Grade 3

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

Grade 3

Read Aloud Remote Plan

Essential 2. Read alouds of age-appropriate books and other materials, print or digital				
Grade 3				
Read Alouds Involve…	**Standards for Narrative Text**	**Standards for Informational Text**	**Remote Application**	**Additional Resources**

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 *After establishing the text's explicit meaning, students identify the central message of the text and determine how key details convey the message, lesson, or moral. Students recount or retell stories, fables, folktales, and myths.*
	
	Reading, Standard 3 *Students reading 'for the characters' describe traits, feelings, and motivations, noting how characters' actions add to the plot and move along the sequence of events toward the ending.*
	
	Reading, Standard 9 *Students read various stories by the same author or books in a series, with the same or similar characters comparing and contrasting themes, setting, and plots.*
		Reading, Standard 2 *After establishing the text's explicit meaning, students identify the main idea. They examine how the main idea is supported through key details. Students recount the key details.*
		
		Reading, Standard 3 *Students reading 'for information' to describe the relationship between a series of events, ideas, concepts, or steps requires them to understand and use technical language. Having established this, students focus on time, sequences, and cause/effect to determine importance.*
		
		Reading, Standard 9 *Students compare and contrast two texts on the same topic, focusing on the most important points and key details.*
			1. Shift the read alouds to an online forum such as Zoom, Facebook, or Google Meet with the 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 as you read.
			   a. Talk around the text is **the most** critical component.
			   b. Remember, it's about the text, not the book.
			   c. Read across content areas.
			
			3. Teachers can record themselves reading aloud stories.
			   a. Pre-record a text reading so you can **mute, watch, and discuss** at critical points and not just at the end of the reading.
			   b. Stopping points are directly aligned to the lesson's literacy goals .
			
			4. After students have listened to a read-aloud, they can recount a story, respond to comprehension questions or share their opinion through an exit slip on their tablet, on a dry erase whiteboard, online share document like Google Jamboard or to a peer in breakout rooms. Students can also respond through an online share document like Google Form.
				Digital Texts: **Readworks.org: Teach the main idea**
				
				Library of Congress's Aesop Fables
				
				Fables for Kids
				
				Unite for Literacy - provides free digital access to picture books, narrated in many languages
				
				https://www.storylineonline.net/
				
				Read, Wonder, and Learn by Kate Messner - Contains a collection of resources that include everything from first-chapter and picture book read-alouds (shared with permission from publishers) to drawing and writing mini-lessons
				
				Reading A-Z - Shared reading lessons
				
				Epic.com - Free digital texts
				
				Using the following form, teachers can unpack the standards for interactive read alouds **Teaching Points**
				
				Free eBook library - This site is from the United Kingdom; they have great literature though the leveling is a bit different

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, included sets of texts that are thematically and conceptually related • Uses a variety of text (both narrative and informational) including texts relates to science, social studies, and mathematics	**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 3

Read Alouds Involve...	Remote Application	Additional Resources
E2.2 Modeling of appropriate fluency (accuracy, automaticity, and prosody) in reading	1. Use breakout rooms to group students in dyads or triads to practice rereading of text. 2. Pair an older child in the home with a younger child to practice reading. 3. Choose books that lend themselves to modeling fluency (e.g., rhythmic poetry or texts with varied punctuation).	**Digital Texts:** **FCCR Fluency Activities for Second and Third Grades** - Scroll down the page for the fluency activities **Reading A-Z -** Offers an extensive collection of leveled reading resources aligned to CCSS **https://www.storylineonline.net/** - Opportunities for them to hear texts read (at home) **Epic.com** - Free digital texts **MISD Fluency Strategies based upon Tim Rasinski**

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 3				
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 time	Reading, Standard 4 *Students determine what words and phrases mean in text. They discern if the language is literal or nonliteral.* Language, Standard 4 *Students apply strategies to understand or clarify the meaning of new words or words with multiple meanings they encounter when reading and listening to grade 3 content.*	Reading, Standard 4 *Students determine what words and phrases mean in texts relevant to third-grade topics or subject areas.* Language, Standard 4 *Students apply strategies to understand or clarify the meaning of new words or words with multiple meanings they encounter when reading and listening to grade 3 content.*	1. Carefully select words. 2. Pre-teach. 3. Relate new words to known words. 4. Home and online virtual scavenger hunts to connect to vocabulary. 5. Interactive read alouds, videos, and photographs. 6. Revisit the words after reading.	**Digital Texts:** **Flocabulary -** Activities to help students master standards and build vocabulary **Infercabulary -** A web-based, visual vocabulary and reasoning program **Vocabulary.com** - Systematically exposes students to a wide array of activities that will help them understand all the meanings and nuances of words learned **Bubbl.Us** - Concept mapping **Vocabulary games** - To play online

