resources for informational reading and writing</p> <p>Mystery Science - A compilation of our most popular science lessons and are offering them for anyone to use for free</p> <p>NewsELA - Provides thousands of carefully curated, engageong, standards-aligned texts and resources to drive continued learning</p> <p>DOGO News - Science and Social Studies related texts</p> |

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Writing Grades 4-5

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

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| <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 (e.g., scientific explanations, address both sides of an argument. | <p>The Student:</p> <ul style="list-style-type: none"> • Transfers what they have learned to their independent writing • Identifies elements of writing specific to a genre or task • Understands that we write for different purposes |
|---|--|

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Shared Writing Grades 4-5

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

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Establishes a task, purpose, and audience for writing and engages opportunities to apply new learning • Draws evidence from literary or informational text to support analysis, reflection, and research (apply the reading standards to literature and informational text - write about what is read) | <p>The Student:</p> <ul style="list-style-type: none"> • Notices the teacher's writing behaviors • Connects what is taught with their own writing • Incorporates new skills and strategies learned into their independent writing • Develops more complex ideas and language and fosters critical awareness as a write |
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Independent Writing/Conferring Grades 4-5

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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Provides opportunities to write across the content areas using a variety of genres • Provides access to mentor text and writing models | <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 • Composes text that reflects their thoughts and can respond to the thoughts of others • Draws evidence from text to support analysis, reflection, and research |
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**Essential 6. Research-informed and standards-aligned writing instruction
Grade 4**

| The Teacher Provides... | Standards for Writing | Remote Application | Additional Resources |
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| <p>E6.4 Explicit instruction in and guided practice using writing strategies for planning, drafting, revising, and editing</p> | <p>Writing, Standard 4 <i>Students write with clarity and coherence, developing and organizing ideas that are appropriate to the audience, purpose, and occasion when composing narrative, expository, and opinion texts</i></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 and use 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"> Teachers can use common online platform such as Google Classroom and Docs to monitor students' progress throughout the entire writing process and provide feedback Writing conferences with students can be done in multiple formats: over video chats (Zoom breakouts) in online document share such as Google Docs, or via email, phone call, etc. Use web conferencing such as Zoom to share your screen while viewing a student's writing and use digital annotation tools to circle and underline pieces of the writing to help better communicate. With structures and guidelines in place, provide opportunities for students to connect with peers and offer feedback using their online document share and rubric. | <p>Digital Texts: Keeping a Notebook - Tips and tricks for keeping and sharing student notebooks</p> <p>My Story Book - Write and share your own story books</p> <p>Story Jumper - Book-creation software-students can choose to publish their story and share the link with their class</p> <p>Writing Pathways - Book comes with online tools</p> |

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

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

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| <p>The Teacher:</p> <ul style="list-style-type: none"> Models thinking explicitly Demonstrates the conventions of written language Explicitly teaches how to organize print | <p>The Student:</p> <ul style="list-style-type: none"> Learns about language, syntax, and how print is organized Identifies elements of writing specific to a genre or task Transfers what they have learned to their independent writing |
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Shared Writing in Grades 4-5

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

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| <p>The Teacher:</p> <ul style="list-style-type: none"> Scaffolds aspects of writing and applies specific skills and strategies (mini-lessons within the writing process) | <p>The Student:</p> <ul style="list-style-type: none"> Incorporates new skills and strategies learned into their independent writing Rereads and revises the text, modeling what good writers do |
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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. Conferring allows the teacher to make decisions about what might help the writer.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> Teaches the writing process whole group, small group, and individually through conferencing Confers with students to develop voice, craft, structure, vocabulary, and 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"> Views writing as an ongoing process of revision and editing Uses mentor text as a model for writing Uses self-assessment tools to evaluate their writing and reflects on their writing across time Responds to feedback by incorporating suggestions |
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**Essential 6. Research-informed and standards-aligned writing instruction
Grade 4**

| The Teacher Provides... | Standards for Writing | Remote Application | Additional Resources |
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| <p>E6.5 Explicit instruction in spelling strategies, capitalization, punctuation, sentence and paragraph construction, purpose-driven text structure and organization, keyboarding, and word processing</p> | <p>Language, Standard 1 <i>Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing (e.g., correct pronouns, progressive verb tense, use modal auxiliaries or specific verbs, place adjectives in order within sentences, write prepositional phrases, use and spell correctly frequently confused words). In addition, students produce complete sentences.</i></p> <p>Language, Standard 2 <i>Students show their knowledge of and ability to follow the conventions of capitalization, punctuation, and spelling when writing (e.g., correct capitalization, commas and quotations, commas before a coordinating conjunction, spell grade-level appropriate words correctly).</i></p> <p>Writing, Standard 6 <i>Students compose texts using digital devices, software, websites, the Internet, and other digital tools and collaborate with others (via Google Docs, chat, and other social media platforms) with some guidance and support from adults. Students master the keyboard well enough to type a minimum of one page in a single setting.</i></p> | <ol style="list-style-type: none"> 1. Provide mini-lessons on conventions. 2. Writing can be modeled and practiced during interactive writing using an online document share such as Google Docs or Google Jamboard. Project a piece of writing on the screen and have students' help with sentence expansion and writing conventions. 3. Create digital anchor charts and use editing bookmarks to teach and reinforce conventions. | <p>Digital Texts: WriteWell Support - Videos</p> <p>Writing Pathways - Book comes with online tools</p> <p>Interactive Whiteboards like Google Jamboard (ex.. Word Work Jamboard) - Up to 20 boards can be seen synchronously</p> <p>Interactive Word Building - Share the screen as words are being built</p> |

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

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

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Demonstrates the conventions of written language • Explicitly teaches how to organize print • Uses classroom resources (word walls, dictionary, etc.) | <p>The Student:</p> <ul style="list-style-type: none"> • Learns about language, syntax, and how print is organized • Transfers what they have learned to their independent writing |
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Shared Writing in Grades 4-5

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

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Models proper syntax and conventions in conjunction with fluent writing • Intentionally uses a diverse vocabulary including content-specific vocabulary (Tier II and Tier III words) • Scaffolds aspects of writing and applies specific skills and strategies (mini-lessons within the writing process) | <p>The Student:</p> <ul style="list-style-type: none"> • Notices the teacher's writing behaviors • Uses the writing as a mentor text • Incorporates new skills and strategies learned into their independent writing • Rereads and revises the text, modeling what good writers do • Develops more complex ideas and language and fosters critical awareness as a writer |
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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. Conferring allows the teacher to make decisions about what might help the writer.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Confers with students to develop voice, craft, structure, vocabulary, use of conventions • Encourages students to construct words using current knowledge of letter-sound relationships and other strategies • Incorporates lessons on grammar and mechanics • Gives access to digital tools | <p>The Student:</p> <ul style="list-style-type: none"> • Demonstrates command of the conventions • Uses grade appropriate conversation, general academic, and domain specific words and phrases accurately • Uses vocabulary and voice appropriate to a genre • Accesses reference materials that aid in the writing process |
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Grade 5

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

Grade 5

Read Aloud Remote Plan

Read alouds of age-appropriate books and other materials, print or digital
Essential 2: Intentional, research-informed instruction using increasingly complex texts that build comprehension, knowledge, and strategic reading activity
Grade 5

| The Teacher... | Standards for Narrative and Informational Text | Remote Application | Additional Resources |
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| <p>E2.1 Facilitates discussion of text meaning to support students to interpret the ideas in a 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 the entire class or 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. Talk around the text is the most critical component. 2. 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 3. Pre-record a text reading so you can mute, watch, and discuss at critical points. 4. Provide book club opportunities for students to read and react in breakout rooms. 5. Provide discussion opportunities after a common experience in a content area in which students share through a common document on their tablet, on a dry erase whiteboard, Google Jamboard, or to a peer/s in breakout rooms, etc. | <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>Scholastic Question Stems</p> <p>Talk Moves</p> <p>Harvard's See, Think, Wonder</p> <p>Teaching Annotation</p> <p>How to use Google Jamboard video</p> |

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades 4-5

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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Carefully selects texts that provide the grist for rich discussion and analysis • Ask questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text • Creates a community of readers through the enjoyment of reading and shared knowledge | <p>The Student:</p> <ul style="list-style-type: none"> • Engages in the text by responding to questions or prompts or by asking questions • Can paraphrase and summarize what was read • Shares their opinion and understanding of the text by providing evidence |
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Read alouds of age-appropriate books and other materials, print or digital
Essential 2: Intentional, research-informed instruction using increasingly complex texts that build comprehension, knowledge, and strategic reading activity
Grade 5

| The Teacher... | Standards for Narrative Text | Standards for Informational Text | Remote Application | Additional Resources |
|---|--|---|--|--|
| <p>E2.2 Provides experiences for students to build knowledge to support their interpretation of texts prior to reading, during reading, and after reading</p> | <p>Reading, Standard 2 <i>After establishing the text’s explicit meaning, students determine the theme, identifying key ideas, especially how characters respond to challenges in stories and dramas, or how the speaker in a poem reflects upon a topic. Students summarize the text.</i></p> <p>Reading, Standard 3 <i>Students reading for interactions between characters, settings, or events in a story or drama compare and contrast two or more of the above, using key details from the text.</i></p> | <p>Reading, Standard 2 <i>After establishing the text’s explicit meaning, students identify two or more central ideas in a text, examining how they are supported through specific details. Students summarize the text.</i></p> <p>Reading, Standard 3 <i>Students reading for information about the relationships between two or more people, events, ideas, or concepts first determine which people, events, ideas, or concepts play an influential role. Students then read the text almost like a scientist would observe an experiment, observing how various people, events, ideas, or concepts influence each other over time.</i></p> | <ol style="list-style-type: none"> 1. Use the DOK Levels of questioning to engage students in higher order thinking. 2. Talk around the text is <i>the most</i> critical component. 3. Create virtual polls to assess understanding. 4. Use sentence starters/prompts to help students discuss text. 5. Use graphic organizers or Reader’s Notebook . Using a digital resource, such as Google Slides, each child can have a number slide assigned to them to respond to what they are reading. Teachers can review what each child writes on their slide. 6. Use breakout rooms to group students in dyads or triads to practice. | <p>Digital Texts: Generating Text Dependent Questions Close Reading Questions Identifying Theme Slideshow ReadWorks Unit Support Planning Inquiry Charts for Critical Thinking of Multiple Texts Writable Graphic Organizers Google Jamboard Exit Ticket - example Reader's Notebook in Google Slides</p> |

