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

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	Reading, Standard 2 *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.*
	
	 Reading, Standard 3 *Students describe the characters, setting, and major events in a story, using key details.*
	
	 Reading, Standard 9 *Students describe how the adventures and experiences of characters in stories are alike and different.*
		Reading, Standard 2 *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.*
		
		 Reading, Standard 3 *Students describe how two individuals, events, ideas, or pieces of information relate to one another.*
		
		 Reading, Standard 9 *Students identify how two texts on the same topic are alike or different.*
			1. Shift the read alouds to an online platform such as Zoom, Facebook, or Google Hangouts with your entire class or with small groups.
			 2. 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.
			 3. Select books with a wide range of cultural and racial backgrounds, books that represent the students in your classroom.
			 4. 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.)
			 5. 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.)
			 6. Take advantage of online videos to make connections.
			 7. Teachers can record themselves reading aloud.
			   a. 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.
			   b. Allow for stopping points that are directly aligned to the lesson's literacy goals.
			   c. 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.
			   d. 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.
			 8. 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.
			 9. The teacher can Invite the principal, literacy coach, or a mystery reader to record themselves reading aloud to share with the class.
				Digital Texts:
				 Digital Distance Learning Tips
				
				 Links for online Read Alouds
				 https://www.storylineonline.net/
				
				 bedtimestoriesonline.org/fables-for-kids/
				
				 aesop's fables
				
				 Kate Messner's Collection of Stories - Collection of stories read-aloud by authors; includes writing prompts/ activities for elementary and secondary level readers.
				
				 Unite for Literacy - Offers read alouds in both fiction and nonfiction in multiple languages.
				
				 Digital Text sets and resources
				 Readworks Articles to Teach Main Idea Grade 1 - Offers reading passages to teach a specific skill/strategy
				
				 National Geographic for kids - Teacher and student resources for informational reading and writing, including **text sets.**
				
				 Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS.
				
				 Screencastify
				 A Google Chrome extension that you can add via the link. It allows you to record your screen and your webcam

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.

The Teacher:
- 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

The Student:
- 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 1

Read Alouds Involve…	Standards for Narrative Text and for Informational Text	Remote Application	Additional Resources
E2.2 Modeling of appropriate fluency (accuracy, automaticity, and prosody) in reading	Foundational Skills, Standard 4 *Supports students' development of fluency in order to read with* **sufficient accuracy and fluency** *to support comprehension.*	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.	**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

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.

The Teacher:	The Student:
• Models appropriate fluency (accuracy, automaticity, prosody) when reading	• 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 1				
Read Alouds Involve…	**Standards for Narrative Text**	**Standards for Informational Text**	**Remote Application**	**Additional Resources**

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 tim3
	Reading, Standard 4
	Students identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
	
	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.*
		Reading, Standard 4
		Students ask and answer questions to determine or clarify the meaning of unfamiliar words.
		
		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.*
			1. Carefully select words from text that are essential for comprehension (Tier 2 words).
			2. Pre-teach vocabulary - use online photos, and video clips.
			3. Relate new words to known words
			4. Connect new words with the illustration, where possible.
			5. Provide home and online virtual scavenger hunts to find items that connect to new vocabulary (see video example).
			6. **Explicit teaching of Vocabulary:**
			   a. introduce the word
			   b. present a student friendly explanation
			   c. illustrate the word with examples
			   d. check for understanding
			   e. revisit the words after reading
			7. Find opportunities for the new words to be used in other contexts to encourage authentic use and deepen learning.
				Digital Texts:
				K-3 Essential 2, Bullet 3: Vocabulary in Read Alouds Video
				
				Flocabulary - Activities to help students master standards and build vocab
				
				Example video of Vocabulary Scavenger Hunt
				
				Bubbl.Us - Concept Mapping
				
				Epic Digital Library - Free access to digital texts, learning, videos, quizzes and more

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.	

The Teacher:
• Reads a text multiple times to help children develop comprehension skills and expand their speaking and listening vocabulary such as:
   • 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
	The Student:
	• 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 1

Read Alouds Involve...	Standards for Narrative Text and Informational Text	Remote Application	Additional Resources
E2.4 Higher-order discussion among children and teacher before, during, and after reading	Reading, Standard 1 *Students ask and answer questions about key details in a text.* Speaking and Listening, Standard 1 *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.* Speaking and Listening, Standard 2 *Students ask and answer questions about key details in a text read aloud or information presented orally or through other media.* Speaking and Listening, Standard 3 *Students ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.*	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).	**Digital Texts:** **K-3 Essential 2, Higher-order Discussions Sample Video** **Reading A-Z** - Offers an extensive collection of leveled reading resources and passages or short text aligned to CCSS **Kindergarten Question Stems** **1st Grade Question Stems** **Collaborative Conversation Suggestions & Sentence Stems** - Requires a Google sign in **How To Use Google Jamboard Tutorial** **Seesaw** **Google Jamboard Exit Ticket example** - (additional examples **here**)

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.

