MISD 6-12 ELA

Remote Learning Plan

Grades 6-12

Engagement and Motivation Remote Plan

MISD 6-12 ELA Remote Learning Plan:
Engagement and Motivation

GELN 6-12 Essential Practices in Disciplinary Literacy	Michigan ELA 6-12 Anchor Standards

Essential Practice 1: Problem-based Instruction
 	
Develop and implement interactive units of instruction that frame important problems or questions in order to provide authentic purposes for students to read and write beyond being assigned or expected to do so (e.g. for their enjoyment/interest, to ask and answer questions about humanity, society, their community and/or individual lives, to address needs in their community or beyond, or to communicate with a specific audience).
 	
The Teacher:
 	
• Engages students in asking questions, both literal and conceptual, about the world around them to develop generative thinkers.
• Engages students in abstract and disciplinary-specific thinking and reasoning (e.g., analyzing literature, composing texts in a rhetorically-appropriate manner, participating in effective communication).
• Helps students make sense of texts from different time periods, cultures, and regions.
• Aids students in seeing themes from literature in their everyday lives.
• Supports students to develop critical literacy and critical viewing practices across different text genres and formats.
• Helps students understand the text features of different genres, and how different genres function in the world outside of school.
• Creates opportunities for students to enact literate identities, drawing from both within and outside of school literacy practices and funds of knowledge (e.g., providing opportunities for students to see themselves as authors by publishing and sharing their work in the school community).
• Presents regular opportunities for students to choose materials, products, and processes in their reading, writing, and communication.
• Offers regular opportunities for students to engage in independent, sustained reading and writing activities as well as collaborate with peers, such as through small group discussion of texts of interest and opportunities to write within group projects.
• Provides scaffolded support to students as needed to assist them in developing their literacy proficiencies, removing supports over time to generate more independence.
• Differentiates instructional processes and product expectations to account for varying academic needs and capabilities and appropriately challenge all students.
 	
Essential Practice 9: Community networking to tap into available funds of knowledge in support of developing students' content knowledge and identities
The Teacher:
 	
• Helps students connect and build on their in-school and out-of-school literacy practices and identities,
   • Connecting learning and literacy development to family and community issues, as well as economic and political decisions.
   • Engaging with community activities and audiences to address natural and social concerns.
   • Connecting to youth and popular cultural production, activities, networks, and concerns.
• Leverage students' literacies, learning, and knowledge to benefit their school, district, and/or community (e.g. peer education, research fairs, student to student mentoring, service learning).
• Invites authors, artists, journalists, media professionals, and other speakers relevant to English Language Arts to the classroom (either face-to-face or via digital tools) to work with and engage in conversation with students.
• Connects to and engages with literary experiences and spaces in local communities (libraries, bookstores, local writers, etc.).
• Honors and engages with the diversity of literacy practices in the school community.
• Enables students to communicate conclusions to and/or share literary work with authentic audiences.
	CCSS.ELA-LITERACY.SL.1
	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	
	CCSS.ELA-LITERACY.SL.2
	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	
	CCSS.ELA-LITERACY.SL.3
	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
	
	CCSS.ELA-LITERACY.SL.4
	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	
	CCSS.ELA-LITERACY.SL.5
	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	
	CCSS.ELA-LITERACY.SL.6
	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

MISD Indicators of High-Quality Literacy Instruction:
Elements and Observable Behaviors

Independent Reading

An instructional practice that gives students consistent opportunities to apply strategies the teacher has taught during previous instruction. Students are able to choose books based on interest and level. At the 6-12 level, Independent Reading is effective in a workshop model.

Teacher:

- Carefully selected texts that provide the grist for rich discussion and analysis
- Shares clear expectations for engaged student behavior during read alouds
- Demonstrates appropriate fluency (accuracy, intonation, pacing) when reading
- Models comprehension strategies by "talking to the text" and using think alouds
- Describes and models "fix-up" strategies to use when comprehension breaks down
- Provides explicit instruction in general academic and content area vocabulary
- Asks questions that lead to a deeper understanding of text (profundity scale)
- Creates a community of readers through the enjoyment of reading and shared knowledge

Student:

- Demonstrates skillful listening by attending to the text
- 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 the text by writing or retelling
- Demonstrates independence as a reader by incorporating new vocabulary, knowledge and strategies into reading and writing opportunities

Considerations for Remote Learning:

- Begin units by posing a question or inviting students to identify a problem explored by literature - encourage curiosity and include real-life topics about which students are passionate
- Choice is motivating. Help students find books that interest them
- Use curated lists online to help match titles and readers. Some examples are:
  - **We Are Teachers Middle School book lists**
  - **Must-read books for middle school Children**
  - **International Reading Association books lists**
  - **Youth Adult Library Services Association Book Lists**

MISD Indicators of High-Quality Literacy Instruction:
Elements and Observable Behaviors

Independent Writing / Conferring

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.