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades 4-5

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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Reads grade-appropriate books and other materials, print or digital, including mentor text and sets of text that are thematically and conceptually related • Carefully selects texts that provide the grist for rich discussion and analysis • 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"> • Engages in the text by responding to questions or prompts or by asking questions • Can paraphrase and summarize what was read • Shares their opinion and understanding of the text by providing evidence |
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Read alouds of age-appropriate books and other materials, print or digital
Essential 2: Intentional, research-informed instruction using increasingly complex texts that build comprehension, knowledge, and strategic reading activity
Grade 5

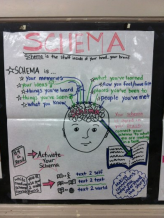
| The Teacher... | Standards for Narrative and Informational Text | Remote Application | Additional Resources |
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| <p>E2.3 Models and guides students to be metacognitive while reading (i.e., monitor for comprehension and use fix-up strategies when there are breakdowns in comprehension)</p> | <p>Language, Standard 4 <i>Students apply strategies that help them understand or clarify the meaning of new words or words with multiple meanings they encounter when reading and listening to grade 5 content. Specifically, these strategies include: context clues, affixes and roots, and reference materials.</i></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"> Engaging students in wide reading that exposes them to rich and discipline-specific academic language. Carefully select words to pre-teach. Consider morphology (the study of words, how they are formed, and their relationship to other words) and attend to word relations. Encourage the use of new vocabulary in a variety of contexts and modes, including reading, writing, and discussion of print or digital texts for discipline-specific purposes. | <p>Digital Texts: Florida Center for Reading Research Fourth and Fifth Grade Resource Guide</p> <p>Reading Rockets- Before, During and After Reading Strategies</p> <p>Mind Mapping</p> <p>Inquiry Charts for Critical Thinking of Multiple Texts</p> <p>Teaching Annotation</p> <p>Infercabulary - A web-based, visual vocabulary and reasoning program</p> <p>Vocabulary.com - Systematically exposes students to a wide array of activities that will help them understand all the meanings and nuances of words learned</p> |

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades 4-5

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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> Models explicit comprehension strategies and guides students to be metacognitive while reading 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"> Engages in the text by responding to questions or prompts or by asking questions Demonstrates growing independence as a reader by incorporating new vocabulary, knowledge, and strategies into reading, writing, and speaking Applies strategies that were explicitly taught |
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Read alouds of age-appropriate books and other materials, print or digital
Essential 2: Intentional, research-informed instruction using increasingly complex texts that build comprehension, knowledge, and strategic reading activity
Grade 5

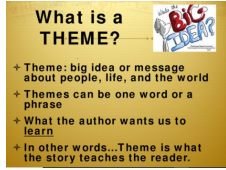
| The Teacher... | Standards for Narrative Text | Standards for Informational Text | Remote Application | Additional Resources |
|--|--|---|--|---|
| <p>2.4 Provides explicit comprehension strategy instruction (e.g., finding main ideas, summarizing, making connections between new text information and prior knowledge, drawing inferences)</p> | <p>Reading, Standard 1 <i>Students explain - either verbally or in written form - the events of the story or what the poem says using specific, accurate quotes directly from the text. They provide quotes from the text when making inferences.</i></p> <p>Speaking and Listening, Standard 2 <i>Students summarize all information delivered in different media and in a written text read aloud.</i></p> | <p>Reading, Standard 1 <i>Students explain - either verbally or in written form - what the text is about, using specific, accurate quotes directly from the text. They provide quotes from the text to support inferences.</i></p> <p>Speaking and Listening, Standard 2 <i>Students summarize all information delivered in different media and in a written text read aloud.</i></p> | <ol style="list-style-type: none"> Choose a text to model the chosen comprehension strategy. Explicitly teach the comprehension strategy. Model how, why, and when to use the comprehension strategy. Create anchor charts illustrating the comprehension strategy.  <ol style="list-style-type: none"> Provide modeling and scaffolding for discussions. Provide graphic organizers for writing. | <p>Digital Texts: Florida Center for Reading Research Fourth and Fifth Grade Resource Guide Scholastic Question Stems Standards Aligned Question Stem Bank Additional Accountable Talk Resources Inquiry Charts for Critical Thinking of Multiple Texts Writable Graphic Organizers ILA Lesson for Paraphrasing: Grades 3-5</p> |

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades 4-5

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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> Carefully selects texts that provide the grist for rich discussion and analysis Models explicit comprehension strategies and guides students to be metacognitive while reading 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"> Engages in the text by responding to questions or prompts or by asking questions Constructs meaning through personal thoughts, knowledge, and experiences by making text-text, text-self, text-world connections Can paraphrase and summarize what was read. Shares their opinion and understanding of the text by providing evidence Applies reading strategies that were explicitly taught |
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Read alouds of age-appropriate books and other materials, print or digital
Essential 5: Discussion of the ideas in text and how to construct text meaning across texts and disciplines
Grade 5

| The Teacher... | Standards for Narrative Text | Standards for Informational Text | Remote Application | Additional Resources |
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| <p>E5.1 Reads aloud age-appropriate books and other materials, digital or print</p> <p align="center">and</p> <p>E5.2 Carefully selects texts that provide the grist for rich discussion, and analyzes texts to identify specific learning goals, challenges (e.g., the complexity of the ideas in the text, insufficient information) and affordances (e.g., text organization, such as problem-solution or compare-contrast; text features, such as graphics or headings)</p> | <p>Reading, Standard 1 <i>Students explain - either verbally or in written form - the events of the story or what the poem says using specific, accurate quotes directly from the text. They provide quotes from the text to support inferences.</i></p> <p>Reading, Standard 5 <i>Students break down the structure of a text to explain how a series of chapters, scenes, or stanzas are organized and contribute to the development of the text.</i></p> <p>Reading, Standard 9 <i>Students read various stories in the same genre - mysteries, adventures, fantasy - in order to compare and contrast their approaches to themes and topics that are similar.</i></p> | <p>Reading, Standard 1 <i>Students explain - either verbally or in written form - what the text is about, using specific, accurate quotes directly from the text. They provide quotes from the text to support inferences.</i></p> <p>Reading, Standard 5 <i>Students break down the structure of a text to compare and contrast events, ideas, concepts, or information in two or more texts, noting patterns such as chronology, cause/effect, or problem/solution.</i></p> <p>Reading, Standard 8 <i>Students examine how an author provides reasons and evidence to support key points in a text, then identify which reasons or evidence support which ideas or points.</i></p> <p>Reading Standard 9 <i>Students examine several texts on the same topic in order to integrate the information and apply it in written or spoken form to demonstrate knowledge.</i></p> | <ol style="list-style-type: none"> Select texts that include: <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) Explicitly teach and model the specific learning goal using gradual release (I do, we do, you do). Create digital anchor charts illustrating the skill. <div style="text-align: center;"> <p>Theme Anchor Chart</p>  </div> Provide modeling and scaffolding for discussions. Provide graphic organizers for writing. | <p>Digital Texts: Michigan Electronic Library Online Texts Read Works- Free Text - Including poetry Reading A-Z Read, Wonder, and Learn by Kate Messner - Contains a collection of first-chapter, picture books, read-alouds, drawing, and writing mini-lessons (with permission from publishers) Epic.com - Free digital texts Epic- Free Poetry Resources Poetry Foundation- Children’s Poetry Inquiry Charts for Critical Thinking of Multiple Texts FCRR Narrative Text - Scroll down to comprehension FCRR Expository Text Structures Writable Graphic Organizers</p> |

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades 4-5

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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Reads grade-appropriate books and other materials, print or digital, including mentor text and sets of text that are thematically and conceptually related • Carefully selects texts that provide the gist for rich discussion and analysis • Teaches the structure, features, and literary elements of text • Models appropriate fluency (accuracy, automaticity, prosody) when reading • Models explicit comprehension strategies and guides students to be metacognitive while reading • Provides explicit instruction in Tier II and Tier III words found in general academic and content area vocabulary • Asks questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text • Creates a community of readers through the enjoyment of reading and shared knowledge | <p>The Student:</p> <ul style="list-style-type: none"> • Engages in the text by responding to questions or prompts or by asking questions • Constructs meaning through personal thoughts, knowledge, and experiences by making text-text, text-self, and text-world connections • Can paraphrase and summarize what was read • Responds to the text through writing, discussion, or other forms • Shares their opinion and understanding of the text by providing evidence • Revisits the text that has been read aloud • Demonstrates growing independence as a reader by incorporating new vocabulary, knowledge, and strategies into reading, writing, and speaking • Applies reading strategies that were explicitly taught • Understands that authors write for a variety of purposes • Develops a reading identity and takes risks though reading a variety of topics, genres, and increasingly complex text |
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Read alouds of age-appropriate books and other materials, print or digital
Essential 5: Discussion of the ideas in text and how to construct text meaning across texts and disciplines
Grade 5

| The Teacher... | Standards for Narrative Text | Standards for Informational Text | Remote Application | Additional Resources |
|---|---|---|--|--|
| <p>E5.3 Uses discussion moves (e.g., linking students ideas, probing thinking, having students return to the text to support claims about the ideas in the text) that help provide continuity and extend the discussion of ideas in the text</p> | <p>Speaking and Listening, Standard 2 <i>Students summarize all information delivered in different media and formats and in a written text read aloud.</i></p> | <p>Speaking and Listening, Standard 2 <i>Students summarize all information delivered in different media and formats and in a written text read aloud.</i></p> | <ol style="list-style-type: none"> 1. Explicitly teach and model the specific learning goal using gradual release (I do, we do, you do). 2. Shift discussion opportunities to an online forum such as Zoom, Facebook, or Google Hangouts with the entire class or with small groups. Be sure to include common experiences centered around texts or something studied. 3. Key Ideas <ol style="list-style-type: none"> a. Talk around the text is the most critical component b. Provide modeling and scaffolding for discussions. c. Establish discussion norms. d. Structure student engagement - stopping points are directly aligned to the lesson's literacy goals . e. Use sentence starters/prompts to help students discuss text. | <p>Digital Texts: Discussion Scaffolds: Student Led Discussion Stems Standards Aligned Question Stem Bank Additional Accountable Talk Resources 7 Free Online Discussion Tools Talk Moves Harvard's See Think Wonder Online Summarizing Practice</p> |