The Teacher:	The Student:

• Reads a text multiple times in to help children develop comprehension skills and expand their speaking and listening vocabulary such as:
    ○ 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
	• Demonstrates active listening by attending to the text and illustrations
	• Engages in the text by responding to questions or prompts or by asking questions
	• Constructs meaning through personal thoughts, knowledge, and experiences
	• Makes connections to the text (text-text, text-self, text-world)
	• Responds to text by drawing, writing, or retelling
	• Shares their opinions of the text

Essential 2. Read alouds of age-appropriate books and other materials, print or digital			
Grade 1			
Read Alouds Involve...	**Standards for Narrative Text and Informational Text**	**Remote Application**	**Additional Resources**

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
	Foundational Skills, Standard 1
	Students demonstrate understanding of the organization and basic features of print. They consider:
	• *Can I point to the first word in a sentence? Can I point to the last word in a sentence?*
	• *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?)*
	• *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?)*
	• *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?*
	• *Do I know what a period, question mark, and exclamation point mean as a reader? (As a writer?)*
		1. Allow students to articulate:
		   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)
			Digital Texts:
			Sentence Game - Sentence segmenting game from FCRR
			
			Sentence Game - Sentence graphing game from FCRR
			
			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

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
E2.5.2 Model application of knowledge and strategies for word recognition	Foundational Skills, Standard 3 *Students know and apply grade-level phonics and word analysis in decoding words.* Language, Standard 6 *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.*	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.	**Digital Texts:** **Reading A-Z** - Offers an extensive collection of leveled reading resources aligned to CCSS and decodable texts **Reading Rockets Decodable Text** - Decodable text sources **Fly Leaf Publishing Decodable books free for online use Extended for 2020-2021 school year** **MISD Word solving Strategies Chart based upon Nell Duke Research**

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.

The Teacher:	The Student:
• Reads a text multiple times to help children develop comprehension skills and expand their speaking and listening vocabulary such as: 　　• 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	• 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 1

Read Alouds Involve...	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
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	Reading, Standard 3 *Students describe the characters, setting, and major events in a story, using key details.* Reading, Standard 5 *Students explain the difference between a story and informational text.* Reading, Standard 7 *Students describe how both the details in a story and the illustrations describe the characters, setting, and events.*	Reading, Standard 3 *Students describe how two individuals, events, ideas, or pieces of information relate to one another.* Reading, Standard 5 *Students use informational text features to locate key facts and information.* Reading, Standard 7 *Students explain how both the words and the illustrations in a text describe the key details.*	1. 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. 2. 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. 3. Explicitly call attention to the text features/ text structures (e.g., table of contents, headings, pictures/captions, bold words) and the purpose each serves. 4. 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. Example of Theme Anchor Chart: 5. 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.	**Digital Texts:** **Reading A-Z** - Offers an extensive collection of leveled reading resources aligned to CCSS **Kindergarten and First Grades** - FCRR teacher resource guide for PA, phonics, fluency, vocabulary and comprehension **Text Features Description and examples** **Brainpop Cause/Effect** - Reading, writing and comprehension activities **Free Google Graphic Organizers** **Reading Anchor Charts**
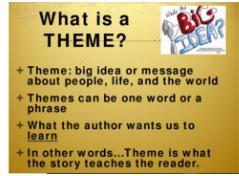
MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades K-3

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.

The Teacher:	The Student:
• 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.)	• 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 1				
Read Alouds Involve...	**Standards for Narrative Text**	**Standards for Informational Text**	**Remote Application**	**Additional Resources**
E2.5.4 Describe and model comprehension strategies, including activating prior knowledge/predicting; questioning; visualizing; monitoring and fix-up; drawing inferences; and summarizing/retelling	Reading, Standard 3 *Students describe the characters, setting, and major events in a story using key details.* Speaking and Listening, Standard 4 *Students describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.*	Reading, Standard 3 *Students describe how two individuals, events, ideas, or pieces of information relate to one another.* Reading, Standard 8 *Students identify key points in a text and the reasons the author gives to support those points.*	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 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. 5. 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.	**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** High Five Retelling tool

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.