Teacher:

- Provides protected writing time on a regular basis
- Provides purpose and choice for student writing
- Encourages students to write in a variety of genres and in different timeframes (timed writing, process pieces, etc.)
- Supports students in setting writing goals
- Provides self-assessment tools such as student-friendly rubrics and checklists
- Supports the writing process whole group, small group, and individually through conferring
- Confers with students to develop voice, vocabulary, use of conventions
- Provides timely, targeted feedback related to student goals or a specific teaching point
- Incorporates lessons on grammar and mechanics
- Encourages precise word choice and sentence variety
- Provides opportunities to share and publish writing
- Provides access to mentor text
- Provides access to digital tools for the writing process
- Fosters creativity and voice in the writing process

Student:

- Engages in writing for a variety of purposes and audiences
- Composes text that reflects their thoughts and can respond to the thoughts of others
- Applies skills and strategies previously learned
- Uses mentor texts as models
- Attributes summaries and paraphrases to original authors appropriately for context and assignment
- Demonstrates use of a variety of text types and genres
- Writes "on demand" and "over time"
- Uses a variety of tools to write (digital, paper/pencil, etc.)
- Begins to develop a strong writing voice
- Uses vocabulary and voice appropriate to grade level and genre
- Views writing as an ongoing process of revision and editing
- Monitors progress toward meeting their writing goals
- Uses self-assessment tools to evaluate their writing and reflects on their writing across time
- Responds to feedback by making meaningful revisions
- Offers feedback to peers on their writing
- Increases stamina and length of writing
- Views self as a writer
- Publishes and shares their writing

Considerations for Remote Learning:

- Begin units by posing a question or inviting students to identify a problem explored by literature - encourage curiosity and include real-life topics about which students are passionate
- Consider opportunities for students to interact in a safe manner with family and community members to ask them about reading and writing as well as universal themes explored in literary texts (i.e. asking a parent or guardian about lessons they learned persevering through a difficult time in their life, or interviewing someone who lived through an historical event)
- Establish ways for students to share their writing with communities beyond the classroom:
  - New York Times ideas for writing for an audience beyond the teacher
  - Edublogger post: How To Find An Authentic Audience For Your Students' Work
  - KQED Learn is a free platform for middle and high school students to tackle big issues and build their media literacy and critical thinking skills in a supportive environment.

MISD Indicators of High-Quality Literacy Instruction:
Elements and Observable Behaviors

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

Teacher:	Student:	Considerations for Remote Learning:
• Regularly includes opportunities for conversation when lesson planning (i.e. turn and talk, think/write-pair-share, small group discussion with assigned roles, etc.) • Guide students to prepare topics/prompts for collaborative conversations that relate to content, and encourage inquiry and deep thinking • Provides explicit instruction about different collaborative conversation structures • Works with students to articulate clear expectations for classroom dialogue • Shares goals and expectations with students, including how they will be assessed • Guides student in goal-setting through modeling and strategic conversations • Uses observational data from classroom conversations for formative assessment purposes	• 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 • Helps determine topics for conversations • Uses information provided by others to add to their own thinking and build upon the thinking of others in the group • Reflects formally or informally on contributions to conversations, as well as how conversations help make meaning	• Consider providing a list of questions stems for students • Could be face-to-face, virtual, or using an online discussion board

Grades 6-12

Reading Remote Plan

MISD 6-12 ELA Remote Learning Plan:
Reading

GELN 6-12 Essential Practices in Disciplinary Literacy	Michigan ELA 6-12 Anchor Standards

Essential Practice 2: Diverse texts and abundant reading opportunities in the school
The Teacher:
• Engages students with texts that provide entry way into questions, puzzles, themes, authors, issues, and/or genres that can be investigated further.
• Provides access and regular opportunities to work with a wide range of texts (i.e. print, audio, visual, and multimodal) of varying complexity, structure, and genre (e.g., novels, short stories, poetry, comics, newspaper articles, magazines, journals, advertisements, websites, discussion boards, internet postings), including the following:
    • rigorous texts on grade level and beyond,
    • texts that connect to their interests and that also reflect their own and others' backgrounds and cultural experiences,
    • texts that allow students to reflect on their own identities as well as engage them in exploring identities different than their own.
• Engages students with online texts, databases, and tools in the service of investigations, inquiries, or analyses.
• Fosters a reading culture that promotes engagement with diverse texts in a variety of contexts (e.g. independent reading, online communities, reading conferences, book clubs, book talks).
 	