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 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
• 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 3

Read Alouds Involve...	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
E2.4 Higher-order discussion among children and teacher before, during, and after reading	Reading, Standard 1 *Students say what happens in the story or what the poem is about based on evidence from the text. They ask and answer questions of the text to build literacy understanding before, during, and after reading.* Speaking and Listening, Standard 2 *Students determine the main ideas and key details in all information delivered in different media and formats and in texts read aloud.*	Reading, Standard 1 *Students say what happened in the text or what it's about based on evidence from the text. Ask and answer questions of the text to build literal understanding before, during, and after.* Speaking and Listening, Standard 2 *Students determine the main ideas and key details in all information delivered in different media and formats and in texts read aloud.*	1. Use the DOK Levels of questioning to engage students in higher order thinking. 2. Talk around the text is the **most critical** component. 3. Create virtual polls to assess understanding. 4. Use sentence starters/prompts to help students discuss text. 5. Using digital resources, such as Google Slides or Reader's Notebook, each child can have a number slide assigned to them to respond to what they are reading. Or, students can record their response teachers can review what each child writes on their slide. 6. Teach children how to create their own graphic organizers. Students can create in their notebook and respond to what they read.	**Digital Texts:** **K-3 Essential 2, Higher-order Discussions Sample Video** **Grade 3 Question Stem Bank: Common Core State Standards** **3rd Grade Question Stems** **Reader's Notebook in Google Slides** **Story Mountain Google Slides** - Story mapping template

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 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

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
- 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 3

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

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
• 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 3				
Read alouds involve instructional strategies that...	**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 5 *Students know the function of parts of a text (stories, dramas, and poems) and can use this knowledge to help them see how each progressive part builds on previous sections. In stories, they have a concept of beginning, middle, and end; they have a sense of chapters; and they are familiar with the function of stanzas in poetry and scenes in drama.* Reading, Standard 7 *Students examine how the illustrations in a text enhance the meaning conveyed by the words. Students explain how the illustrations contribute to the mood in the text or reveal aspects of characters, plot, and setting.*	Reading, Standard 5 *Students locate information on a specific topic by using text features and search tools - key words, sidebars, hyperlinks - in an efficient manner.* Reading, Standard 7 *Students combine visual information such as illustrations, maps, and photographs with the words in a text to demonstrate understanding. Students identify where, when, why, and how key events occur.*	1. Choose a goal that allows children to compare/contrast two books by the same author or two texts on the same topic by different authors. 2. Explicitly teach and model the text structures/ features using gradual release (I do, we do, you do). 3. Create digital anchor charts illustrating the skill. Theme Anchor Chart:	**Digital Texts:** **Library of Congress's Aesop Fables** **Reading A-Z** **Online tool with templates, pictures, shapes, and frames to create visuals. graphics, etc.** **Flocabulary Text Features** **FCRR Narrative Text Structure** - Scroll down the page and it will be under "Comprehension" **FCRR Expository Text Structure** **Brainpop Cause/Effect**
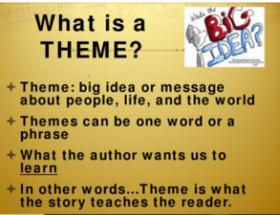
MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades K-3	
An instructional practice in which the teacher models, verbally, to the students a reading process or strategy depending on the grade level and students' needs. Read alouds promote a love of reading.	
The Teacher: • 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.)	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 3				
Read alouds involve instructional strategies that...	**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 2 *After establishing the text's explicit meaning, students identify the central message of the text and determine how key details convey the message, lesson, or moral. Students recount or retell stories , fables, folktales, and myths.* Speaking and Listening, Standard 2 *Students determine the main ideas and key details in all information delivered in different media and formats (e.g., visual, oral, and quantitative) and in texts read aloud.*	Reading, Standard 2 *After establishing the text's explicit meaning, students identify the main idea. They examine how the main idea is supported through key details. Students recount the key details.* Speaking and Listening, Standard 2 *Students determine the main ideas and key details in all information delivered in different media and formats (e.g., visual, oral, and quantitative) and in texts read aloud.*	1. Choose a text to model the chosen comprehension strategy. 2. Explicitly teach the comprehension strategy. 3. Model how, why, and when to use the comprehension strategy. 4. Create digital anchor charts illustrating the comprehension strategy. 	**Digital Texts:** **FCRR Comprehension Strategies** - Scroll down the page to find the Comprehension section **Comprehension Strategies Chart** **Comprehension Toolkit** - Harvey and Goudvis **MISD K-3 Comprehension Strategies Based based upon WWCH** **MISD Reading Strategies Chart based upon Nell Duke Research**
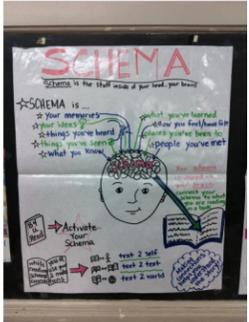
MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades K-3	
An instructional practice in which the teacher models, verbally, to the students a reading process or strategy depending on the grade level and students' needs. Read alouds promote a love of reading.	
The Teacher: • 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

