

Grade 5

Read Aloud Remote Plan

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

The Teacher...	Standards for Narrative and Informational Text	Remote Application	Additional Resources
<p>E2.1 Facilitates discussion of text meaning to support students to interpret the ideas in a text.</p>	<p>Speaking and Listening, Standard 1 <i>Students participate in different discussions (pairs, groups, full class) with a range of peers about grade 5 topics and texts, adding to others' ideas while contributing their own. Arriving at these discussions prepared to discuss what they read or studied, students draw from what they learned, citing evidence in those texts or from their background knowledge during the discussion. As they participate and collaborate, students follow all guidelines for such academic discussions and their role in them. Also, when discussing or collaborating with others, students ask and answer questions, elaborating in some detail about how their remarks relate to the topic or text the class is studying. Finally, students draw conclusions after having gained knowledge from the discussion and reviewing key ideas.</i></p>	<p>Shift discussion opportunities to an online forum such as Zoom, Facebook, or Google Hangouts with the entire class or with small groups. Be sure to include common experiences centered around texts or something studied.</p> <p>Key Ideas</p> <ol style="list-style-type: none"> 1. Talk around the text is the most critical component. 2. Provide modeling and scaffolding for discussions. <ol style="list-style-type: none"> a. Establish discussion norms. b. Structure student engagement - stopping points are directly aligned to the lesson's literacy goals. c. Use sentence starters/prompts to help students discuss text 3. Pre-record a text reading so you can mute, watch, and discuss at critical points. 4. Provide book club opportunities for students to read and react in breakout rooms. 5. Provide discussion opportunities after a common experience in a content area in which students share through a common document on their tablet, on a dry erase whiteboard, Google Jamboard, or to a peer/s in breakout rooms, etc. 	<p>Digital Texts: Discussion Scaffolds: Student Led Discussion Stems</p> <p>Standards Aligned Question Stem Bank</p> <p>Additional Accountable Talk Resources</p> <p>7 Free Online Discussion Tools</p> <p>Scholastic Question Stems</p> <p>Talk Moves</p> <p>Harvard's See, Think, Wonder</p> <p>Teaching Annotation</p> <p>How to use Google Jamboard video</p>

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

An instructional practice in which the teacher models, verbally, to the students a reading process or strategy depending on the grade level and students' needs. Read alouds promote a love of reading.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Carefully selects texts that provide the grist for rich discussion and analysis • Ask questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text • Creates a community of readers through the enjoyment of reading and shared knowledge 	<p>The Student:</p> <ul style="list-style-type: none"> • Engages in the text by responding to questions or prompts or by asking questions • Can paraphrase and summarize what was read • Shares their opinion and understanding of the text by providing evidence
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Grade 5

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

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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.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Reads grade-appropriate books and other materials, print or digital, including mentor text and sets of text that are thematically and conceptually related • Carefully selects texts that provide the grist for rich discussion and analysis • Asks questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text 	<p>The Student:</p> <ul style="list-style-type: none"> • Engages in the text by responding to questions or prompts or by asking questions • Can paraphrase and summarize what was read • Shares their opinion and understanding of the text by providing evidence
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Read alouds of age-appropriate books and other materials, print or digital
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Grade 5

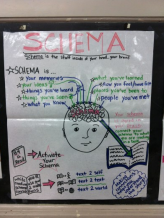
The Teacher...	Standards for Narrative and Informational Text	Remote Application	Additional Resources
<p>E2.3 Models and guides students to be metacognitive while reading (i.e., monitor for comprehension and use fix-up strategies when there are breakdowns in comprehension)</p>	<p>Language, Standard 4 <i>Students apply strategies that help them understand or clarify the meaning of new words or words with multiple meanings they encounter when reading and listening to grade 5 content. Specifically, these strategies include: context clues, affixes and roots, and reference materials.</i></p> <p>Foundational Skills, Standard 4 <i>Students read grade level prose and poetry with purpose and for understanding, both to themselves and orally. As they practice reading these texts, their accuracy, rate of reading, and expression increase. If there are unknown words, students use context and reread to self-correct or identify these words.</i></p>	<ol style="list-style-type: none"> Engaging students in wide reading that exposes them to rich and discipline-specific academic language. Carefully select words to pre-teach. Consider morphology (the study of words, how they are formed, and their relationship to other words) and attend to word relations. Encourage the use of new vocabulary in a variety of contexts and modes, including reading, writing, and discussion of print or digital texts for discipline-specific purposes. 	<p>Digital Texts: Florida Center for Reading Research Fourth and Fifth Grade Resource Guide</p> <p>Reading Rockets- Before, During and After Reading Strategies</p> <p>Mind Mapping</p> <p>Inquiry Charts for Critical Thinking of Multiple Texts</p> <p>Teaching Annotation</p> <p>Infercabulary - A web-based, visual vocabulary and reasoning program</p> <p>Vocabulary.com - Systematically exposes students to a wide array of activities that will help them understand all the meanings and nuances of words learned</p>

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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.