Essential Practice 3: Intentional and standards-aligned instruction in disciplinary reading
The Teacher:
• Establishes compelling reasons for reading, listening to, and viewing a variety of texts (see recommendation #1 above).
• Teaches students to apply disciplinary tools and concepts when working with text.
    • Explicitly names, describes, and models the dispositions, strategies, and patterns of thinking typically applied or used in disciplines connected to English Language Arts.
    • Models through think-alouds how to ask questions of texts.
    • Provides explicit instruction in vocabulary, literary elements and devices, and language skills in the context of reading.
    • In addition to reading for literary merit, also supports students as they read texts to examine author's craft in producing the text.
    • Models how to consider texts from different perspectives and engage in critical reading or viewing practices.
    • Supports students to work with different literary theories to interpret texts.
    • Teaches students how to synthesize concepts and ideas, as well as analyze language use, across texts, and disciplines.
• Supports students to read, analyze, and critically view multimodal texts (e.g., web pages, graphic novels, and digital narrations) in a variety of genres and for a variety of purposes.
• Engages students in research and argumentation about questions of interest to them.
    • Connects literature and other texts to current social problems and themes.
    • Provides instruction and practice in reading, analyzing, and synthesizing across multiple texts in the research process.
    • Supports youth in determining the significance of examples, information, or facts they locate through different sources (digital and physical) in the context of research and inquiry.
    • Models how to discern patterns and relationships (e.g. cause and effect) across data, accounts, or explanations.
    • Teaches students to gather and evaluate evidence from multiple sources to develop evidence-based arguments
    • Helps students learn to identify and critique the claims of others
• Explores non-fiction and fiction texts with students to examine how words, sentence structures, and the organization of texts are used to convey concepts and messages.
• Provides learning activities that develop critical digital, media, and visual literacies.
• Scaffolds reading activities as appropriate using a range of strategies.
	CCSS.ELA-LITERACY.R.1
	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	
	CCSS.ELA-LITERACY.R.2
	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
	CCSS.ELA-LITERACY.R.3
	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	
	CCSS.ELA-LITERACY.R.4
	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	
	CCSS.ELA-LITERACY.R.5
	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	
	CCSS.ELA-LITERACY.R.6
	Assess how point of view or purpose shapes the content and style of a text.
	
	CCSS.ELA-LITERACY.R.7
	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	
	CCSS.ELA-LITERACY.R.8
	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	
	CCSS.ELA-LITERACY.R.9
	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	
	CCSS.ELA-LITERACY.R.10
	Read and comprehend complex literary and informational texts independently and proficiently

MISD Indicators of High-Quality Literacy Instruction:
Elements and Observable Behaviors

Modeled Read Aloud
An instructional practice in which the teacher models, verbally (or provides access to a high-quality recording), to the students a reading process or strategy depending on the grade level and student's needs. Read Alouds promote a love of reading

Teacher:	Student:	Considerations for Remote Learning:

• Carefully selected texts that provide the grist for rich discussion and analysis
 	
• Shares clear expectations for engaged student behavior during read alouds
 	
• Demonstrates appropriate fluency (accuracy, intonation, pacing) when reading
 	
• Models comprehension strategies by "talking to the text" and using think alouds
 	
• Describes and models "fix-up" strategies to use when comprehension breaks down
 	
• Provides explicit instruction in general academic and content area vocabulary
 	
• Asks questions that lead to a deeper understanding of text (profundity scale)
 	
• Creates a community of readers through the enjoyment of reading and shared knowledge
	• Demonstrates skillful listening by attending to the text
	
	• 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 the text by writing or retelling
	
	• Demonstrates independence as a reader by incorporating new vocabulary, knowledge and strategies into reading and writing opportunities
		• Choose engaging texts with relevant, timely topics and themes
		   • Teaching Tolerance's Reading Diversity model promotes a multi-dimensional approach to text selection that prioritizes critical literacy, cultural responsiveness and complexity.
		   • Teaching Tolerance: A Tool for Selecting Diverse Texts
		   • ProjectLIT text resources
		
		• Connect modeled read-alouds to writing by using texts that are excellent examples of writing skills
		
		• Support connections to content literacy in other disciplines by using both literary and informational texts
		
		• Plan ahead - practice reading with fluency and make notes for where you want to stop and talk to the text
		
		• Consider recording modeled read alouds for students to rewatch or access asynchronously
		
		• Use texts that you encounter in your own reading life - texts from the real world
		
		• Consider offering students the opportunity to model reading aloud with preparation using tools like FlipGrid or iMovie

MISD Indicators of High-Quality Literacy Instruction:
Elements and Observable Behaviors

Shared Reading

An instructional practice that occurs when students join in or share the reading of a text while guided and supported by the teacher. In upper grades, this instructional practice occurs when the teacher and the students collaborate to read a text, while the teacher explicitly models the strategies and skills of a proficient reader.