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

Read alouds involve instructional strategies that...	Standards for Narrative Text and Informational Text	Remote Application	Additional Resources

E.2.5.5
Describe and model strategies for ascertaining the meaning of unfamiliar vocabulary from context
	Reading, Standard 4, Narrative Text
	Students determine what words and phrases mean in text. They discern if the language is literal or nonliteral.
	
	Reading, Standard 4, Informational Text
	Students determine what words and phrases mean in texts relevant to third-grade topics or subject areas.
	
	Language, Standard 4
	Students apply strategies to understand or clarify the meaning of new words or words with multiple meanings they encounter when reading and listening to grade 3 content.
	
	Foundational Skills, Standard 3
	Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: prefixes and suffixes, multisyllabic words, and irregularly spelled words.
		1. Teach and model strategies:
		   a. say it out loud
		   b. context clues
		   c. word part clues (morphology)
		   d. think of the word in another language
		   e. try another strategy (read on, ask someone, use a dictionary or thesaurus)
			Digital Texts:
			FCRR.org - This website contains literacy activities for the following areas:
			• word knowledge
			• morphemic elements
			• word meaning
			• word analysis
			• words in context
			
			Vocabulary games - To play online

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 3

Small Group Instruction Remote Plan

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

Grade 3

The Teacher:	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
E3.1 Ensures that children use most of their time actually reading and writing	Reading, Standard 10 *Students read a range of literary text - fiction, poetry, and drama - appropriate for grades 2-3 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 2-3 complexity band.*	Reading, Standard 10 *Students read a range of nonfiction appropriate for grades 2-3 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 2-3 complexity band.*	1. The teacher meets with students to review their Readers Notebook and/or Writer's Notebook. 2. The teacher can meet with small groups through an online forum such as Google Meet, Facetime or Zoom break out groups. 3. Possible Reader's Notebook responses: 　　a. reader's interest, like topics 　　b. author or genres reader likes 　　c. books reader has read, logs 　　d. books to read list 　　e. reading responses, jots 　　f. mini anchor charts 　　g. conference glows and grows 4. Possible Writer's Notebook responses: 　　a. small moments ideas 　　b. tiny topics 　　c. drafts	**Digital Texts:** **Read the World** - Distance learning support **Video Clips** - Scroll down to see Jan Richardson's videos on virtual guided reading lessons **Webinars - Jan Richardson Reading** - A variety of archived webinars related to virtual literacy **Small Group Literacy Instruction at a Distance** - While this is for early readers, there are great teaching tips - presented by Nell Duke **How to use a Digital Reader's Notebook** **writer's notebook – TWO WRITING TEACHERS** - Composition book for Reader's Notebook and Writer's Notebook to give students the option to write on paper