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades 4-5

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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Carefully selects texts that provide the grist for rich discussion and analysis • 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"> • Engages in the text by responding to questions or prompts or by asking questions • Can paraphrase and summarize what was read • Shares opinion and understanding of the text by providing evidence |
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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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • 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, include 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 |
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Read alouds of age-appropriate books and other materials, print or digital
Essential 5: Discussion of the ideas in text and how to construct text meaning across texts and disciplines
Grade 5

| The Teacher... | Standards for Narrative and Informational Text | Remote Application | Additional Resources |
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| <p>E5.4 Provides tasks or discussion routines students know how to follow (e.g., Instructional Conversations, and Literature Circles) when students discuss texts in small groups</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 the entire class or with small groups. Be sure to include common experiences centered around texts or something studied.</p> <p>1. Key Ideas</p> <ol style="list-style-type: none"> Provide modeling and scaffolding for discussions. Establish discussion norms. Structure student engagement - stopping points are directly aligned to the lesson's literacy goals . Use sentence starters/prompts to help students discuss text. <p>2. Provide book clubs, literature circles, etc. opportunities for students to read and react in breakout rooms.</p> | <p>Digital Texts: Discussion Scaffolds: Student Led Discussion Stems 7 Free Online Discussion Tools Standards Aligned Question Stem Bank Additional Accountable Talk Resources Talk Moves 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.

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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.) Prepares topics/prompts 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 | <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 Reflects formally or informally on contributions to conversations, as well as how conversations help make meaning |
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Read alouds of age-appropriate books and other materials, print or digital
Essential 5: Discussion of the ideas in text and how to construct text meaning across texts and disciplines
Grade 5

| The Teacher... | Remote Application | Additional Resources |
|---|--|---|
| <p>E5.5 Provides regular opportunities for peer-assisted learning, especially for emergent bilingual learners, by pairing students at different levels of English proficiency</p> | <ol style="list-style-type: none"> 1. Provide opportunities for small group instruction or pair students to practice literacy and language with their peers. Weave in Think-Pair-share, turn and talk, Triad teams or other Structured Talking Time. 2. Know the student’s English Proficiency Level using “The Can Do Descriptors.” 3. Use breakout rooms to group students in small group to practice instructional goals particular to that group 4. Model and provide the routines, structures and scaffolds needed to support peer learning using gradual release (I do, we do, you do). <ol style="list-style-type: none"> a. Establish discussion norms. b. Provide clear examples of what is expected of them. c. Structure student engagement, stopping points are directly aligned to the lesson’s literacy goals . d. Provide sentence Frames/Starters to give students a framework and practice with academic language. e. Build schema. f. Provide Word Banks, visuals and questions stems. 5. Pair a higher and lower performing student together (difference in ability not extreme) OR Pair ELs with same language buddy <ol style="list-style-type: none"> a. Peers perform the roles of “coach” and “reader.” b. Students can read short passages of text and practice summarizing, asking/answering questions, generating “gist” statements. Higher skilled students always read first as a model (passages can be chunked). c. Each member of the teacher-assigned pair takes turns being coach and reader. d. As the reader reads aloud, the coach listens and provided corrective feedback. e. Change the pairings/groups regularly so that students are interacting and communicating with different peers 6. Provide “Visible thinking” activities (i.e., think-puzzle-explore) to promote listening and a deeper understanding of content and help students understand how they think and learn. And to know what kids need more help with (e.g., padlet). | <p>Digital Texts: Jan Richardson’s Guided Reading Videos 5th grade May Guided Reading Mrs Eagle Thinking about Guided Reading on Zoom and Support Digital Guided Reading Book Support 5 Ways to Pair Share Think-Pair- Share Video The Can Do Descriptors - (Grade level specific) Highlight what language learners can do at various stages of language development in the classroom. ESL Toolkit and Sentence Frames The Teacher Toolkit: Home Sentence Frames Discussion Scaffolds: Student Led Discussion Stems Scholastic Question Stems Partner Reading Classroom Strategies A Teacher’s Guide to Visible Thinking Activities Thinking Routines - Cultures of Thinking</p> |

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. 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. 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.

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| <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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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 and Informational Text | Remote Application | Additional Resources |
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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: |
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| <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 |

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 and Informational Text | Remote Application | Additional Resources |
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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> |

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.

- The Teacher:**
- Employs practices for developing reading fluency

Essential 3. Small group 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 and Informational Text | Remote Application | Additional Resources |
|---|---|---|--|
| <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> |

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.

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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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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 and Informational Text | Remote Application | Additional Resources |
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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.

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| <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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Grade 5

Writing Remote Plan

**Essential 6. Research-informed and standards-aligned writing instruction
Grade 5**

| The Teacher Provides... | Standards for Writing | Remote Application | Additional Resources |
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| <p>E6.1 Daily time for student writing across disciplines, including opportunities for students to write using digital tools (e.g., word processing)</p> | <p>Writing, Standard 6 <i>Students compose texts using digital devices, software, websites, the Internet, and other digital tools and collaborate with others (via Google Docs, chat, and other social media platforms) with some guidance and support from adults. Students master the keyboard well enough to type a minimum of two pages in a single setting.</i></p> <p>Writing, Standard 10 <i>Students write regularly for a range of reasons (e.g., to reflect, research, and revise) in different contexts and modes (times, in-class, and extended tasks), for a variety of audiences.</i></p> | <ol style="list-style-type: none"> 1. Set a daily writing routine for students. 2. Set clear expectations for students to write using digital tools such as Google Docs. 3. Provide opportunities for students to write in actual composition books or notebooks. | <p>Digital Texts: Why a Writer's Notebook</p> <p>Interactive Digital Notebooks</p> <p>ILA's Online Student Interactives</p> <p>Keeping a Notebook - Tips and tricks for keeping and sharing student notebooks</p> |

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

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

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Demonstrates a variety of text, for a variety of purposes and audiences | <p>The Student:</p> <ul style="list-style-type: none"> • Identifies elements of writing specific to a genre or task |
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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. Conferring allows the teacher to make decisions about what might help the writer.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Provides daily protected writing time • Gives access to digital tools | <p>The Student:</p> <ul style="list-style-type: none"> • Engages in writing for a variety of purposes and audiences • Increases stamina in writing • Uses a variety of tools to write (digital, paper/pencil, etc.) |
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**Essential 6. Research-informed and standards-aligned writing instruction
Grade 5**

| The Teacher Provides... | Standards for Writing | Remote Application | Additional Resources |
|--|--|---|--|
| <p>E6.2 Opportunities to study text 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 supporting a point of view on topics or texts that, when introduced, say what the opinion is and why by providing reasons supported by facts and details. Supporting reasons are grouped to support the writer's purpose, and students choose words, phrases, or clauses to link the opinion and reason, using words such as consequently and specifically. The conclusion is a statement or section that is related to the opinion presented in the introduction.</i></p> <p>Writing, Standard 2 <i>Students explain or provide information about a topic or idea(s) choosing only the details and information related to the topic, which are then introduced, organized in paragraphs and sections with headings, and elaborated upon through the use of illustrations and multimedia. Students further build on these ideas by including facts, definitions, concrete details, and evidence, usually in the form of quotations. Students help all the ideas within categories flow by using linking words and phrases (e.g., in contrast, especially), along with precise vocabulary and words specific to the domain or topic, to aid the writer trying to explain the topic. Finally, students bring their paper to an end with a concluding statement or section that relates all the information or explanations presented.</i></p> <p>Writing, Standard 3 <i>Students convey real or imagined experiences and events through narratives, using sensory details, and story structures that make clear what is happening and who is involved. Students arrange events into authentic sequences that unfold naturally, adding dialogue, pacing, and description to bring the story and its characters alive. Students insert various transitional words, phrases, and clauses that orient readers to the sequence of events. In addition, students choose words with care, evolving through these words or phrases the full range of sensory details needed to convey the experiences or events being described. Finally, students give the story an ending that makes sense in light of all that came before it and provides the narrative a satisfying conclusion.</i></p> | <ol style="list-style-type: none"> 1. Immerse students in reading of the particular text prior to the writing of texts. 2. Explicitly teach and model each genre using gradual release of responsibility (I do, we do, you do). 3. Post mini-lessons for each step/element of the writing process using mentor texts. Provide these in slideshow form and/or screencast video form. 4. Provide clear and specific goals for writing using anchor charts, checklists, and rubrics specific to the type of writing. 5. Scaffold the writing by breaking it down into smaller chunks/steps (eg., 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). 6. Monitor students' progress throughout the entire writing process and provide specific feedback via online shared documents such as Google Doc Comments. 7. Publish Student writing (eg., create a virtual gallery walk, or compilation of student work, via online shared documents like Google Docs, Slides, or Forms OR students can publish using mystorybook.com book creation). | <p>Digital Texts: Loom : Video Messaging - A video recording tool that helps get messages across through instantly shareable videos</p> <p>My Story Book - Write and share your own story books.</p> <p>Story Jumper - Book creation software students can choose to publish their story and share the link with their class</p> <p>Writing Pathways - Book comes with online tools</p> |

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Writing Grades 4-5

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

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| <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"> • Transfers what they have learned in a modeled writing lesson to their independent writing • Identifies elements of writing specific to a genre or task • Uses the writing as a mentor text across content areas • Understands that we write for different purposes |
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Shared Writing Grades 4-5

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

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • References mentor text to highlight a writing strategy, skill, or elements | <p>The Student:</p> <ul style="list-style-type: none"> • Uses the writing as a mentor text • Replicates a variety of writing genres |
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behavior Independent Writing/Conferring Grades 4-5

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.