Teacher:	Student:	Considerations for Remote Learning:
- Carefully selects texts that provide the grist for rich discussion and analysis - Provides access to the text, (i.e. makes it visible) - Explains the purpose for reading - Names and models the strategies and skills of reading challenging texts across content areas and invites students to join in - Demonstrates the processes of reading extended texts - Models appropriate fluency (accuracy, automaticity, prosody) when reading complex texts - Provides explicit instruction in Tier 2 and Tier 3 words found in general academic and content area vocabulary - Models the difference between summarizing and paraphrasing for students - Builds knowledge of features and structures contained within text - Asks questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text - Guides students to be metacognitive while reading - Creates opportunities for students to practice summarizing and paraphrasing with feedback - Creates a community of readers through the enjoyment of reading and shared knowledge	- Follows along with the teacher as they read aloud - Engages in the text by responding to questions or prompts or by asking questions - Constructs meaning through personal thoughts, knowledge, and experiences - Revisits texts and uses for mentoring when needed - Incorporates new vocabulary in speaking and writing - Transfers knowledge and skills taught to new situations - Demonstrates growing independence as a reader by incorporating new Tier 2 and Tier 3 vocabulary, knowledge, and strategies into reading and writing opportunities - Summarizes text, including only main points, in a format shorter than the original text - Paraphrases passages from source materials by putting main points in their own words - Uses summary, paraphrases and quotations to demonstrate comprehension and strengthen claims	- Consider practicing summarizing and paraphrasing part of the text, then asking students to practice these skills on their own or in small groups as you are learning these skills, and as texts become more sophisticated; breakout rooms in online meeting platforms can be - Consider using an online or paper portfolio or reading journal where students can log their thinking in the moment, as well as reflect on their learning across time - Support connections to content literacy in other disciplines by using both literary and informational texts

MISD Indicators of High-Quality Literacy Instruction:
Elements and Observable Behaviors

Guided Reading

An instructional practice that occurs when a teacher works with a small group of students who demonstrate similar reading behavior and/or can 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.

Teacher:

- Works with a small group of readers with similar reading processes-typically grouped by strategy/skill-based needs
- Selects texts that are appropriate to the needs of the group
- Models explicit comprehension strategies and guides students to be metacognitive while reading
- Introduces or reviews specific reading and word-solving strategies that the students have been taught and reminds them to apply strategies to their reading
- Listens to individuals read a segment orally when needed; may interact briefly to assist with problem solving difficulty
- Engages readers in a discussion about the text and support efforts to think deeply and critically
- Returns to text for one or two teaching opportunities such as finding evidence/discussing problem- solving
- Encourages readers to connect text to their own lives, to knowledge of the world or to their literary experience
- Observes and makes notes about reading behaviors
- Assesses students' understanding of what they read by observing evidence of skill and strategy use

Student:

- Reads the whole text or a unique part independently (softly or silently)
- Uses background knowledge and strategies to effectively to construct meaning
- Actively uses the processing strategies they control to solve problems while reading
- Raises questions to clarify confusion and expand understanding
- Uses strategies like deconstructing and context cues to understand unknown words
- Engages in discussion about the text
- Self monitors for understanding

Considerations for Remote Learning:

- Guided reading provides students with personalized help - use formative assessment to determine what students need
- Consider using online meeting technology (GoToMeeting, Skype, Teams, etc.) to preserve social distancing while grouping
- Create curated lists of texts for each guided group that reflect student interests and skills practice
- Teachers AND students can lead discussions in guided groups

Independent Reading

An instructional practice that gives students consistent opportunities to apply strategies the teacher has taught during previous instruction. Students are able to choose books based on interest and level. At the 6-12 level, Independent Reading is effective in a workshop model.

Teacher:

- Creates access to a wide variety of print and digital texts
- Shares goals and expectations with students, including how they will be assessed
- Guides student in the selection of text and the setting of reading goals through modeling and strategic conversations
- Encourages variety in genre and topic to challenge students to read widely
- Establishes protocols to monitor the reading progress of each student
- Provides frequent, dedicated time for independent reading
- Creates multiple opportunities for students to talk about what they are reading with their peers
- Reads with students; shares how each title helps build their identity and skills as a reader

Student:

- Establishes reading goals (volume, stamina, genre, text complexity, topic); goals may be short-term (marking period) and long-term (course-long)
- Selects appropriate texts to move toward goals
- Regularly monitors progress toward individual goals
- Engages in thoughtful conversation with peers about texts they are reading
- Reflects on how reading independently strengthens their identity and skills as a reader and writer

Considerations for Remote Learning:

- Consider using a goal setting and progress monitoring chart available electronically to students, parents / guardians and the teacher
- Consider using an electronic or paper reader's notebook to keep track of titles read, future titles, and observations
- Find ways to confer with students through virtual meeting time or asynchronous tech tools like Flipgrid
- Reach out to your local public library to discover ways students can access electronic copies of texts- most public libraries have an extensive collection of contemporary online titles students can access for free with a library card through downloadable programs like https://www.overdrive.com/
- Digital texts are available from a variety of places, including low-cost and no-cost options (eligibility varies):
  - https://www.amazon.com/Kindle-eBooks
  - https://ebooks.firstbook.org/
  - www.bookbub.com

Grades 6-12

Writing Remote Plan

MISD 6-12 ELA Remote Learning Plan: Writing	
GELN 6-12 Essential Practices in Disciplinary Literacy	**Michigan ELA 6-12 Anchor Standards**

Essential Practice 4: Intentional and standards-aligned instruction in disciplinary writing
 	
The Teacher:
 	
• Establishes various compelling reasons for writing in English-related disciplines (e.g., literary studies, journalism, technical writing, creative writing) (see recommendation #1)
 	
• Teaches students how to analyze rhetorical context when producing text and communication, including:
 	
    • Writing for different purposes, such as analyzing a literary text, entertaining an audience, or informing an audience.
 	