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, address the specific needs of the readers within the group, and includes a variety of reading genres across content areas • Works with a small group of readers who have similar reading processes - typically grouped by reading levels or strategy/skill-based needs • Ensures that students use most of their time actually reading or responding to text, or working toward this goal	**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 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 3				
The Teacher:	**Standards for Narrative Text**	**Standards for 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	Reading, Standard 1 *Students say what happens in the story or what the poem is about based on evidence from the text. They ask and answer questions of the text to build literal understanding before, during, and after reading.*
	
	Foundational Skills, Standard 4 *Students read grade-level prose and poetry with purpose and for understanding, both to themselves and orally. As they practice reading these texts, their accuracy, rate of reading, and expression increase. If there are unknown words, students use the context and reread to self-correct or identify these words.*
		Reading, Standard 1 *Students say what happens in the text or what it's about based on evidence from the text. Ask and answer questions of the text to build literal understanding before, during, and after reading*	Remote guided reading: 1. Email or post the guided reading book to students each week. 2. Share the reading strategies chart with students. 3. Since you will not be there to help students as they read the book, the introduction needs to be longer and more detailed. 4. Schedule a separate meeting using an online forum such as Google Meet, Zoom, or Facetime with individual students to hear them read. 5. Provide letter tiles for students to work on word work, printed at home or send home for students to cut apart. 6. Get students writing! When a student is finished, ask them to respond with a specific writing prompt. Provide a reader's notebook to respond to their reading.
			
			    Reader's Notebook
			
			    Letter Tiles - **https://www.themeasuredmom.com/free-printable-letters-digraphs-blends-word-endings/**
				Digital Texts: *Check with your literacy coach for district online leveled readers resources
				
				Reading A-Z - For digital texts, subscription required
				
				Leveled Literacy Intervention - Requires purchase of the materials and online login
				
				Wilbooks FREE leveled books - Wilbooks, small collection of FREE leveled text, additional titles require a subscription

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 **During Reading:** • Listens and provides guidance while students "whisper read" simultaneously, but not chorally • Takes anecdotal notes and uses informal observation to determine what students know and what they need to learn • Pauses and notices specific strategy use • Takes a short running record of the child's reading • Observes the readers' behaviors and gives specific feedback to improve reading • Coaches students by using scaffolded reading prompts	**The Student:** **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 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 3			
The Teacher:	**Standards for Narrative 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 *Students read grade-level prose and poetry with purpose and for understanding, both to themselves and orally. As they practice reading these texts, their accuracy, rate of reading, and expression increase. If there are unknown words, students use context and reread to self-correct or identify these words.*	1. Use breakout rooms to group students in dyads or triads to practice rereading of text. 2. Pair an older child in the home with a younger child to practice reading. 3. Choose books that lend themselves to modeling fluency (e.g., rhythmic poetry or texts with varied punctuation). 4. Provide strong book introductions and build background knowledge with focus and practice on genre, language, and text structure. 5. Prompt and encourage fluency during the reading with emphasis on elements of fluency (pausing, intonation, phrasing, etc.).	**Digital Texts:** **K-3 Essential 3, Small Group Fluency Instruction Sample Video** **FCRR Activities to Develop Fluency** - Click the Fluency tab at the top to be directed to all activities for fluency **Reading A-Z** - Offers an extensive collection of leveled reading resources aligned to CCSS **Reading A-Z** - Shared reading lessons https://www.storylineonline.net/

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

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. Grade 3			
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. Interactive Read Aloud during a an online collaborative session such as Google Meet or Zoom meeting. 2. The teacher can use a digital tool such as Jamboard or the whiteboard in Zoom to record students' noticings.	**Digital Texts:** **How to use Google Jamboard - 2019 Updates** **How to use the Whiteboard in Zoom**

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, address the specific needs of the readers within the group, and includes a variety of reading genres across content areas • Works with a small group of readers who have similar reading processes - typically grouped by reading levels or strategy/skill-based needs • Employs practices for developing reading fluency • Ensures that students use most of their time actually reading or responding to text, or working toward this goal • Includes explicit instruction as needed in word recognition strategies, text structure, and comprehension strategies • Moves students toward reading more complex text independently	• Understands that meaning comes from text • Takes risks as a reader • Participates in extended activities

