

Kindergarten

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

Kindergarten

Read Aloud Remote Plan

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

Read Alouds Involve...	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<p>E2.1 Sets of texts, across read aloud sessions, that are thematically and conceptually related and that offer opportunities to learn that children could not yet experience independently</p>	<p>Reading, Standard 2 <i>Students identify the central message or lesson of a familiar story, then report on the key ideas, details, and events that help convey this message.</i></p> <p>Reading, Standard 3 <i>Students identify the characters, setting, and major events in a story.</i></p> <p>Reading, Standard 9 <i>Students identify how the adventures and experiences of characters in two distinct but familiar stories are alike and different.</i></p>	<p>Reading, Standard 2 <i>Students identify the main topic of an informational text, then report on the key ideas, details, and events that help convey the main topic.</i></p> <p>Reading, Standard 3 <i>Students describe how two individuals, events, ideas, or pieces of information relate to one another.</i></p> <p>Reading, Standard 9 <i>Students identify how two texts on the same topic are alike or different.</i></p>	<ol style="list-style-type: none"> Shift the read alouds to a virtual platform with your entire class or with small groups. Plan on having on 3-5 read alouds/day that focus on different aspects of literacy (word solving, predicting, comprehension strategies, story elements, etc.). Emphasize reading text sets, (a collection of texts focused on a specific topic). Whether you've downloaded a book or found a text hosted on a website, you can project a digital text on the big screen for students to follow along with the animations as you read. <p style="margin-left: 20px;">Key Ideas:</p> <ol style="list-style-type: none"> Talk around the text is the most critical component A text doesn't necessarily have to be a book; it could also be an article or poem Read text across content areas that are related by theme or concept Teachers can record themselves reading stories aloud. <ol style="list-style-type: none"> Stopping points are directly aligned to the lesson's literacy goals and <i>are not just at the end of the reading</i> After students have listened to a read-aloud, they can recount a story, respond to comprehension questions, share their opinion, or compare/contrast one or more texts verbally or by drawing or writing. 	<p>Digital Texts: Unite for Literacy - Provides free digital access to picture books, narrated in many languages. Most books are readers but are organized by topics</p> <p>https://www.storylineonline.net/ - Opportunities for students to hear books read aloud by some of the world's best storytellers.</p> <p>https://mel.org/kids</p> <p>Epic School: Free Access for Students at Home!</p> <p>National Geographic for kids - Teacher and student resources for informational reading and writing, including text sets</p> <p>Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS</p> <p>5 Tips for Teaching Comprehension During Shared Reading (in K-2)</p> <p>Reading Anchor Charts for Kindergarten</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades K-3

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

<p>The Teacher:</p> <ul style="list-style-type: none"> Models reading for purpose and enjoyment Creates a community of readers through enjoyment of reading and shared knowledge Plans purposeful lessons related to focus area or essential question/s Reads age-appropriate books and other materials, print or digital, including sets of texts that are thematically and conceptually related Uses a variety of text (both narrative and informational) including texts related to science, social studies, and mathematics 	<p>The Student:</p> <ul style="list-style-type: none"> Demonstrates active listening by attending to the text and illustrations Engages in the text by responding to questions or prompts or by asking questions Constructs meaning through personal thoughts, knowledge, and experiences Can retell the text and move toward paraphrasing and summarizing
---	---

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

Read Alouds Involve...	Standards for Narrative Text and Informational Text	Remote Application	Additional Resources
<p>E2.3 Child-friendly explanations of words within the text and revisiting of those words after reading using tools such as movement, props, video, photo, examples, and non-examples, and engaging children in saying the words aloud and using the words at other points in the day and over time</p>	<p>Reading, Standard 4 <i>Students ask and answer questions about unknown words in a text.</i></p> <p>Language, Standard 4 <i>Students determine or clarify the meaning of unknown and multiple-meaning words and phrases on kindergarten reading and content.</i></p>	<p>1. Plan your daily (interactive) read aloud lessons by doing the following:</p> <ol style="list-style-type: none"> a. carefully select words b. pre-teach the words c. relate new words to known words d. include videos and photographs when possible e. revisit the words after reading f. use the words often in different situations over time 	<p>Digital Texts: Epic School: Free Access for Students at Home!</p> <p>Read Aloud Template.docx</p> <p>Explicit Vocabulary Planning Template</p> <p>Flocabulary - Activities to help students master standards and build vocabulary</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades K-3