    • Writing for different authentic audiences (such as peers, community members, and other public audiences)
 	
• Considering how language choices and conventions can shift depending on purpose and audience
 	
• Provides regular time for students to write both formally and informally, acknowledging and providing opportunities for practice with different writing strategies and processes
 	
    • Reinforcing the different recursive stages of process writing (including prewriting, planning, drafting, revising for feedback, editing, and publishing)
 	
    • Reinforcing that writing for different purposes and genres relies on different processes and strategies
 	
• Teaches and reinforces the habits of minds of good writers (e.g., creativity, flexibility, persistence, curiosity)
 	
• Explicitly names, describes, and models the dispositions, strategies, and patterns of thinking that are typical of different genres within ELA (e.g., literary analysis, creative nonfiction, poetry, book reviews, technical documents)
 	
    • Provides students practice in writing in different modalities, registers, voices, and rhetorical styles, using different media for different purposes and audiences
 	
• Offers explicit instruction in ELA-related vocabulary, textual elements and devices, and language skills in the context of writing
 	
• Teaches students to use digital tools to deepen and communicate content knowledge
 	
• moves students to independent levels of research, reading, and writing
	CCSS.ELA-LITERACY.W.1
	Write arguments to support claims with clear reasons and relevant evidence
	
	CCSS.ELA-LITERACY.W.2
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	
	CCSS.ELA-LITERACY.W.3
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	
	CCSS.ELA-LITERACY.W.4
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	
	CCSS.ELA-LITERACY.W.5
	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
	
	CCSS.ELA-LITERACY.W.6
	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
	
	CCSS.ELA-LITERACY.W.8
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	
	CCSS.ELA-LITERACY.W.9
	Draw evidence from literary or informational texts to support analysis, reflection, and research
	
	CCSS.ELA-LITERACY.W.8.9
	Draw evidence from literary or informational texts to support analysis, reflection, and research
	
	CCSS.ELA-LITERACY.SL.1
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	
	CCSS.ELA-LITERACY.SL.4
	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
	
	CCSS.ELA-LITERACY.SL.6
	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

MISD Indicators of High-Quality Literacy Instruction:
Elements and Observable Behaviors

Modeled Writing

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

In the secondary grades, modeled writing should take place within the content areas. Communication among teachers of different contents will help facilitate an aligned experience for students.

Teacher:	Student:	Considerations for Remote Learning:
• Plans lessons specific to student needs • Places emphasis on skills and strategies identified in the state standards • States a purpose for the mini-lesson • Constructs text while the students observe • Makes thinking explicit • Demonstrates the conventions of written language • Demonstrates writing a variety of texts, for a variety of purposes and audiences • Rereads the text with students • Reminds students to use their knowledge to write independently • Uses classroom resources (word walls, dictionary, etc.) • Provides occasions for students to use writing as a tool for learning disciplinary content and engaging in disciplinary practices (i.e. scientific explanations, addressing both sides of an argument, citation, explaining proofs, identifying bias, etc.) • Models expectations for source attribution appropriate to context and assignment • Shares enthusiasm for writing	• Pays attention to the text being written • Shares their observations of the text being written • Engages in the written text by responding to questions, prompts, or by asking questions • Learns about language, syntax, organization, and rhetoric • Identifies elements of writing specific to a genre or task • Rereads and revisits the text • Transfers what they have learned in a modeled writing lesson to their independent writing	• Use technology like screencastify or screencast-o-matic (etc.) to record direct instruction mini-lessons (~5 minutes). See examples of writing mini-lessons here: movingwriters.org Writing Workshop 101/201: Teaching Skills • Learn more about how to do your own screencasting • Use apps like FlipGrid or Google Voice to solicit student feedback about mentor texts (teacher created or found texts) - https://help.flipgrid.com/hc/en-us/articles/360051539934 • Create an intentional place for teachers and students to practice writing daily (online or hard-copy journal or notebook). Examples of working on writing in remote learning can be seen on Penny Kittle and Kelly Gallagher's Padlet

MISD Indicators of High-Quality Literacy Instruction:
Elements and Observable Behaviors

Independent Writing / Conferring

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.

At the 6-12 level, Independent Writing and conferring are effective in a workshop model.