Grade 3

Writing Remote Plan

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

The Teacher Provides:	Standards for Writing	Remote Application	Additional Resources
E6.1 Interactive writing experiences in grades K and 1 While this Essential references Grades K and 1, interactive writing should be a consideration across all grade levels.	Writing, Standard 4 *Students write with support and guidance from adults, developing and organizing ideas that are appropriate for the task and the purpose when composing narrative, explanatory/expository, and argumentative texts.* Speaking and Listening, Standard 4 *Students report, tell a story, or recount an experience using appropriate facts and details with description.*	1. Teachers can use a digital tool such as Google Jamboard to provide interactive writing experiences for students. 2. Students can dictate experiences related to a read aloud, a science experiment, math concept or event from social studies. 3. Teachers can share pictures of the day in the park, a trip to the zoo etc, or take them on a virtual field trip and have students dictate their story/experience with the teacher. 4. Teachers can encourage parents to invite their child to dictate stories about events at home with family members. Students can read it aloud afterward and illustrate their stories. These can be shared with the class. 5. Picture of the Day - Teacher shares a picture while students describe and infer what they observe. **Picture of the Day Google Slide**	**Digital Texts:** **Interactive Writing Demos** - Jamboard (requires a google sign in) **Scholastic Story Starters** Over 30 virtual field trips with links **Virtual Field Trips** **25+ Amazing Virtual Field Trips For When You Can't Be There in Person** **Detroit Zoo** and **San Diego Zoo** - Live Cams **Georgia Aquarium** - Live Cams **Picture Prompts** - To inspire writing

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-and standards-aligned writing instruction
Grade 3

The Teacher Provides:	Standards for Writing	Remote Application	Additional Resources
E6.2 Daily time for children to write, aligned with instructional practice #1	Writing, Standard 10 *Students write regularly for a range of reasons (e.g., to reflect, research, and revise) in different contexts and modes (times, in-class, and extended tasks), for a variety of audiences.*	1. Google slide for students to type their writing. 2. Teachers can create a shared writing in a digital tool such as Jamboard, chart paper or white board during a remote teaching season in Google Meet or Zoom. 3. Set clear expectations for students to write using digital tools such as Google Docs.	**Digital Texts:** **Why a Writer's Notebook** **Interactive Digital Notebooks** **ILA's Online Student Interactives**

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

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

The Teacher:	**The Student:**
• Creates a meaningful shared classroom experience and sets the purpose for writing	• Revisits or rereads the text several times • Revisits text to reread/ reinforce/ share concepts learned about craft and conventions of writing

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

An instructional practice that gives consistent opportunities for students to apply strategies that the teacher has taught during previous instruction. Conferring allows the teacher to make decisions about what might help the writer.

The Teacher:	**The Student:**
• Provides daily protected writing time	• Engages in writing for a variety of purposes and audiences • Increases stamina in writing

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

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 *Generate and gather ideas about the topic with help from classmates and teachers, making a plan for how to write about and use those ideas, not only drafting what to say but deciding how best to say or organize it by choosing different formats, mixing media, or blending genres. Students then improve the writing by revising, editing, rewriting, or starting all over with a new idea.* Writing, Standard 7 *Students gather, investigate, or observe to conduct a short research project and build knowledge about a specific topic.*	1. Teachers can use on online forum such as Google Classroom or Google Docs to monitor students' progress throughout the entire writing process and provide feedback via comment tools. 2. Writing conferences with students can be done in multiple formats: over video chats (Zoom or Google Meet) in Google Docs, via email, phone call, etc. Use Zoom to share your screen while viewing a student's writing and use Zoom's annotation tools to circle and underline pieces of the writing to help better communicate. 3. With structures and guidelines in place, provide opportunities for students to connect with peers and offer feedback using their Google Doc and rubric.	**Digital Texts:** **Keeping a Notebook** - Tips and tricks for keeping and sharing student notebooks. **Writing Process Chart**

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:
• 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	• 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

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 • Incorporates and explicitly teaches the elements of the writing process • Verbalizes specific skills he/she wants the children to learn about (how writing moves from left to right and top to bottom, formation of letters, stretching out the sounds of words, etc.) • Models proper syntax and conventions in conjunction with fluent writing • Elaborates on using a diverse vocabulary • Scaffolds aspects of writing and applies specific skills and strategies • Reviews and reinforces all the elements of writing addressed in the session	• Engages in the discussion about what to write • Constructs the text with the teacher • Transfers their known skills and strategies to the shared writing experience • Incorporates new skills and strategies learned into their independent writing • Rereads and revises the text, modeling what good writers do • Asks questions about the writing process • Attempts to replicate a variety of writing genres • Refers to shared writing pieces to guide their writing • Increases their confidence as a writer • Takes risks as a writer

Continued

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Independent Writing/Conferring Grades K-3

An instructional practice that gives consistent opportunities for students to apply strategies that the teacher has taught during previous instruction. Conferring allows the teacher to make decisions about what might help the writer.