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| <p>The Teacher:</p> <ul style="list-style-type: none"> • Provides opportunities to write across the content areas using a variety of genres • Provides access to mentor text and writing models • Provide access to a variety of references that aide students in their writing | <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 grade appropriate conversation, general academic, and domain specific words and phrases accurately • Draws evidence from text to support analysis, reflection, and research |
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Essential 6. Research-and standards-aligned writing instruction

Grade 5

| The Teacher Provides... | Standards for Writing | Remote Application | Additional Resources |
|---|--|---|--|
| E6.3 Occasions for students to use writing as a tool for learning disciplinary content and engaging in disciplinary practices (e.g., writing scientific explanations), and that provide clear and specific goals for writing (e.g., address both sides of an argument) | Writing, Standard 10 <i>Students write regularly for a range of reasons (e.g., to reflect, research, and revise) in different contexts and modes (times, in-class, and extended tasks), for a variety of reasons.</i> | <ol style="list-style-type: none"> 1. Immerse students in reading of the particular text prior to the writing of texts. The informational texts used in the elementary grades should represent a wide range of text types (e.g., biography, scientific explanation, letter, or speech), modalities (e.g., picture, map, graph/chart or prose - online or on paper), and purposes (e.g., to explain/inform, entertain, or argue). (Shanahan, 2014) 2. Explicitly teach and model each genre using gradual release of responsibility (I do, we do, you do). Be sure to distinguish features. 3. Teach content specific vocabulary (Tier III words). 4. Post mini-lessons for each step/element of the writing process using mentor texts. Provide these in slideshow form and/or screencast video form. 5. Provide clear and specific goals for writing using anchor charts, checklists, and rubrics specific to the type of writing. 6. 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). 7. Monitor students' progress throughout the entire writing process and provide specific feedback via Google Doc Comments. | <p>Digital Texts: Time for Kids - Teacher's guides provide writing prompts related to TIME For Kids stories, encourage students to express their opinion on a topic, and challenge them to support their thinking with reasons and information from the text</p> <p>National Geographic for Kids - Teacher and student resources for informational reading and writing</p> <p>Mystery Science - A compilation of our most popular science lessons and are offering them for anyone to use for free</p> <p>NewsELA- Provides thousands of carefully curated, engageong, standards -aligned texts and resources to drive continued learning</p> <p>DOGO News - Science and Social Studies related texts.</p> |

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Writing Grades 4-5

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

The Teacher:

- Demonstrates writing a variety of text, for a variety of purposes and audiences
- Incorporates writing across content areas and specific to disciplinary practices (e.g., scientific explanations, address both sides of an argument).

The Student:

- Transfers what they have learned to their independent writing
- Identifies elements of writing specific to a genre or task
- Understands that we write for different purposes

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Shared Writing Grades 4-5

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
- Draws evidence from literary or informational text to support analysis, reflection, and research (apply the reading standards to literature and informational text - write about what is read)

The Student:

- Notices the teacher's writing behaviors
- Connects what is taught with their own writing
- Incorporates new skills and strategies learned into their independent writing
- Develops more complex ideas and language and fosters critical awareness as a writer

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

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
- Provides access to mentor text and writing models

The Student:

- Engages in writing for a variety of purposes and audiences
- Demonstrates use of a variety of text types and genres
- Composes text that reflects their thoughts and can respond to the thoughts of others
- Draws evidence from text to support analysis, reflection, and research

**Essential 6. Research-informed and standards-aligned writing instruction
Grade 5**

| The Teacher Provides... | Standards for Writing | Remote Application | Additional Resources |
|--|--|---|--|
| <p>E6.4 Explicit instruction in and guided practice using writing strategies for planning, drafting, revising, and editing</p> | <p>Writing, Standard 4 <i>Students write with clarity and coherence, developing and organizing ideas and creating a style that is appropriate to the audience, purpose, and occasion when composing narrative, expository, and argumentative writing.</i></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 and use 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"> Teachers can use Google Classroom and Docs to monitor students' progress throughout the entire writing process and provide feedback Writing Conferences with students can be done in multiple formats: over video chats (Zoom breakouts) in Google Docs, via email, phone call, document camera, etc. Use Zoom to share your screen while viewing a student's writing and use Zoom's annotation tools to circle and underline pieces of the writing to help better communicate. With structures and guidelines in place, provide opportunities for students to connect with peers and offer feedback using their Google Doc and rubric. | <p>Digital Texts: Keeping a Notebook - Tips and tricks for keeping and sharing student notebooks.</p> <p>My Story Book - Write and share your own story books.</p> <p>Story Jumper - Book-creation software-students can choose to publish their story and share the link with their class</p> <p>Writing Pathways - Book comes with online tools</p> |

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

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 Demonstrates the conventions of written language Explicitly teaches how to organize print | <p>The Student:</p> <ul style="list-style-type: none"> Learns about language, syntax, and how print is organized Identifies elements of writing specific to a genre or task Transfers what they have learned to their independent writing |
|---|---|

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

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

| | |
|--|---|
| <p>The Teacher:</p> <ul style="list-style-type: none"> Scaffolds aspects of writing and applies specific skills and strategies (mini-lessons within the writing process) | <p>The Student:</p> <ul style="list-style-type: none"> Incorporates new skills and strategies learned into their independent writing Rereads and revises the text, modeling what good writers do |
|--|---|

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. Conferring allows the teacher to make decisions about what might help the writer.

| | |
|---|--|
| <p>The Teacher:</p> <ul style="list-style-type: none"> Teaches the writing process whole group, small group, and individually through conferencing Confers with students to develop voice, craft, structure, vocabulary, and 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"> Views writing as an ongoing process of revision and editing Uses mentor text as a model for writing Uses self-assessment tools to evaluate their writing and reflects on their writing across time Responds to feedback by incorporating suggestions |
|---|--|

**Essential 6. Research-informed and standards-aligned writing instruction
Grade 5**

| The Teacher Provides... | Standards for Writing | Remote Application | Additional Resources |
|---|--|--|---|
| E6.5 Explicit instruction in spelling strategies, capitalization, punctuation, sentence and paragraph construction, purpose-driven text structure and organization, keyboarding, and word processing | <p>Language, Standard 1 <i>Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing and doing the following with parts of speech: use perfect verb tense; use verb tenses to show various times, sequences, states, and conditions; correct inappropriate shifts in verb tense; and use correlative conjunctions. In addition, students explain the reasons why conjunctions, prepositions, and interjections are used in particular sentences.</i></p> <p>Language, Standard 2 <i>Students show their knowledge of and ability to follow the conventions of capitalization, punctuation, and spelling when writing (e.g., punctuation to separate items in a series, commas to separate introductory elements from the rest of the sentence; commas to set off yes and no, tag questions, and direct address; underlining, quotation marks, or italics to show titles; spell grade-appropriate words correctly).</i></p> <p>Writing, Standard 6 <i>Students learn and use the language of discourse appropriate to the subject, discipline, or context when reading, writing, or speaking about it, along with those that signal contrast, addition, and other logical relationships (e.g., however, nonetheless, similarly, moreover, in addition).</i></p> | <ol style="list-style-type: none"> 1. Provide mini-lessons on conventions. 2. Writing can be modeled and practiced during interactive writing using an online document share such as Google Docs or Google Jamboard. Project a piece of writing on the screen and have students' help with sentence expansion and writing conventions. 3. Create digital anchor charts and use editing bookmarks to teach and reinforce convention. | <p>Digital Texts: WriteWell Support - Videos</p> <p>Writing Pathways - Book comes with online tools</p> <p>Interactive Whiteboards like Google Jamboard (ex.. Word Work Jamboard) - Up to 20 boards can be seen synchronously</p> <p>Interactive Word Building - share the screen as words are being built</p> |

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

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 the conventions of written language • Explicitly teaches how to organize print • Uses classroom resources (word walls, dictionary, etc.) | <p>The Student:</p> <ul style="list-style-type: none"> • Learns about language, syntax, and how print is organized • Transfers what they have learned to their independent writing |
|--|---|

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

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

| | |
|---|--|
| <p>The Teacher:</p> <ul style="list-style-type: none"> • Models proper syntax and conventions in conjunction with fluent writing • Intentionally uses a diverse vocabulary including content-specific vocabulary (Tier II and Tier III words) • Scaffolds aspects of writing and applies specific skills and strategies (mini-lessons within the writing) | <p>The Student:</p> <ul style="list-style-type: none"> • Notices the teacher's writing behaviors • Uses the writing as a mentor text • Incorporates new skills and strategies learned into their independent writing • Rereads and revises the text, modeling what good writers do • Develops more complex ideas and language and fosters critical awareness as a writer |
|---|--|

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. Conferring allows the teacher to make decisions about what might help the writer.

| | |
|--|---|
| <p>The Teacher:</p> <ul style="list-style-type: none"> • Confers with students to develop voice, craft, structure, vocabulary, use of conventions • Encourages students to construct words using current knowledge of letter-sound relationships and other strategies • Incorporates lessons on grammar and mechanics • Gives access to digital tools | <p>The Student:</p> <ul style="list-style-type: none"> • Demonstrates command of the conventions • Uses grade appropriate conversation, general academic, and domain specific words and phrases accurately • Uses vocabulary and voice appropriate to a genre • Accesses reference materials that aid in the writing process |
|--|---|

MISD Remote Learning Plan for 6-12 English Language Arts

Purpose and Use Of This Document

Educators often ask if the Michigan State Standards can be broken down to essential learning standards as a way to ensure that teachers are teaching the most important aspects of reading, writing, speaking, listening, viewing, and language. While conceptually it may appear to be an easy task, we know that the acquisition of language and its transfer to reading, writing, and speaking is complex and not done in a linear fashion. Our daily lives center around the ability to communicate and receive information in a variety of ways and through a variety of modalities. Each of us increases our ability to read, write, speak, and listen by engaging in everyday experiences as well as rich tasks. The richer the experience, the greater the learning and transfer of learning. Reading, writing, speaking, listening, and viewing are reciprocal practices that cannot be isolated within one content area; they are foundational to all learning and are taught in a recursive nature.

The General Education Leadership Network (GELN) developed a series of [Essential Instructional Practices in Literacy](#) spanning from birth through grade 12. These practices are supported by extensive research and are meant to be implemented in every classroom, with every student, every day. The goal of this document is to (1) demonstrate how the *Essential Instructional Practices align with the Michigan Standards for English Language Arts in grades 6-12* and (2) provide suggestions for application in a remote setting with vetted resources. This document will focus on reading, writing, speaking-listening-viewing, engagement, and language development. Not every standard will be represented. That does not mean the omission of a standard does not have a place in practice. We encourage teachers to use the *Essential Instructional Practices* knowing that when done well and with fidelity, students are being engaged in rich learning that is the foundation of our state's ELA standards.