The Teacher:	The Student:
• 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	• 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
Grade 1

Read Alouds Involve…	Standards for Narrative Text and Informational Text	Remote Application	Additional Resources

E2.5.5
Describe and model strategies for ascertaining the meaning of unfamiliar vocabulary from context
	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.
	
	Language, Standard 5
	With guidance and support from adults, students demonstrate understanding of word relationships and nuances in word meanings.
		1. Choose a text with an instructional purpose and focus on Tier 2 words.
		2. Describe and model strategies:
		   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.
			Digital Texts:
			K-3 Essential 2, Bullet 5: Instructional Strategies During Read Alouds Video
			
			FCRR Student Centered Activities Kindergarten and First grade - Phonological awareness, word meaning, word analysis, words in context
			
			Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS. and vocabulary activities

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.

The Teacher:	The Student:
• 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	• Applies knowledge, vocabulary, and skills taught to new situations and across content areas when applicable

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
E3.1 Ensures that children use most of their time actually reading and writing	Reading, Standard 10 *With prompting and support, students read prose and poetry of appropriate complexity for grade 1.*	Reading, Standard 10 *With prompting and support, students read a range of informational texts that are appropriately complex for grade 1.*	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.	**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**

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.

The Teacher:	The Student:
• 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	**During Reading:** • 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

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

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	Foundational Skills, Standard 3 *Students know and apply grade-level phonics and word analysis skills in decoding words.*
	
	Foundational Skills, Standard 4 *Students read with sufficient accuracy and fluency to support comprehension.*
	• *Read grade-level text with purpose and understanding*
	• *Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings*
	• *Use context to confirm or self-correct work recognition and understanding, rereading as necessary.*
		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:
		   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.
			Digital Texts: **Nell Duke Small Group Literacy Instruction at a Distance Video**
			
			Florida Center for Reading and Research - First Grade activities for word analyses, encoding, decoding, and phonics
			
			Breakout Rooms Guide - Zoom platform example
			
			MISD Reading Strategies Chart based upon Nell Duke Research
			
			Interactive Word Building - Interactive letter tiles for word building
			
			Google Drawings - Online word building
			
			Letter Tiles - https://www.themeasuredmom.com/free-printable-letters-digraphs-blends-word-endings/

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.

The Teacher:	The Student:
• Includes explicit instruction as needed in word recognition strategies, text structure, and comprehension strategies **During Reading:** • 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	**During Reading:** • 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

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**
E3.3 Employs practices for developing reading fluency, such as repeated reading, echo reading, paired and partner reading	Foundational Skills, Standard 4 *Supports students' development of fluency in order to read with **sufficient accuracy and fluency** to support comprehension.*	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.	**Digital Texts:** **K-3 Essential 3, Small Group Fluency Instruction Sample Video** **MISD Fluency Strategies based upon Tim Rasinski** **Florida Center for Reading Research-Kindergarten and First Grade** **Reading A-Z -** Offers an extensive collection of leveled reading resources aligned to CCSS and offers many fluency passages **https://www.storylineonline.net/** - Opportunities for them to hear texts read (at home)

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.	
The Teacher: • Ensures that students use most of their time actually reading or responding to text, or working toward this goal	The Student: **After Reading:** • Rereads to themselves or with a partner as an independent activity to develop fluency

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

E3.4 Includes explicit instruction, as needed, in word recognition strategies, including multisyllabic word decoding, text structure, comprehension strategies, and writing strategies	Reading, Standard 1 *Students ask and answer questions about key details in a text.*
	
	 Reading, Standard 2 *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.*
	
	 Reading, Standard 3 *Students explain the difference between a story and informational text.*
	
	 Foundational Skills, Standard 3 *Students know and apply grade-level phonics and word analysis skills in decoding words.*
	
	 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.*
		Reading, Standard 1 *Students ask and answer questions about key details in a text.*
		
		 Reading, Standard 2 *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.*
		
		 Reading, Standard 5 *Students use informational text features to locate key facts and information.*
		
		 Foundational Skills, Standard 3 *Students know and apply grade-level phonics and word analysis skills in decoding words.*
		