The Teacher:

- Provides opportunities to write across the content areas using a variety of genres
- Confers with students to develop voice, craft, structure, vocabulary, use of conventions
- Incorporates lessons on grammar and mechanics
- Encourages students to construct words using current knowledge of letter-sound relationships and other strategies
- Provides access to mentor text
- Responds to student needs by studying writing samples
- Gives access to digital tools

The Student:

- Applies skills and strategies previously learned
- Views writing as an ongoing process of revision and editing
- Uses mentor text
- Responds to feedback by incorporating suggestions
- Views themself as a writer
- Demonstrates use of a variety of text types and genres
- Writes "on demand"
- Uses text structures, text features, linking words and phrases that are characteristic to the type of text developed
- Draws evidence from text to support analysis, reflection, and research
- Incorporates appropriate Tier 2 and Tier 3 vocabulary

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 supporting a point of view on topics or texts that, when introduced, state the opinion about the topic or text and provide a list of strong reasons to support the opinion. The organizational structure enhances the list of reasons, and students use linking words and phrases, such as because, therefore, since, and for example, to connect the reasons. Students end the piece with a concluding statement or section.* **Writing, Standard 2** *Students explain or provide information about a subject or idea(s), choosing only the details and information related to the topic, which are then introduced, organized, and elaborated upon through the use of illustrations. Students further build on these ideas by including facts, definitions, and details. Students help all these tails flow and reveal the links between ideas within categories of information by siding linking words and phrases (e.g., also, another, and, more, but). Finally, students bring their paper to an end providing a concluding statement or section.* **Writing, Standard 3** *Students convey real or imagined experiences and events through narratives that employ appropriate methods and story structures that make clear what is happening and who is involved. Students arrange events that unfold naturally, adding dialogue, description, and thoughts and feelings of the characters to bring the story and its characters alive. Students also insert various transitional words (e.g., after, before, while, during) that orient readers to the event order. Finally, students give the story an ending that provides a conclusion for the narrative.* **Writing, Standard 6** *Students compose texts using digital devices, software, websites, and other digital tools and collaborate with others (via Google Docs, chat, and other social media applications) with guidance and support from adults. Students use keyboarding skills to produce written text.*	1. Teachers can use Google Classroom and Docs to monitor students' progress throughout the entire writing process and provide feedback via Google Doc Comments 2. Post mini-lessons for each step/element of the writing process using mentor texts. Provide these in slideshow form and screencast video form. 3. Explicitly teach and model each genre using gradual release (I do, we do, you do). 4. Scaffold the writing by breaking it down into smaller chunks/steps (eg., model one paragraph of writing at a time and assign formative checkpoints). Do this to scaffold the writing process and provide meaningful formative feedback along the way. 5. Publish student writing (eg., create a virtual gallery walk, or compilation of student work, via Google Docs, Slides, or forms OR students can publish using mystorybook.com book creation).	**Digital Texts:** **K-3 Essential 6, Bullet 4: Mentor Texts Sample Video** **Loom: Video Messaging -** A video recording tool that helps get messages across through instantly shareable videos **Time for Kids -** Teacher's Guides provide writing prompts related to TIME For Kids stories, encourage students to express their opinion on a topic, and challenge them to support their thinking with reasons and information from the text **National Geographic for Kids -** Teacher and student resources for informational reading and writing **Mystery Science -** A compilation of our most popular science lessons and are offering them for anyone to use for free. **NewsELA -** Provides thousands of carefully curated, engageong, standards -aligned texts and resources to drive continued learning **Keeping a Notebook -** Tips and tricks for keeping and sharing student notebooks. **My Story Book -** Write and share your own story books **Story Jumper -** Book-creation software-students can choose to publish their story and share the link with their class

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-and standards-aligned writing instruction
Grade 3

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

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