During times of schools being closed for extended periods, students should continue to be engaged in learning through rich tasks. Teachers have a number of district, school, and classroom resources available to them in addition to web-based resources that are used to facilitate online learning. This document was constructed to specifically support virtual learning settings. It is meant to be compatible and not in competition with curriculum that is established by the district.

The “big-picture” goal is to keep students reading, writing, and engaging in collaborative conversations with teachers and peers on a daily basis. More now than ever teachers will need to rely on formative assessment data to help guide tough instructional choices. Essential Practice 8: Ongoing observation and assessment of students’ language and literacy development that informs their education, spells out specific instructional practices for keeping an open line of communication between teacher and student regarding grade-level skills focus, what it looks like when a student has achieved proficiency around a goal, and monitoring where a student is in their progress toward that goal.

Each section of this document begins with the GELN Essential Practices in Disciplinary Literacy for ELA. This section is followed by the Michigan ELA content standards that connect to the Essential Practice(s) presented. To help teachers imagine what this looks like in a classroom, we have included relevant excerpts from the **MISD Indicators of High-Quality Literacy Instruction** document and recommendations for remote learning.

We hope that whether you are a teacher with vast experience or are new to the profession, this document provides clarity and depth to understanding the relationship between the essential literacy practices, our state standards, and the use of resources to maximize learning for all students.

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MISD 6-12 ELA

Remote Learning Plan

Grades 6-12

Engagement and Motivation Remote Plan

**MISD 6-12 ELA Remote Learning Plan:
Engagement and Motivation**

GELN 6-12 Essential Practices in Disciplinary Literacy

Michigan ELA 6-12 Anchor Standards

Essential Practice 1: Problem-based Instruction

Develop and implement interactive units of instruction that frame important problems or questions in order to provide authentic purposes for students to read and write beyond being assigned or expected to do so (e.g. for their enjoyment/interest, to ask and answer questions about humanity, society, their community and/or individual lives, to address needs in their community or beyond, or to communicate with a specific audience).

The Teacher:

- Engages students in asking questions, both literal and conceptual, about the world around them to develop generative thinkers.
- Engages students in abstract and disciplinary-specific thinking and reasoning (e.g., analyzing literature, composing texts in a rhetorically-appropriate manner, participating in effective communication).
- Helps students make sense of texts from different time periods, cultures, and regions.
- Aids students in seeing themes from literature in their everyday lives.
- Supports students to develop critical literacy and critical viewing practices across different text genres and formats.
- Helps students understand the text features of different genres, and how different genres function in the world outside of school.
- Creates opportunities for students to enact literate identities, drawing from both within and outside of school literacy practices and funds of knowledge (e.g., providing opportunities for students to see themselves as authors by publishing and sharing their work in the school community).
- Presents regular opportunities for students to choose materials, products, and processes in their reading, writing, and communication.
- Offers regular opportunities for students to engage in independent, sustained reading and writing activities as well as collaborate with peers, such as through small group discussion of texts of interest and opportunities to write within group projects.
- Provides scaffolded support to students as needed to assist them in developing their literacy proficiencies, removing supports over time to generate more independence.
- Differentiates instructional processes and product expectations to account for varying academic needs and capabilities and appropriately challenge all students.

Essential Practice 9: Community networking to tap into available funds of knowledge in support of developing students' content knowledge and identities

The Teacher:

- Helps students connect and build on their in-school and out-of-school literacy practices and identities,
 - Connecting learning and literacy development to family and community issues, as well as economic and political decisions.
 - Engaging with community activities and audiences to address natural and social concerns.
 - Connecting to youth and popular cultural production, activities, networks, and concerns.
- Leverage students' literacies, learning, and knowledge to benefit their school, district, and/or community (e.g. peer education, research fairs, student to student mentoring, service learning).
- Invites authors, artists, journalists, media professionals, and other speakers relevant to English Language Arts to the classroom (either face-to-face or via digital tools) to work with and engage in conversation with students.
- Connects to and engages with literary experiences and spaces in local communities (libraries, bookstores, local writers, etc.).
- Honors and engages with the diversity of literacy practices in the school community.
- Enables students to communicate conclusions to and/or share literary work with authentic audiences.

*CCSS.ELA-LITERACY.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.*

*CCSS.ELA-LITERACY.SL.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.*

*CCSS.ELA-LITERACY.SL.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.*

*CCSS.ELA-LITERACY.SL.4
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.*

*CCSS.ELA-LITERACY.SL.5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.*

*CCSS.ELA-LITERACY.SL.6
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.*

**MISD Indicators of High-Quality Literacy Instruction:
Elements and Observable Behaviors**

Independent Reading

An instructional practice that gives students consistent opportunities to apply strategies the teacher has taught during previous instruction. Students are able to choose books based on interest and level. At the 6-12 level, Independent Reading is effective in a workshop model.

Teacher:

- Carefully selected texts that provide the grist for rich discussion and analysis
- Shares clear expectations for engaged student behavior during read alouds
- Demonstrates appropriate fluency (accuracy, intonation, pacing) when reading
- Models comprehension strategies by “talking to the text” and using think alouds
- Describes and models “fix-up” strategies to use when comprehension breaks down
- Provides explicit instruction in general academic and content area vocabulary
- Asks questions that lead to a deeper understanding of text (profundity scale)
- Creates a community of readers through the enjoyment of reading and shared knowledge

Student:

- Demonstrates skillful listening by attending to the text
- 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 the text by writing or retelling
- Demonstrates independence as a reader by incorporating new vocabulary, knowledge and strategies into reading and writing opportunities

Considerations for Remote Learning:

- Begin units by posing a question or inviting students to identify a problem explored by literature - encourage curiosity and include real-life topics about which students are passionate
- Choice is motivating. Help students find books that interest them
- Use curated lists online to help match titles and readers. Some examples are:
 - [We Are Teachers Middle School book lists](#)
 - [Must-read books for middle school Children](#)
 - [International Reading Association books lists](#)
 - [Youth Adult Library Services Association Book Lists](#)

MISD Indicators of High-Quality Literacy Instruction: Elements and Observable Behaviors

Independent Writing / Conferring

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.

Teacher:

- Provides protected writing time on a regular basis
- Provides purpose and choice for student writing
- Encourages students to write in a variety of genres and in different timeframes (timed writing, process pieces, etc.)
- Supports students in setting writing goals
- Provides self-assessment tools such as student-friendly rubrics and checklists
- Supports the writing process whole group, small group, and individually through conferring
- Confers with students to develop voice, vocabulary, use of conventions
- Provides timely, targeted feedback related to student goals or a specific teaching point
- Incorporates lessons on grammar and mechanics
- Encourages precise word choice and sentence variety
- Provides opportunities to share and publish writing
- Provides access to mentor text
- Provides access to digital tools for the writing process
- Fosters creativity and voice in the writing process

Student:

- Engages in writing for a variety of purposes and audiences
- Composes text that reflects their thoughts and can respond to the thoughts of others
- Applies skills and strategies previously learned
- Uses mentor texts as models
- Attributes summaries and paraphrases to original authors appropriately for context and assignment
- Demonstrates use of a variety of text types and genres
- Writes “on demand” and “over time”
- Uses a variety of tools to write (digital, paper/pencil, etc.)
- Begins to develop a strong writing voice
- Uses vocabulary and voice appropriate to grade level and genre
- Views writing as an ongoing process of revision and editing
- Monitors progress toward meeting their writing goals
- Uses self-assessment tools to evaluate their writing and reflects on their writing across time
- Responds to feedback by making meaningful revisions
- Offers feedback to peers on their writing
- Increases stamina and length of writing
- Views self as a writer
- Publishes and shares their writing

Considerations for Remote Learning:

- Begin units by posing a question or inviting students to identify a problem explored by literature - encourage curiosity and include real-life topics about which students are passionate
- Consider opportunities for students to interact in a safe manner with family and community members to ask them about reading and writing as well as universal themes explored in literary texts (i.e. asking a parent or guardian about lessons they learned persevering through a difficult time in their life, or interviewing someone who lived through an historical event)
- Establish ways for students to share their writing with communities beyond the classroom:
 - [New York Times ideas for writing for an audience beyond the teacher](#)
 - Edublogger post: [How To Find An Authentic Audience For Your Students' Work](#)
 - [KQED Learn is a free platform for middle and high school students to tackle big issues and build their media literacy and critical thinking skills in a supportive environment.](#)

**MISD Indicators of High-Quality Literacy Instruction:
Elements and Observable Behaviors**

Collaborative Conversations

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

Teacher:

- Regularly includes opportunities for conversation when lesson planning (i.e. turn and talk, think/write-pair-share, small group discussion with assigned roles, etc.)
- Guide students to prepare topics/prompts for collaborative conversations that relate to content, and encourage inquiry and deep thinking
- Provides explicit instruction about different collaborative conversation structures
- Works with students to articulate clear expectations for classroom dialogue
- Shares goals and expectations with students, including how they will be assessed
- Guides student in goal-setting through modeling and strategic conversations
- Uses observational data from classroom conversations for formative assessment purposes

Student:

- 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
- Helps determine topics for conversations
- Uses information provided by others to add to their own thinking and build upon the thinking of others in the group
- Reflects formally or informally on contributions to conversations, as well as how conversations help make meaning

Considerations for Remote Learning:

- Consider providing a list of questions stems for students
- Could be face-to-face, virtual, or using an online discussion board

Grades 6-12

Reading Remote Plan

MISD 6-12 ELA Remote Learning Plan: Reading

GELN 6-12 Essential Practices in Disciplinary Literacy

Essential Practice 2: Diverse texts and abundant reading opportunities in the school

The Teacher:

- Engages students with texts that provide entry way into questions, puzzles, themes, authors, issues, and/or genres that can be investigated further.
- Provides access and regular opportunities to work with a wide range of texts (i.e. print, audio, visual, and multimodal) of varying complexity, structure, and genre (e.g., novels, short stories, poetry, comics, newspaper articles, magazines, journals, advertisements, websites, discussion boards, internet postings), including the following:
 - rigorous texts on grade level and beyond,
 - texts that connect to their interests and that also reflect their own and others' backgrounds and cultural experiences,
 - texts that allow students to reflect on their own identities as well as engage them in exploring identities different than their own.
- Engages students with online texts, databases, and tools in the service of investigations, inquiries, or analyses.
- Fosters a reading culture that promotes engagement with diverse texts in a variety of contexts (e.g. independent reading, online communities, reading conferences, book clubs, book talks).