Teacher:

- Provides protected writing time on a regular basis
- Provides purpose and choice for student writing
- Encourages students to write in a variety of genres and in different timeframes (timed writing, process pieces, etc.)
- Supports students in setting writing goals
- Provides self-assessment tools such as student-friendly rubrics and checklists
- Supports the writing process whole group, small group, and individually through conferring
- Confers with students to develop voice, vocabulary, use of conventions
- Provides timely, targeted feedback related to student goals or a specific teaching point
- Incorporates lessons on grammar and mechanics
- Encourages precise word choice and sentence variety
- Provides opportunities to share and publish writing
- Provides access to mentor text
- Provides access to digital tools for the writing process
- Fosters creativity and voice in the writing process

Student:

- Engages in writing for a variety of purposes and audiences
- Composes text that reflects their thoughts and can respond to the thoughts of others
- Applies skills and strategies previously learned
- Uses mentor texts as models
- Attributes summaries and paraphrases to original authors appropriately for context and assignment
- Demonstrates use of a variety of text types and genres
- Writes "on demand" and "over time"
- Uses a variety of tools to write (digital, paper/pencil, etc.)
- Begins to develop a strong writing voice
- Uses vocabulary and voice appropriate to grade level and genre
- Views writing as an ongoing process of revision and editing
- Monitors progress toward meeting their writing goals
- Uses self-assessment tools to evaluate their writing and reflects on their writing across time
- Responds to feedback by making meaningful revisions
- Offers feedback to peers on their writing
- Increases stamina and length of writing
- Views self as a writer
- Publishes and shares their writing

Considerations for Remote Learning:

- Use a Learning Management System (LMS) like Google Classroom, Office 365, Schoology (etc.) to facilitate student submissions of writing.
- Use digital tools like Google Voice or make written comments on digital files (Kami or other extensions to comment on uploaded PDFs of student work) to provide students with feedback on their writing.
- Use collaborative digital tools like FlipGrid, Zoom, Teams, Google Hangout, Schoology Conference, GoToMeeting, etc. to meet with students in small groups or individually to set and assess monitor writing goals. Writing & Feedback during Remote Learning
- Facilitate writing groups of 2 or more students where students can post their work for comment and revision feedback from peers; FlipGrid, Google Docs, etc. work well for this application.
- Post published mentors and sample texts from the world that show students how strong writers employ the new skills students are expected to learn and employ. Find examples at:

  Finding 'just right' mentor texts

  And

  Penny Kittle recommends mentor texts

- Use an online digital portfolio for students to collect examples of their writing. Offer regular opportunities for students to reflect on their own writing progress- how are they attempting to improve their writing? What writer's moves are they trying, and for what effect? What is working, and what still needs more refining? Consider asking students to save their favorite work to a specific folder for archiving and/or evaluation, as often as once per month.
- Seek and create opportunities for students to publish their writing. Class blogs, school webpages can be an accessible starting point - use your school's policies to guide your choice, and expert advice from Common Sense Media's Writing, Journaling, and Blogging Websites for Students . Using current, published mentor texts and excerpts will expand options for student publication, as students can submit or send letters, opinion pieces, reviews, and narrative writing to the same types of publications where you find your samples.

Grades 6-12

Speaking, Listening and Viewing Remote Plan

MISD 6-12 ELA Remote Learning Plan: Speaking, Listening and Viewing	
GELN 6-12 Essential Practices in Disciplinary Literacy	**Michigan ELA 6-12 Anchor Standards**

Essential Practice 5: Higher-order discussion of increasingly complex text across varying participation structures

The Teacher:
- Engages students in asking questions, both literal and conceptual, about the world around establishes compelling reasons for engaging in discussion of text (see [Essential Practice #1]), including texts produced by students.
- Allocates time for whole-group, small-group, and paired discussions of text, and uses a range of grouping and discussion strategies (e.g., Socratic seminars, jigsaw, etc.) , including face-to-face and online formats.
- Has students use appropriate evidence from the text to support claims in discussion.
- Poses questions that foster textual understanding and deep engagement with text, as well as development of critical viewing and critical reading of diverse texts (including visual texts).
- Provides modeling and instruction to teach students how to generate their own higher-level questions about texts (e.g. appraises, assesses, or critiques on a basis of specific standards and criteria).
- Teaches students how to engage in productive discussions, including discussion moves appropriate to ELA (e.g., discussing a text from different perspectives, identifying and discussing an author's use of literary devices, identifying rhetorical moves in a model text).
- Offers opportunities for dramatic interpretations of literature.
- Engages students in discussions around how words, sentence structures, and the organization of texts are used to convey concepts and messages in both nonfiction and fiction texts.
- Asks students to identify similar themes, characters, conflicts, linguistic features, plot structures, and text structures among different texts and seek connections, analogies, and patterns.
- Supports students in connecting historical, social, political, and psychological issues with texts.
- Engages students in discussion around digital and media literacies, and engages students in dialogue through digital tools to share and communicate ideas with text, speech, and visualization.