		 Language, Standard 4 *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.*
			1. To the extent possible, provide access to books or rich literature via online, through mailings, or make materials available for pick up.
			 2. 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.
			   a. Teacher runs small groups.
			   b. Students log on during their designated time slot.
			 3. Book introduction:
			   a. prepare a strong synopsis (book introduction)
			   b. embed new vocabulary in the synopsis
			   c. show pages of the book, drawing attention to illustrations that support new vocabulary and unfamiliar language structures
			   d. build background knowledge as needed through the use of discussions, illustrations, videos realia, etc.
			 4. Explicitly teach and model the reading skills/ comprehension strategies using gradual release of responsibility (I do, we do, you do).
			 5. 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.
			 6. Use sentence starters/prompts as a scaffold and questions stems to help students discuss text.
			   a. Use the **DOK Levels of questioning** or **Scholastic Question** stems to engage students in higher order thinking through the use of text dependent questions.
			   b. Questions can be projected or copied into WORD Doc, google slides, or the whiteboard within Zoom.
			 7. 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.
			 8. Create virtual polls via Zoom platform or virtual whiteboards (e.g. Jamboard exit ticket) to assess understanding of text.
			 9. The teacher can instruct a making words lesson during an online collaborative session using digital tools such as Google Meet or Zoom.
				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**)

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.

The Teacher: • Includes explicit instruction as needed in word recognition strategies, text structure, and comprehension strategies **Before Reading:** • 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 **After Reading:** • 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	**The Student:** **Before Reading:** • 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 **During Reading:** • 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 **After Reading:** • 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

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
E3.5 Is deliberate in providing quality instruction to children in all groups, with meaning-making the ultimate goal of each group's work	Reading, Standard 10 *Read and comprehend complex literary and informational texts independently and proficiently.*	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 text carefully and purposefully, using gradual release of responsibility (I do, we do, you do). 4. Guide students to read text **closely** multiple times to gain insights, deeper meaning and to investigate different aspects and purposes of the text. 5. Read text *closely* multiple times to gain insights, deeper meaning and to investigate different aspects and purposes of the text. 6. Engage students in discussion, higher order thinking, reflection and application.	**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**

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.

The Teacher:	The Student:
• 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	• Understands that meaning comes from text • Takes risks as a reader • Participates in extended activities

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

E6.1
Interactive writing experiences in grades K and 1
	Foundational Skills, Standard 1
	Students demonstrate understanding of the organization and basic features of print.
	
	Foundational Skills, Standard 2
	Students demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	
	Speaking and Listening, Standard 1
	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.
	
	Speaking and Listening, Standard 2
	Students ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	
	Language, Standard 1
	Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	
	Language, Standard 2
	Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		1. Teachers can use interactive whiteboard apps (Google Jamboard, Padlet, Notability, etc.) to provide interactive writing experiences for students. Nell Duke Video
		
		2. 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.
		
		3. Have students dictate experiences related to a read aloud, a science experiment, math concept or event from social studies.
		
		  a. 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.
		
		  b. As the teacher composes the text, students can write along with the teacher as guided practice.
		
		4. 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.
		
		5. **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.
			Digital Texts:
			K-3 Essential 6, Bullet 1: Interactive Writing Experience Sample Video
			
			How to use Google Jamboard
			
			https://jamboard.google.com - **I**nteractive writing demo
			
			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
			
			Story Starters: Creative Writing Prompts for Kids
			
			Virtual field trips with links and live cams
			Virtual Field Trips
			virtual-field-trips
			Detroit Zoo: Home
			San Diego Zoo Kids: Home
			Georgia Aquarium
			
			Example of virtual morning meeting
			
			Easy Screen Recording with Screencastify
			
			**Screencastify
				The #1 Screen Recorder for Chrome**
				
				Screencast-O-Matic: Screen Recorder & Video Editor

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.

The Teacher:	The Student:
• 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	• 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 1

The Teacher Provides:	Standards for Writing	Remote Application	Additional Resources
E6.2 Daily time for children to write, aligned with instructional practice #1 above	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.*	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.	**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**

The Teacher Provides:	Standards for Writing	Remote Application	Additional Resources

E6.3
Instruction in writing processes and strategies, particularly those involving researching, planning, revisiting, and editing writing
	Writing, Standard 5
	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.
	
	Writing, Standard 7
	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).
		1. Students can write in their journals and share their work via photos, scanning, and/or share an audio recording of themselves reading their writing.
		
		2. 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.
		
		3. Provide digital graphic organizers for students as a scaffold and organization for writing.
		
		4. 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).
		
		5. **Planning for writing** - Provide opportunities in whole or small breakout rooms or zoom sharing to talk about what they are going to write.
		
		6. Writing Conferences
		    a. 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.
		    b. 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.
		    c. 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.
		
		7. With your learning management system, consider using audio features for feedback. Parental support may be needed.
			Digital Texts:
			K-3 Essential 6, Bullet 3: Writing Strategy Instruction
			
			VideoSharing Our Notebooks - Amy Ludwig VanDerwater leads writing notebook sessions for students and teachers
			
			Digital Writer's Notebook
			
			Digital Notebooks for Google Slides or PowerPoint
			
			Flipgrid - Allows teachers to create "grids" to facilitate video discussions.
			