Essential Practice 3: Intentional and standards-aligned instruction in disciplinary reading

The Teacher:

- Establishes compelling reasons for reading, listening to, and viewing a variety of texts (see recommendation #1 above).
- Teaches students to apply disciplinary tools and concepts when working with text.
 - Explicitly names, describes, and models the dispositions, strategies, and patterns of thinking typically applied or used in disciplines connected to English Language Arts.
 - Models through think-alouds how to ask questions of texts.
 - Provides explicit instruction in vocabulary, literary elements and devices, and language skills in the context of reading.
 - In addition to reading for literary merit, also supports students as they read texts to examine author's craft in producing the text.
 - Models how to consider texts from different perspectives and engage in critical reading or viewing practices.
 - Supports students to work with different literary theories to interpret texts.
 - Teaches students how to synthesize concepts and ideas, as well as analyze language use, across texts, and disciplines.
- Supports students to read, analyze, and critically view multimodal texts (e.g., web pages, graphic novels, and digital narrations) in a variety of genres and for a variety of purposes.
- Engages students in research and argumentation about questions of interest to them.
 - Connects literature and other texts to current social problems and themes.
 - Provides instruction and practice in reading, analyzing, and synthesizing across multiple texts in the research process.
 - Supports youth in determining the significance of examples, information, or facts they locate through different sources (digital and physical) in the context of research and inquiry.
 - Models how to discern patterns and relationships (e.g. cause and effect) across data, accounts, or explanations.
 - Teaches students to gather and evaluate evidence from multiple sources to develop evidence-based arguments
 - Helps students learn to identify and critique the claims of others
- Explores non-fiction and fiction texts with students to examine how words, sentence structures, and the organization of texts are used to convey concepts and messages.
- Provides learning activities that develop critical digital, media, and visual literacies.
- Scaffolds reading activities as appropriate using a range of strategies.

Michigan ELA 6-12 Anchor Standards

CCSS.ELA-LITERACY.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

CCSS.ELA-LITERACY.R.3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCSS.ELA-LITERACY.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-LITERACY.R.6

Assess how point of view or purpose shapes the content and style of a text.

CCSS.ELA-LITERACY.R.7

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-LITERACY.R.10

Read and comprehend complex literary and informational texts independently and proficiently

**MISD Indicators of High-Quality Literacy Instruction:
Elements and Observable Behaviors**

Modeled Read Aloud

An instructional practice in which the teacher models, verbally (or provides access to a high-quality recording), to the students a reading process or strategy depending on the grade level and student's needs. Read Alouds promote a love of reading

Teacher:

- Carefully selected texts that provide the grist for rich discussion and analysis
- Shares clear expectations for engaged student behavior during read alouds
- Demonstrates appropriate fluency (accuracy, intonation, pacing) when reading
- Models comprehension strategies by “talking to the text” and using think alouds
- Describes and models “fix-up” strategies to use when comprehension breaks down
- Provides explicit instruction in general academic and content area vocabulary
- Asks questions that lead to a deeper understanding of text (profundity scale)
- Creates a community of readers through the enjoyment of reading and shared knowledge

Student:

- Demonstrates skillful listening by attending to the text
- 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 the text by writing or retelling
- Demonstrates independence as a reader by incorporating new vocabulary, knowledge and strategies into reading and writing opportunities

Considerations for Remote Learning:

- Choose engaging texts with relevant, timely topics and themes
 - [Teaching Tolerance's Reading Diversity model promotes a multi-dimensional approach to text selection that prioritizes critical literacy, cultural responsiveness and complexity.](#)
 - [Teaching Tolerance: A Tool for Selecting Diverse Texts](#)
 - [ProjectLIT text resources](#)
- Connect modeled read-alouds to writing by using [texts that are excellent examples of writing skills](#)
- Support connections to content literacy in other disciplines by using both literary and [informational texts](#)
- Plan ahead - practice reading with fluency and make notes for where you want to stop and talk to the text
- Consider recording modeled read alouds for students to rewatch or access asynchronously
- Use texts that you encounter in your own reading life - texts from the real world
- Consider offering students the opportunity to model reading aloud with preparation using tools like FlipGrid or iMovie

**MISD Indicators of High-Quality Literacy Instruction:
Elements and Observable Behaviors**

Shared Reading

An instructional practice that occurs when students join in or share the reading of a text while guided and supported by the teacher. In upper grades, this instructional practice occurs when the teacher and the students collaborate to read a text, while the teacher explicitly models the strategies and skills of a proficient reader.

| Teacher: | Student: | Considerations for Remote Learning: |
|--|---|---|
| <ul style="list-style-type: none"> • Carefully selects texts that provide the grist for rich discussion and analysis • Provides access to the text, (i.e. makes it visible) • Explains the purpose for reading • Names and models the strategies and skills of reading challenging texts across content areas and invites students to join in • Demonstrates the processes of reading extended texts • Models appropriate fluency (accuracy, automaticity, prosody) when reading complex texts • Provides explicit instruction in Tier 2 and Tier 3 words found in general academic and content area vocabulary • Models the difference between summarizing and paraphrasing for students • Builds knowledge of features and structures contained within text • Asks questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text • Guides students to be metacognitive while reading • Creates opportunities for students to practice summarizing and paraphrasing with feedback • Creates a community of readers through the enjoyment of reading and shared knowledge | <ul style="list-style-type: none"> • Follows along with the teacher as they read aloud • Engages in the text by responding to questions or prompts or by asking questions • Constructs meaning through personal thoughts, knowledge, and experiences • Revisits texts and uses for mentoring when needed • Incorporates new vocabulary in speaking and writing • Transfers knowledge and skills taught to new situations • Demonstrates growing independence as a reader by incorporating new Tier 2 and Tier 3 vocabulary, knowledge, and strategies into reading and writing opportunities • Summarizes text, including only main points, in a format shorter than the original text • Paraphrases passages from source materials by putting main points in their own words • Uses summary, paraphrases and quotations to demonstrate comprehension and strengthen claims | <ul style="list-style-type: none"> • Consider practicing summarizing and paraphrasing part of the text, then asking students to practice these skills on their own or in small groups as you are learning these skills, and as texts become more sophisticated; breakout rooms in online meeting platforms can be • Consider using an online or paper portfolio or reading journal where students can log their thinking in the moment, as well as reflect on their learning across time • Support connections to content literacy in other disciplines by using both literary and informational texts |

**MISD Indicators of High-Quality Literacy Instruction:
Elements and Observable Behaviors**

Guided Reading

An instructional practice that occurs when a teacher works with a small group of students who demonstrate similar reading behavior and/or can 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.

Teacher:

- Works with a small group of readers with similar reading processes-typically grouped by strategy/skill-based needs
- Selects texts that are appropriate to the needs of the group
- Models explicit comprehension strategies and guides students to be metacognitive while reading
- Introduces or reviews specific reading and word-solving strategies that the students have been taught and reminds them to apply strategies to their reading
- Listens to individuals read a segment orally when needed; may interact briefly to assist with problem solving difficulty
- Engages readers in a discussion about the text and support efforts to think deeply and critically
- Returns to text for one or two teaching opportunities such as finding evidence/discussing problem-solving
- Encourages readers to connect text to their own lives, to knowledge of the world or to their literary experience
- Observes and makes notes about reading behaviors
- Assesses students' understanding of what they read by observing evidence of skill and strategy use

Student:

- Reads the whole text or a unique part independently (softly or silently)
- Uses background knowledge and strategies to effectively to construct meaning
- Actively uses the processing strategies they control to solve problems while reading
- Raises questions to clarify confusion and expand understanding
- Uses strategies like deconstructing and context cues to understand unknown words
- Engages in discussion about the text
- Self monitors for understanding

Considerations for Remote Learning:

- Guided reading provides students with personalized help - use formative assessment to determine what students need
- Consider using online meeting technology (GoToMeeting, Skype, Teams, etc.) to preserve social distancing while grouping
- Create curated lists of texts for each guided group that reflect student interests and skills practice
- Teachers AND students can lead discussions in guided groups

**MISD Indicators of High-Quality Literacy Instruction:
Elements and Observable Behaviors**

Independent Reading

An instructional practice that gives students consistent opportunities to apply strategies the teacher has taught during previous instruction. Students are able to choose books based on interest and level. At the 6-12 level, Independent Reading is effective [in a workshop model](#).

Teacher:

- Creates access to a wide variety of print and digital texts
- Shares goals and expectations with students, including how they will be assessed
- Guides student in the selection of text and the setting of reading goals through modeling and strategic conversations
- Encourages variety in genre and topic to challenge students to read widely
- Establishes protocols to monitor the reading progress of each student
- Provides frequent, dedicated time for independent reading
- Creates multiple opportunities for students to talk about what they are reading with their peers
- Reads with students; shares how each title helps build their identity and skills as a reader

Student:

- Establishes reading goals (volume, stamina, genre, text complexity, topic); goals may be short-term (marking period) and long-term (course-long)
- Selects appropriate texts to move toward goals
- Regularly monitors progress toward individual goals
- Engages in thoughtful conversation with peers about texts they are reading
- Reflects on how reading independently strengthens their identity and skills as a reader and writer

Considerations for Remote Learning:

- Consider using a [goal setting and progress monitoring chart](#) available electronically to students, parents / guardians and the teacher
- Consider using an electronic or paper [reader's notebook](#) to keep track of titles read, future titles, and observations
- Find ways to [confer with students](#) through virtual meeting time or asynchronous tech tools like Flipgrid
- Reach out to your local public library to discover ways students can access electronic copies of texts- most public libraries have an extensive collection of contemporary online titles students can access for free with a library card through downloadable programs like <https://www.overdrive.com/>
- Digital texts are available from a variety of places, including low-cost and no-cost options (eligibility varies):
 - <https://www.amazon.com/Kindle-eBooks>
 - <https://ebooks.firstbook.org/>
 - www.bookbub.com