<p>The Teacher:</p> <ul style="list-style-type: none"> Models explicit comprehension strategies and guides students to be metacognitive while reading Asks questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text 	<p>The Student:</p> <ul style="list-style-type: none"> Engages in the text by responding to questions or prompts or by asking questions Demonstrates growing independence as a reader by incorporating new vocabulary, knowledge, and strategies into reading, writing, and speaking Applies strategies that were explicitly taught
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Grade 5

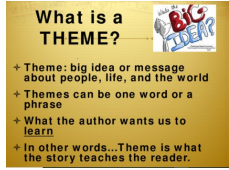
The Teacher...	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<p>2.4 Provides explicit comprehension strategy instruction (e.g., finding main ideas, summarizing, making connections between new text information and prior knowledge, drawing inferences)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

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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.

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

The Teacher...	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<p>E5.1 Reads aloud age-appropriate books and other materials, digital or print</p> <p style="text-align: center;">and</p> <p>E5.2 Carefully selects texts that provide the grist for rich discussion, and analyzes texts to identify specific learning goals, challenges (e.g., the complexity of the ideas in the text, insufficient information) and affordances (e.g., text organization, such as problem-solution or compare-contrast; text features, such as graphics or headings)</p>	<p>Reading, Standard 1 <i>Students explain - either verbally or in written form - the events of the story or what the poem says using specific, accurate quotes directly from the text. They provide quotes from the text to support inferences.</i></p> <p>Reading, Standard 5 <i>Students break down the structure of a text to explain how a series of chapters, scenes, or stanzas are organized and contribute to the development of the text.</i></p> <p>Reading, Standard 9 <i>Students read various stories in the same genre - mysteries, adventures, fantasy - in order to compare and contrast their approaches to themes and topics that are similar.</i></p>	<p>Reading, Standard 1 <i>Students explain - either verbally or in written form - what the text is about, using specific, accurate quotes directly from the text. They provide quotes from the text to support inferences.</i></p> <p>Reading, Standard 5 <i>Students break down the structure of a text to compare and contrast events, ideas, concepts, or information in two or more texts, noting patterns such as chronology, cause/effect, or problem/solution.</i></p> <p>Reading, Standard 8 <i>Students examine how an author provides reasons and evidence to support key points in a text, then identify which reasons or evidence support which ideas or points.</i></p> <p>Reading Standard 9 <i>Students examine several texts on the same topic in order to integrate the information and apply it in written or spoken form to demonstrate knowledge.</i></p>	<ol style="list-style-type: none"> Select texts that include: <ol style="list-style-type: none"> a wide range of books and other texts across content areas (e.g., print, audio, video, and digital), including information books, poetry, literature, and magazines books and other materials connected to children’s interest and that reflect children’s backgrounds and cultural experiences books and other reading materials children can borrow and bring home and/or access digitally at home reading materials that expose students to rich language and vocabulary learning (Essential #7) Explicitly teach and model the specific learning goal using gradual release (I do, we do, you do). Create digital anchor charts illustrating the skill. <div style="text-align: center;"> <p>Theme Anchor Chart</p>  </div> Provide modeling and scaffolding for discussions. Provide graphic organizers for writing. 	<p>Digital Texts: Michigan Electronic Library Online Texts Read Works- Free Text - Including poetry Reading A-Z Read, Wonder, and Learn by Kate Messner - Contains a collection of first-chapter, picture books, read-alouds, drawing, and writing mini-lessons (with permission from publishers) Epic.com - Free digital texts Epic- Free Poetry Resources Poetry Foundation- Children’s Poetry Inquiry Charts for Critical Thinking of Multiple Texts FCRR Narrative Text - Scroll down to comprehension FCRR Expository Text Structures Writable Graphic Organizers</p>

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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.

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

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

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<p>The Teacher:</p> <ul style="list-style-type: none"> • Carefully selects texts that provide the grist for rich discussion and analysis • Asks questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text 	<p>The Student:</p> <ul style="list-style-type: none"> • Engages in the text by responding to questions or prompts or by asking questions • Can paraphrase and summarize what was read • Shares opinion and understanding of the text by providing evidence
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MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Collaborative Conversations in Grades 4-5

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

<p>The Teacher:</p> <ul style="list-style-type: none"> • Provides explicit instruction about different collaborative conversation structures • Works with students to articulate clear expectations for classroom dialogue 	<p>The Student:</p> <ul style="list-style-type: none"> • Participates in collaborative conversations by being prepared and listening attentively • Follows classroom expectations for discussion, include turn-taking, introducing a new idea, supporting claims with evidence, questioning, challenging ideas respectfully, and working to actively include all group members in the conversation • Uses information provided by others to add to their own thinking and build upon the thinking of others in the group
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Read alouds of age-appropriate books and other materials, print or digital
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Grade 5

