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

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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

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The Teacher:	**The Student:**
• Includes explicit instruction as needed in word recognition strategies, text structure, and comprehension strategies	**During Reading:**
During Reading:	• Reads the whole text or a unique part to themselves (softly or silently)
• Listens and provides guidance while students "whisper read" simultaneously, but not chorally	• Uses in various problem-solving strategies taught and request help if stuck
• Takes anecdotal notes and uses informal observation to determine what students know and what they need to learn	• Engages in discussion about the text and raises questions or make comments to clarify confusion and expand understanding
• 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	

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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/**

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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

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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**

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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

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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**

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