Grades 6-12

Writing Remote Plan

MISD 6-12 ELA Remote Learning Plan: Writing

| GELN 6-12 Essential Practices in Disciplinary Literacy | Michigan ELA 6-12 Anchor Standards |
|---|--|
| <p>Essential Practice 4: Intentional and standards-aligned instruction in disciplinary writing</p> <p>The Teacher:</p> <ul style="list-style-type: none"> • Establishes various compelling reasons for writing in English-related disciplines (e.g., literary studies, journalism, technical writing, creative writing) (see recommendation #1) • Teaches students how to analyze rhetorical context when producing text and communication, including: <ul style="list-style-type: none"> • Writing for different purposes, such as analyzing a literary text, entertaining an audience, or informing an audience. • Writing for different authentic audiences (such as peers, community members, and other public audiences) • Considering how language choices and conventions can shift depending on purpose and audience • Provides regular time for students to write both formally and informally, acknowledging and providing opportunities for practice with different writing strategies and processes <ul style="list-style-type: none"> • Reinforcing the different recursive stages of process writing (including prewriting, planning, drafting, revising for feedback, editing, and publishing) • Reinforcing that writing for different purposes and genres relies on different processes and strategies • Teaches and reinforces the habits of minds of good writers (e.g., creativity, flexibility, persistence, curiosity) • Explicitly names, describes, and models the dispositions, strategies, and patterns of thinking that are typical of different genres within ELA (e.g., literary analysis, creative nonfiction, poetry, book reviews, technical documents) <ul style="list-style-type: none"> • Provides students practice in writing in different modalities, registers, voices, and rhetorical styles, using different media for different purposes and audiences • Offers explicit instruction in ELA-related vocabulary, textual elements and devices, and language skills in the context of writing • Teaches students to use digital tools to deepen and communicate content knowledge • moves students to independent levels of research, reading, and writing | <p><i>CCSS.ELA-LITERACY.W.1</i> <i>Write arguments to support claims with clear reasons and relevant evidence</i></p> <p><i>CCSS.ELA-LITERACY.W.2</i> <i>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</i></p> <p><i>CCSS.ELA-LITERACY.W.3</i> <i>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</i></p> <p><i>CCSS.ELA-LITERACY.W.4</i> <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p> <p><i>CCSS.ELA-LITERACY.W.5</i> <i>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</i></p> <p><i>CCSS.ELA-LITERACY.W.6</i> <i>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</i></p> <p><i>CCSS.ELA-LITERACY.W.8</i> <i>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</i></p> <p><i>CCSS.ELA-LITERACY.W.9</i> <i>Draw evidence from literary or informational texts to support analysis, reflection, and research</i></p> <p><i>CCSS.ELA-LITERACY.W.8.9</i> <i>Draw evidence from literary or informational texts to support analysis, reflection, and research</i></p> <p><i>CCSS.ELA-LITERACY.SL.1</i> <i>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i></p> <p><i>CCSS.ELA-LITERACY.SL.4</i> <i>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</i></p> <p><i>CCSS.ELA-LITERACY.SL.6</i> <i>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</i></p> |

**MISD Indicators of High-Quality Literacy Instruction:
Elements and Observable Behaviors**

Modeled Writing

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

In the secondary grades, modeled writing should take place within the content areas. Communication among teachers of different contents will help facilitate an aligned experience for students.

Teacher:

- Plans lessons specific to student needs
- Places emphasis on skills and strategies identified in the state standards
- States a purpose for the mini-lesson
- Constructs text while the students observe
- Makes thinking explicit
- Demonstrates the conventions of written language
- Demonstrates writing a variety of texts, for a variety of purposes and audiences
- Rereads the text with students
- Reminds students to use their knowledge to write independently
- Uses classroom resources (word walls, dictionary, etc.)
- Provides occasions for students to use writing as a tool for learning disciplinary content and engaging in disciplinary practices (i.e. scientific explanations, addressing both sides of an argument, citation, explaining proofs, identifying bias, etc.)
- Models expectations for source attribution appropriate to context and assignment
- Shares enthusiasm for writing

Student:

- Pays attention to the text being written
- Shares their observations of the text being written
- Engages in the written text by responding to questions, prompts, or by asking questions
- Learns about language, syntax, organization, and rhetoric
- Identifies elements of writing specific to a genre or task
- Rereads and revisits the text
- Transfers what they have learned in a modeled writing lesson to their independent writing

Considerations for Remote Learning:

- Use technology like screencastify or screencast-o-matic (etc.) to record direct instruction mini-lessons (~5 minutes). See examples of writing mini-lessons here: [movingwriters.org Writing Workshop 101/201: Teaching Skills](https://movingwriters.org/Writing-Workshop-101/201-Teaching-Skills)
- Learn more about how to do your own [screencasting](#)
- Use apps like FlipGrid or Google Voice to solicit student feedback about mentor texts (teacher created or found texts) - <https://help.flipgrid.com/hc/en-us/articles/360051539934>
- Create an intentional place for teachers and students to practice writing daily (online or hard-copy journal or [notebook](#)). Examples of working on writing in remote learning can be seen on [Penny Kittle and Kelly Gallagher's Padlet](#)

MISD Indicators of High-Quality Literacy Instruction: Elements and Observable Behaviors

Independent Writing / Conferring

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.

At the 6-12 level, Independent Writing and conferring are effective [in a workshop model](#).

Teacher:

- Provides protected writing time on a regular basis
- Provides purpose and choice for student writing
- Encourages students to write in a variety of genres and in different timeframes (timed writing, process pieces, etc.)
- Supports students in setting writing goals
- Provides self-assessment tools such as student-friendly rubrics and checklists
- Supports the writing process whole group, small group, and individually through conferring
- Confers with students to develop voice, vocabulary, use of conventions
- Provides timely, targeted feedback related to student goals or a specific teaching point
- Incorporates lessons on grammar and mechanics
- Encourages precise word choice and sentence variety
- Provides opportunities to share and publish writing
- Provides access to mentor text
- Provides access to digital tools for the writing process
- Fosters creativity and voice in the writing process

Student:

- Engages in writing for a variety of purposes and audiences
- Composes text that reflects their thoughts and can respond to the thoughts of others
- Applies skills and strategies previously learned
- Uses mentor texts as models
- Attributes summaries and paraphrases to original authors appropriately for context and assignment
- Demonstrates use of a variety of text types and genres
- Writes “on demand” and “over time”
- Uses a variety of tools to write (digital, paper/pencil, etc.)
- Begins to develop a strong writing voice
- Uses vocabulary and voice appropriate to grade level and genre
- Views writing as an ongoing process of revision and editing
- Monitors progress toward meeting their writing goals
- Uses self-assessment tools to evaluate their writing and reflects on their writing across time
- Responds to feedback by making meaningful revisions
- Offers feedback to peers on their writing
- Increases stamina and length of writing
- Views self as a writer
- Publishes and shares their writing

Considerations for Remote Learning:

- Use a Learning Management System (LMS) like Google Classroom, Office 365, Schoology (etc.) to facilitate student submissions of writing.
- Use digital tools like Google Voice or make written comments on digital files (Kami or other extensions to comment on uploaded PDFs of student work) to provide students with feedback on their writing.
- Use collaborative digital tools like FlipGrid, Zoom, Teams, Google Hangout, Schoology Conference, GoToMeeting, etc. to meet with students in small groups or individually to set and assess monitor writing goals. [Writing & Feedback during Remote Learning](#)
- Facilitate writing groups of 2 or more students where students can post their work for comment and revision feedback from peers; FlipGrid, Google Docs, etc. work well for this application.
- Post published mentors and sample texts from the world that show students how strong writers employ the new skills students are expected to learn and employ. Find examples at:
[Finding 'just right' mentor texts](#)
And
[Penny Kittle recommends mentor texts](#)
- Use an online digital portfolio for students to collect examples of their writing. Offer regular opportunities for students to reflect on their own writing progress- how are they attempting to improve their writing? What writer’s moves are they trying, and for what effect? What is working, and what still needs more refining? Consider asking students to save their favorite work to a specific folder for archiving and/or evaluation, as often as once per month.
- Seek and create opportunities for students to publish their writing. Class blogs, school webpages can be an accessible starting point - use your school’s policies to guide your choice, and expert advice from [Common Sense Media's Writing, Journaling, and Blogging Websites for Students](#) . Using current, published mentor texts and excerpts will expand options for student publication, as students can submit or send letters, opinion pieces, reviews, and narrative writing to the same types of publications where you find your samples.

Grades 6-12

Speaking, Listening and Viewing Remote Plan

**MISD 6-12 ELA Remote Learning Plan:
Speaking, Listening and Viewing**

GELN 6-12 Essential Practices in Disciplinary Literacy

Michigan ELA 6-12 Anchor Standards

Essential Practice 5: Higher-order discussion of increasingly complex text across varying participation structures

The Teacher:

- Engages students in asking questions, both literal and conceptual, about the world around establishes compelling reasons for engaging in discussion of text (see [Essential Practice #1]), including texts produced by students.
- Allocates time for whole-group, small-group, and paired discussions of text, and uses a range of grouping and discussion strategies (e.g., Socratic seminars, jigsaw, etc.) , including face-to-face and online formats.
- Has students use appropriate evidence from the text to support claims in discussion.
- Poses questions that foster textual understanding and deep engagement with text, as well as development of critical viewing and critical reading of diverse texts (including visual texts).
- Provides modeling and instruction to teach students how to generate their own higher-level questions about texts (e.g. appraises, assesses, or critiques on a basis of specific standards and criteria).
- Teaches students how to engage in productive discussions, including discussion moves appropriate to ELA (e.g., discussing a text from different perspectives, identifying and discussing an author’s use of literary devices, identifying rhetorical moves in a model text).
- Offers opportunities for dramatic interpretations of literature.
- Engages students in discussions around how words, sentence structures, and the organization of texts are used to convey concepts and messages in both nonfiction and fiction texts.
- Asks students to identify similar themes, characters, conflicts, linguistic features, plot structures, and text structures among different texts and seek connections, analogies, and patterns.
- Supports students in connecting historical, social, political, and psychological issues with texts.
- Engages students in discussion around digital and media literacies, and engages students in dialogue through digital tools to share and communicate ideas with text, speech, and visualization.