Essential Practice 6: Opportunities for and instruction in critically viewing, speaking and listening

The Teacher:
- Establishes compelling reasons for presenting or performing and listening to presentations/ performances.
- Provides regular opportunities for students to listen and respond to oral presentations, including those that incorporate visual and quantitative information to make students' conclusions public (e.g., debate, reports, presentations to external audiences).
- Models and teaches strategies for effective oral communication across different genres.
- Teaches students strategies for critically viewing, as well as listening and responding to presentations or performances.
- Engages students in discussion of, and practice with, norms and strategies for engaging in civil discourse around a range of issues, including potentially controversial topics.

Essential Practice 10: Metadiscursive awareness within and across academic and cultural domains (attention to language use at the "meta" level, e.g. talking about talk)

The Teacher:
- Supports students to connect and build on their in-school and out-of-school literacy practices and ways with words by identifying language processes and discussing how language is used based on different purposes and audiences.
  - discussing the role of audience and purpose with students by having them compare how they communicate with friends about an issue or problem to how they might communicate about the same topic with an authority figure like a principal, and then using this discussion to help them think about other comparisons like the differences between writing a text message and writing an academic paper. The goal is to make them aware of how language can and should shift in different contexts.
- Engages students in high level discussion about ways with words within and across the disciplines.
  - discussing how and why the meaning of a word like product changes in meaning across academic contexts
  - noting how the use of first person in writing changes across academic disciplines and genres
- Provides learning activities that teach students to evaluate how language is used in powerful and effective ways in the discipline based on the purpose, audience, social context, and genre of the text.
  - having students analyze important, influential texts (e.g. Langston Hughes' poem, "I too") and discuss why and how and why that particular text made an impact, with an emphasis on the use of language.
  - teaching students about the standards of evidence in the disciplines associated with English Language Arts (journalism vs. literary critique) and using these to create powerful arguments.

CCSS.ELA-LITERACY.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCSS.ELA-LITERACY.SL.4
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.SL.6
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

MISD Indicators of High-Quality Literacy Instruction:
Elements and Observable Behaviors

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

Teacher:

- Regularly includes opportunities for conversation when lesson planning (i.e. turn and talk, think/write-pair-share, small group discussion with assigned roles, etc.)
- Guide students to prepare topics/prompts for collaborative conversations that relate to content, and encourage inquiry and deep thinking
- Provides explicit instruction about different collaborative conversation structures
- Works with students to articulate clear expectations for classroom dialogue
- Shares goals and expectations with students, including how they will be assessed
- Guides student in goal-setting through modeling and strategic conversations
- Uses observational data from classroom conversations for formative assessment purposes

Student:

- 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
- Helps determine topics for conversations
- Uses information provided by others to add to their own thinking and build upon the thinking of others in the group
- Reflects formally or informally on contributions to conversations, as well as how conversations help make meaning

Considerations for Remote Learning:

- Use tech tools to support student conversations synchronously and asynchronously. 3 Tech Tools to Increase Participation in Virtual Discussions
- Flipgrid is a great tool for asynchronous video discussion boards Flipgrid: Empowering Voices with Asynchronous Online Video Discussions
- Keep students connected and thinking about class content between synchronous sessions Watch a U of M Video about Engaging Students in Online Discussions
- Set expectations for participation in discussions, including valuing quality over quantity 12 Ways to Increase Student Participation in Online Discussions
- Consider more traditional online discussion board formats as options for students who may feel uncomfortable posting their image or voice for medical or religious reasons

MISD Indicators of High-Quality Literacy Instruction:

Elements and Observable Behaviors

Collaborative Conversations

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

Teacher:	Student:	Considerations for Remote Learning:
• Regularly includes opportunities for conversation when lesson planning (i.e. turn and talk, think/write-pair-share, small group discussion with assigned roles, etc.) • Guide students to prepare topics/prompts for collaborative conversations that relate to content, and encourage inquiry and deep thinking • Provides explicit instruction about different collaborative conversation structures • Works with students to articulate clear expectations for classroom dialogue • Shares goals and expectations with students, including how they will be assessed • Guides student in goal-setting through modeling and strategic conversations • Uses observational data from classroom conversations for formative assessment purposes	• 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 • Helps determine topics for conversations • Uses information provided by others to add to their own thinking and build upon the thinking of others in the group • Reflects formally or informally on contributions to conversations, as well as how conversations help make meaning	• Use tech tools to support student conversations synchronously and asynchronously. 3 Tech Tools to Increase Participation in Virtual Discussions • Flipgrid is a great tool for asynchronous video discussion boards Flipgrid: Empowering Voices with Asynchronous Online Video Discussions • Keep students connected and thinking about class content between synchronous sessions Watch a U of M Video about Engaging Students in Online Discussions • Set expectations for participation in discussions, including valuing quality over quantity 12 Ways to Increase Student Participation in Online Discussions • Consider more traditional online discussion board formats as options for students who may feel uncomfortable posting their image or voice for medical or religious reasons