			Flipgrid Tutorial - Creating Video Assignments
			
			edutopia-9-new-ways-use-flipgrid-classroom
			
			Writing Process Chart
			Example of editing checklist (Pathways)
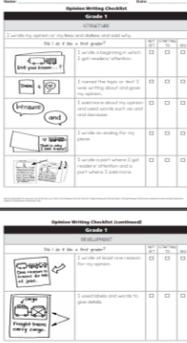			
			MindMeister: Create Your Mind Maps Online - On Any Device - Mindmeister is a digital graphic organizer. It's a helpful organization tool, as kids can use it to organize ideas with visual mind maps, diagrams, and pictures

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: • 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	**The Student:** • 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

Continued

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:	The Student:
• Establishes a task, purpose, and audience for writing and engages opportunities to apply new learning	• Engages in the discussion about what to write
• Incorporates and explicitly teaches the elements of the writing process	• Constructs the text with the teacher
• 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.)	• Transfers their known skills and strategies to the shared writing experience
• Models proper syntax and conventions in conjunction with fluent writing	• Incorporates new skills and strategies learned into their independent writing
• Elaborates on using a diverse vocabulary	• Rereads and revises the text, modeling what good writers do
• Scaffolds aspects of writing and applies specific skills and strategies	• Asks questions about the writing process
• Reviews and reinforces all the elements of writing addressed in the session	• 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:	The Student:
• Provides opportunities to write across the content areas using a variety of genres	• Applies skills and strategies previously learned
• Confers with students to develop voice, craft, structure, vocabulary, use of conventions	• Views writing as an ongoing process of revision and editing
• Incorporates lessons on grammar and mechanics	• Uses mentor text
• Encourages students to construct words using current knowledge of letter-sound	• 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**
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)	Writing, Standard 1 *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.* Writing, Standard 2 *Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.* Writing: Standard 3 *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.* Writing: Standard 6 *With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.*	1. 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). 2. 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. 3. 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. 4. Use read aloud previously read, for mentor texts as models. 5. 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 6. Mini-Lessons can be done live or by using Google Slides or via screencast video. 7. 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. 8. **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. 9. 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. 10. 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.	**Digital Texts** **K-3 Essential 6, Bullet 4: Mentor Texts Sample Video** - Professional teacher resource **Digital Writer's Notebook** - example **Digital Notebooks for Google Slides or PowerPoint** **Sharing Our Notebooks** - Amy Ludwig VanDerwater leads writing notebook sessions for students and teachers **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 **National Geographic Kids** - Games, videos, books, geography and science lessons and more **Mystery Science** - Provides short, science mini-lessons that are completely digital with an at home/school activity **Loom: Video Messaging for Work** - A video recording tool that helps get messages across through instantly shareable videos **Writing Anchor Charts** - Requires a Google sign in **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 **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. **Using Seesaw for Shared Audio Recordings and Fluency Practice** - Using Seesaw for shared audio recordings and fluency practice **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 **Digital story creator**

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:	The Student:
• 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)	• 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:	The Student:
• Provides opportunities to write across the content areas using a variety of genres	• 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**
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	Foundational Skills, Standard 1 *Students demonstrate understanding of the organization and basic features of print.* Language, Standard 2 *Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	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. **C** A **P** S (cap logo) **C** Capitalization — The dog runs. **A** Appearance — My sentence looks great! **P** Punctuation — . ? ! **S** Spelling	**Digital Texts** **K-3 Essential 6, Bullet 5: Instruction in Capitalization, etc. Video** Interactive Whiteboards like Google Jamboard (ex.. **Word Work Jamboard)** - Up to 20 boards can be seen synchronously **https://www.youtube.com/watch?v=Yj1TwQywaIE** - This video helps kids practice letter formation and reinforces letter sounds for all 26 letters **Interactive Word Building** - Share the screen as words are being built
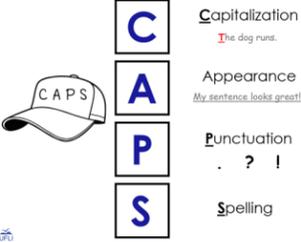
MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Writing Grades K-3

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

The Teacher:	The Student:
• 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.)	• 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

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:	The Student:
• 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	• 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.

The Teacher:	The Student:
• Incorporates lessons on grammar and mechanics • Encourages students to construct words using current knowledge of letter-sound relationships and other strategies	• 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