Essential Practice 6: Opportunities for and instruction in critically viewing, speaking and listening

The Teacher:

- Establishes compelling reasons for presenting or performing and listening to presentations/ performances.
- Provides regular opportunities for students to listen and respond to oral presentations, including those that incorporate visual and quantitative information to make students’ conclusions public (e.g., debate, reports, presentations to external audiences).
- Models and teaches strategies for effective oral communication across different genres.
- Teaches students strategies for critically viewing, as well as listening and responding to presentations or performances.
- Engages students in discussion of, and practice with, norms and strategies for engaging in civil discourse around a range of issues, including potentially controversial topics.

Essential Practice 10: Metadiscursive awareness within and across academic and cultural domains (attention to language use at the “meta” level, e.g. talking about talk)

The Teacher:

- Supports students to connect and build on their in-school and out-of-school literacy practices and ways with words by identifying language processes and discussing how language is used based on different purposes and audiences.
 - discussing the role of audience and purpose with students by having them compare how they communicate with friends about an issue or problem to how they might communicate about the same topic with an authority figure like a principal, and then using this discussion to help them think about other comparisons like the differences between writing a text message and writing an academic paper. The goal is to make them aware of how language can and should shift in different contexts.
- Engages students in high level discussion about ways with words within and across the disciplines.
 - discussing how and why the meaning of a word like product changes in meaning across academic contexts
 - noting how the use of first person in writing changes across academic disciplines and genres
- Provides learning activities that teach students to evaluate how language is used in powerful and effective ways in the discipline based on the purpose, audience, social context, and genre of the text.
 - having students analyze important, influential texts (e.g. Langston Hughes’ poem, “I too”) and discuss why and how and why that particular text made an impact, with an emphasis on the use of language.
 - teaching students about the standards of evidence in the disciplines associated with English Language Arts (journalism vs. literary critique) and using these to create powerful arguments.

*CCSS.ELA-LITERACY.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.*

*CCSS.ELA-LITERACY.SL.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.*

*CCSS.ELA-LITERACY.SL.3
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.*

*CCSS.ELA-LITERACY.SL.4
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.*

*CCSS.ELA-LITERACY.SL.5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.*

*CCSS.ELA-LITERACY.SL.6
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.*

**MISD Indicators of High-Quality Literacy Instruction:
Elements and Observable Behaviors**

Collaborative Conversations

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

Teacher:

- Regularly includes opportunities for conversation when lesson planning (i.e. turn and talk, think/write-pair-share, small group discussion with assigned roles, etc.)
- Guide students to prepare topics/prompts for collaborative conversations that relate to content, and encourage inquiry and deep thinking
- Provides explicit instruction about different collaborative conversation structures
- Works with students to articulate clear expectations for classroom dialogue
- Shares goals and expectations with students, including how they will be assessed
- Guides student in goal-setting through modeling and strategic conversations
- Uses observational data from classroom conversations for formative assessment purposes

Student:

- 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
- Helps determine topics for conversations
- Uses information provided by others to add to their own thinking and build upon the thinking of others in the group
- Reflects formally or informally on contributions to conversations, as well as how conversations help make meaning

Considerations for Remote Learning:

- Use tech tools to support student conversations synchronously and asynchronously. [3 Tech Tools to Increase Participation in Virtual Discussions](#)
- Flipgrid is a great tool for asynchronous video discussion boards [Flipgrid: Empowering Voices with Asynchronous Online Video Discussions](#)
- Keep students connected and thinking about class content between synchronous sessions [Watch a U of M Video about Engaging Students in Online Discussions](#)
- Set expectations for participation in discussions, including valuing quality over quantity [12 Ways to Increase Student Participation in Online Discussions](#)
- Consider more traditional online discussion board formats as options for students who may feel uncomfortable posting their image or voice for medical or religious reasons

**MISD Indicators of High-Quality Literacy Instruction:
Elements and Observable Behaviors**

Collaborative Conversations

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

| Teacher: | Student: | Considerations for Remote Learning: |
|--|--|---|
| <ul style="list-style-type: none"> • Regularly includes opportunities for conversation when lesson planning (i.e. turn and talk, think/write-pair-share, small group discussion with assigned roles, etc.) • Guide students to prepare topics/prompts for collaborative conversations that relate to content, and encourage inquiry and deep thinking • Provides explicit instruction about different collaborative conversation structures • Works with students to articulate clear expectations for classroom dialogue • Shares goals and expectations with students, including how they will be assessed • Guides student 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 • Helps determine topics for conversations • Uses information provided by others to add to their own thinking and build upon the thinking of others in the group • Reflects formally or informally on contributions to conversations, as well as how conversations help make meaning | <ul style="list-style-type: none"> • Use tech tools to support student conversations synchronously and asynchronously. 3 Tech Tools to Increase Participation in Virtual Discussions • Flipgrid is a great tool for asynchronous video discussion boards Flipgrid: Empowering Voices with Asynchronous Online Video Discussions • Keep students connected and thinking about class content between synchronous sessions Watch a U of M Video about Engaging Students in Online Discussions • Set expectations for participation in discussions, including valuing quality over quantity 12 Ways to Increase Student Participation in Online Discussions • Consider more traditional online discussion board formats as options for students who may feel uncomfortable posting their image or voice for medical or religious reasons |

Grades 6-12

Language Development Remote Plan

MISD 6-12 ELA Remote Learning Plan: Language Development

GELN 6-12 Essential Practices in Disciplinary Literacy

Essential Practice 7: Intentional efforts to build vocabulary and conceptual knowledge

The Teacher:

- Presents vocabulary as language in use (in context).
- Teaches multiple, nuanced meanings of a word across different contexts and encourages students to use new words in meaningful ways (e.g., discussion of texts, discussions of content area learning, semantic maps).
- Provides repeated opportunities for students to review and use new vocabulary over time, including discussing ways that new vocabulary relate to one another and to students' existing conceptual knowledge.
- Explicitly teaches words that build necessary knowledge for reading and writing texts of instruction.
- Engages students in morphemic analysis (i.e., analysis of the meaning of word parts) of unfamiliar vocabulary encountered in texts and instruction.
 - Selects Tier 2 and Tier 3 vocabulary words to teach using disciplinary texts of instruction.
- Encourages talk about vocabulary among students, particularly during disciplinary learning and students' discussions of print and/or digital texts.
- Encourages students to identify, explore, and use new vocabulary independently and provides instruction to support this process.

Michigan ELA 6-12 Anchor Standards

CCSS.ELA-LITERACY.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-LITERACY.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

MISD Indicators of High-Quality Literacy Instruction: Elements and Observable Behaviors

- ***Building students' language skills is embedded in reading, writing, speaking and listening practices. Please refer to the other MISD Essential Practice and Standards Crosswalk Documents for specifics.***

Considerations for Remote Learning:

- Create an in-person and digital word wall help students process and remember new terms [8 TIPS FOR CREATING EFFECTIVE WORD WALLS IN SECONDARY](#)
- Online apps like Kahoot!, Gimkit, Quizlet, and Word Sneak help gamify word learning for secondary students. Read about how one teacher uses these apps: [How and Why to Use Word Walls with Older Students](#)
- Model ways to add words to an ongoing personal list organized by theme, topic or concept; students can add words they find from their own reading lives
- Set clear classroom expectations for students to use the new words, terms and phrases they are learning in their writing and discussion.

Grades 6-12

Formative Assessment Remote Plan

MISD 6-12 ELA Remote Learning Plan: Formative Assessment

| GELN 6-12 Essential Practices in Disciplinary Literacy | Michigan ELA 6-12 Anchor Standards |
|--|---|
| <p>Essential Practice 8: Ongoing observation and assessment of students’ language and literacy development that informs their education</p> <p>The Teacher:</p> <ul style="list-style-type: none"> • Engages in observation and assessment guided by: <ul style="list-style-type: none"> • An understanding of language and adolescent literacy development (e.g., creating a range of assessment items guided by an understanding of different reading processes such as literal and inferential comprehension of text). • Students’ strengths, areas for improvement, and socioemotional needs . • Relevant standards documents; for example, Michigan K-12 Standards for English Language Arts. • Prioritizes observation and assessment that is closest to authentic reading and writing <ul style="list-style-type: none"> • Prioritizing student work/writing as data for making instructional decisions as opposed to standardized test scores which can mask proficiencies and areas in need of development. • Administers assessments as one source of information to determine which students may need additional instructional supports. • Employs formative and diagnostic assessment tools as needed to inform specific instructional targets (e.g., assessing knowledge of specific vocabulary words taught, reading and writing strategies being used and not used) and engage in the instructional practices described in this document. • Provides timely and specific formative feedback to guide students’ learning and literacy development • Involves students in the development of success criteria and learning goals, as well as in supported, productive self and peer assessment. • Develops assessments that analyze how students develop and use disciplinary tools, concepts, and literacy practices. | <p><i>CCSS.ELA-LITERACY.R.10</i> <i>Read and comprehend complex literary and informational texts independently and proficiently.</i></p> <p><i>CCSS.ELA-LITERACY.W.10</i> <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> <p><i>CCSS.ELA-LITERACY.SL.6</i> <i>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</i></p> <p><i>CCSS.ELA-LITERACY.L.6</i> <i>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</i></p> |

MISD Indicators of High-Quality Literacy Instruction: Elements and Observable Behaviors

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| <p>The “big-picture” goal is to keep students reading, writing, and engaging in collaborative conversations with teachers and peers on a daily basis. More now than ever teachers will need to rely on formative assessment data to help guide tough instructional choices. Essential Practice 8: Ongoing observation and assessment of students’ language and literacy development that informs their education, spells out specific instructional practices for keeping an open line of communication between teacher and student regarding grade-level skills focus, what it looks like when a student has achieved proficiency around a goal, and monitoring where a student is in their progress toward that goal.</p> | <p>Considerations for Remote Learning:</p> <ul style="list-style-type: none"> • Formative Assessment in Distance Learning • Watch a video reminder of what formative assessment is, when to use it, and a few simple formative assessment ideas • Watch a video example of a teacher re-teaching content based on the results of a formative assessment • 16+ Formative Assessment Tools for #Remote Learning! • Annotated list of tech tools and apps teachers can use for formative assessment |
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