The Teacher...	Standards for Narrative and Informational Text	Remote Application	Additional Resources
<p>E5.4 Provides tasks or discussion routines students know how to follow (e.g., Instructional Conversations, and Literature Circles) when students discuss texts in small groups</p>	<p>Speaking and Listening, Standard 1 <i>Students participate in different discussions (pairs, groups, full class) with a range of peers about grade 5 topics and texts, adding to others' ideas while contributing their own. Arriving at these discussions prepared to discuss what they read or studied, students draw from what they learned, citing evidence in those texts or from their background knowledge during the discussion. As they participate and collaborate, students follow all guidelines for such academic discussions and their role in them. Also, when discussing or collaborating with others, students ask and answer questions. Elaborating in some detail about how their remarks relate to the topic or text the class is studying. Finally, students draw conclusions after having gained knowledge from the discussion and reviewing key ideas.</i></p>	<p>Shift discussion opportunities to an online forum such as Zoom, Facebook, or Google Hangouts with the entire class or with small groups. Be sure to include common experiences centered around texts or something studied.</p> <p>1. Key Ideas</p> <ol style="list-style-type: none"> Provide modeling and scaffolding for discussions. Establish discussion norms. Structure student engagement - stopping points are directly aligned to the lesson's literacy goals . Use sentence starters/prompts to help students discuss text. <p>2. Provide book clubs, literature circles, etc. opportunities for students to read and react in breakout rooms.</p>	<p>Digital Texts: Discussion Scaffolds: Student Led Discussion Stems 7 Free Online Discussion Tools Standards Aligned Question Stem Bank Additional Accountable Talk Resources Talk Moves Harvard's See Think Wonder</p>

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

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

<p>The Teacher:</p> <ul style="list-style-type: none"> Includes multiple opportunities for conversation when lesson planning (e.g., turn and talk, think/write-pair-share, small group discussion with assigned roles, etc.) Prepares topics/prompts Provides explicit instruction about different collaborative conversation structures Works with students to articulate clear expectations for classroom dialogue Shares goals and expectations with students Guides students in goal-setting through modeling and strategic conversations Uses observational data from classroom conversations for formative assessment purposes 	<p>The Student:</p> <ul style="list-style-type: none"> Participates in collaborative conversations by being prepared and listening attentively Follows classroom expectations for discussion, including turn-taking, introducing a new idea, supporting claims with evidence, questioning, challenging ideas respectfully, and working to actively include all group members in the conversation Uses information provided by others to add to their own thinking and build upon the thinking of others in the group Asks for clarification as needed about the topic and texts under discussion Paraphrases or summarizes important information and views presented Reflects formally or informally on contributions to conversations, as well as how conversations help make meaning
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The Teacher...	Remote Application	Additional Resources
<p>E5.5 Provides regular opportunities for peer-assisted learning, especially for emergent bilingual learners, by pairing students at different levels of English proficiency</p>	<ol style="list-style-type: none"> 1. Provide opportunities for small group instruction or pair students to practice literacy and language with their peers. Weave in Think-Pair-share, turn and talk, Triad teams or other Structured Talking Time. 2. Know the student’s English Proficiency Level using “The Can Do Descriptors.” 3. Use breakout rooms to group students in small group to practice instructional goals particular to that group 4. Model and provide the routines, structures and scaffolds needed to support peer learning using gradual release (I do, we do, you do). <ol style="list-style-type: none"> a. Establish discussion norms. b. Provide clear examples of what is expected of them. c. Structure student engagement, stopping points are directly aligned to the lesson’s literacy goals . d. Provide sentence Frames/Starters to give students a framework and practice with academic language. e. Build schema. f. Provide Word Banks, visuals and questions stems. 5. Pair a higher and lower performing student together (difference in ability not extreme) OR Pair ELs with same language buddy <ol style="list-style-type: none"> a. Peers perform the roles of “coach” and “reader.” b. Students can read short passages of text and practice summarizing, asking/answering questions, generating “gist” statements. Higher skilled students always read first as a model (passages can be chunked). c. Each member of the teacher-assigned pair takes turns being coach and reader. d. As the reader reads aloud, the coach listens and provided corrective feedback. e. Change the pairings/groups regularly so that students are interacting and communicating with different peers 6. Provide “Visible thinking” activities (i.e., think-puzzle-explore) to promote listening and a deeper understanding of content and help students understand how they think and learn. And to know what kids need more help with (e.g., padlet). 	<p>Digital Texts: Jan Richardson’s Guided Reading Videos 5th grade May Guided Reading Mrs Eagle Thinking about Guided Reading on Zoom and Support Digital Guided Reading Book Support 5 Ways to Pair Share Think-Pair- Share Video The Can Do Descriptors - (Grade level specific) Highlight what language learners can do at various stages of language development in the classroom. ESL Toolkit and Sentence Frames The Teacher Toolkit: Home Sentence Frames Discussion Scaffolds: Student Led Discussion Stems Scholastic Question Stems Partner Reading Classroom Strategies A Teacher’s Guide to Visible Thinking Activities Thinking Routines - Cultures of Thinking</p>