Grades 6-12

Language Development Remote Plan

MISD 6-12 ELA Remote Learning Plan:
Language Development

GELN 6-12 Essential Practices in Disciplinary Literacy	Michigan ELA 6-12 Anchor Standards
Essential Practice 7: Intentional efforts to build vocabulary and conceptual knowledge **The Teacher:** • Presents vocabulary as language in use (in context). • Teaches multiple, nuanced meanings of a word across different contexts and encourages students to use new words in meaningful ways (e.g., discussion of texts, discussions of content area learning, semantic maps). • Provides repeated opportunities for students to review and use new vocabulary over time, including discussing ways that new vocabulary relate to one another and to students' existing conceptual knowledge. • Explicitly teaches words that build necessary knowledge for reading and writing texts of instruction. • Engages students in morphemic analysis (i.e., analysis of the meaning of word parts) of unfamiliar vocabulary encountered in texts and instruction. • Selects Tier 2 and Tier 3 vocabulary words to teach using disciplinary texts of instruction. • Encourages talk about vocabulary among students, particularly during disciplinary learning and students' discussions of print and/or digital texts. • Encourages students to identify, explore, and use new vocabulary independently and provides instruction to support this process.	*CCSS.ELA-LITERACY.L.1* *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.* *CCSS.ELA-LITERACY.L.2* *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.* *CCSS.ELA-LITERACY.L.3* *Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.* *CCSS.ELA-LITERACY.L.4* *Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.* *CCSS.ELA-LITERACY.L.5* *Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.* *CCSS.ELA-LITERACY.L.6* *Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.*

MISD Indicators of High-Quality Literacy Instruction:
Elements and Observable Behaviors

• *Building students' language skills is embedded in reading, writing, speaking and listening practices. Please refer to the other MISD Essential Practice and Standards Crosswalk Documents for specifics.*	**Considerations for Remote Learning:** • Create an in-person and digital word wall help students process and remember new terms 8 TIPS FOR CREATING EFFECTIVE WORD WALLS IN SECONDARY • Online apps like Kahoot!, Gimkit, Quizlet, and Word Sneak help gamify word learning for secondary students. Read about how one teacher uses these apps: How and Why to Use Word Walls with Older Students • Model ways to add words to an ongoing personal list organized by theme, topic or concept; students can add words they find from their own reading lives • Set clear classroom expectations for students to use the new words, terms and phrases they are learning in their writing and discussion.

Grades 6-12

Formative Assessment Remote Plan

MISD 6-12 ELA Remote Learning Plan: Formative Assessment	
GELN 6-12 Essential Practices in Disciplinary Literacy	**Michigan ELA 6-12 Anchor Standards**

Essential Practice 8: Ongoing observation and assessment of students' language and literacy development that informs their education
The Teacher:
 	
• Engages in observation and assessment guided by:
 	
   • An understanding of language and adolescent literacy development (e.g., creating a range of assessment items guided by an understanding of different reading processes such as literal and inferential comprehension of text).
 	
   • Students' strengths, areas for improvement, and socioemotional needs .
 	
   • Relevant standards documents; for example, Michigan K-12 Standards for English Language Arts.
 	
• Prioritizes observation and assessment that is closest to authentic reading and writing
 	
   • Prioritizing student work/writing as data for making instructional decisions as opposed to standardized test scores which can mask proficiencies and areas in need of development.
 	
• Administers assessments as one source of information to determine which students may need additional instructional supports.
 	
• Employs formative and diagnostic assessment tools as needed to inform specific instructional targets (e.g., assessing knowledge of specific vocabulary words taught, reading and writing strategies being used and not used) and engage in the instructional practices described in this document.
 	
• Provides timely and specific formative feedback to guide students' learning and literacy development
 	
• Involves students in the development of success criteria and learning goals, as well as in supported, productive self and peer assessment.
 	
• Develops assessments that analyze how students develop and use disciplinary tools, concepts, and literacy practices.
	CCSS.ELA-LITERACY.R.10
	Read and comprehend complex literary and informational texts independently and proficiently.
	
	CCSS.ELA-LITERACY.W.10
	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	
	CCSS.ELA-LITERACY.SL.6
	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	
	CCSS.ELA-LITERACY.L.6
	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

MISD Indicators of High-Quality Literacy Instruction: Elements and Observable Behaviors	
The "big-picture" goal is to keep students reading, writing, and engaging in collaborative conversations with teachers and peers on a daily basis. More now than ever teachers will need to rely on formative assessment data to help guide tough instructional choices. Essential Practice 8: Ongoing observation and assessment of students' language and literacy development that informs their education, spells out specific instructional practices for keeping an open line of communication between teacher and student regarding grade-level skills focus, what it looks like when a student has achieved proficiency around a goal, and monitoring where a student is in their progress toward that goal.	**Considerations for Remote Learning:** • Formative Assessment in Distance Learning • Watch a video reminder of what formative assessment is, when to use it, and a few simple formative assessment ideas • Watch a video example of a teacher re-teaching content based on the results of a formative assessment • 16+ Formative Assessment Tools for #Remote Learning! • Annotated list of tech tools and apps teachers can use for formative assessment