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:	The Student:
• 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	• 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

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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.	
The Teacher: • Models appropriate fluency (accuracy, automaticity, prosody) when reading	**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	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

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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.

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

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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**)

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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.

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

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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

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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**

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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

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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**

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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.

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

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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

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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.	
The Teacher: • 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	**The Student:** • Applies "fix-up" strategies when comprehension breaks down • Revisits text that has been read aloud

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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

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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