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

The Teacher:	The Student:
<ul style="list-style-type: none"> • Reads a text multiple times in to help children develop comprehension skills and expand their speaking and listening vocabulary such as: <ul style="list-style-type: none"> • Higher-order discussion with children before, during, and after reading • Child-friendly explanations of words within the text • Revisiting of words after reading and using throughout the day • Teaching of clusters of words related to those in the text • Provides explicit instruction in general academic (Tier 2) and content area (Tier 3) vocabulary • Describes and models strategies for word recognition 	<ul style="list-style-type: none"> • Applies knowledge, vocabulary, and skills taught to new situations and across content areas when applicable

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

Read Alouds Involve...	Standards for Narrative Text and Informational Text	Remote Application	Additional Resources
<p>E2.4 Higher-order discussion among children and teacher before, during, and after reading</p>	<p>Reading, Standard 1 <i>Students ask and answer questions about key details in a text.</i></p> <p>Speaking and Listening, Standard 1 <i>Students have conversations with classmates and adults in large and small groups, follow class norms for discussions, and stay on topic throughout multiple exchanges.</i></p> <p>Speaking and Listening, Standard 2 <i>Students show they understand key details of a text that is read aloud or presented through other media by asking questions or requesting clarification.</i></p> <p>Speaking and Listening, Standard 3 <i>Students ask and answer questions in order to seek help, get information, or clarify something that is not understood.</i></p>	<ol style="list-style-type: none"> As you plan your daily (interactive) read alouds, remember that talk around the text is the most critical component. <ol style="list-style-type: none"> Choose your stopping points and design questions ahead of time. Consider the following two points to design high quality questions that lead to rich discussions. Use the DOK Levels of questioning to engage students in higher order thinking. Use sentence starters/prompts to help students discuss text. 	<p>Digital Texts: K-3 Essential 2, Higher-order Discussions Sample Video</p> <p>Kindergarten Question Stems</p> <p>Webb DOK.docx - DOK chart</p> <p>Reading Anchor Charts for Kindergarten</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades K-3

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

<p>The Teacher:</p> <ul style="list-style-type: none"> Reads a text multiple times in to help children develop comprehension skills and expand their speaking and listening vocabulary such as: <ul style="list-style-type: none"> Higher-order discussion with children before, during, and after reading Child-friendly explanations of words within the text Revisiting of words after reading and using throughout the day Teaching of clusters of words related to those in the text Embeds the teaching of story elements (characters, plot, setting, etc.) Asks questions that lead to a deeper understanding and discussion of narrative text (profundity scale) and expository text 	<p>The Student:</p> <ul style="list-style-type: none"> Demonstrates active listening by attending to the text and illustrations Engages in the text by responding to questions or prompts or by asking questions Constructs meaning through personal thoughts, knowledge, and experiences Makes connections to the text (text-text, text-self, text-world) Responds to text by drawing, writing, or retelling Shares their opinions of the text
---	--

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

Read Alouds Involve...	Standards for Narrative Text and Informational Text	Remote Application	Additional Resources
E2.5.2 Model application of knowledge and strategies for word recognition	Foundational Skills, Standards 3 <i>Students know and apply grade-level phonics and word analysis in decoding words.</i> Language, Standard 6 <i>Students use words and phrases acquired through conversations, reading and being read to, and responding to texts.</i>	1. The teacher guides and models strategies using a mentor text during a mini-lesson. 2. Use an emergent reader. 3. During guided practice, students will try the strategy on their own.	Digital Texts: Reading A-Z Word Solving Lower Elementary Chart

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades K-3

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

<p>The Teacher:</p> <ul style="list-style-type: none"> • Reads a text multiple times in to help children develop comprehension skills and expand their speaking and listening vocabulary such as: <ul style="list-style-type: none"> • Higher-order discussion with children before, during, and after reading • Child-friendly explanations of words within the text • Revisiting of words after reading and using throughout the day • Teaching of clusters of words related to those in the text • Describes and models strategies for word recognition 	<p>The Student:</p> <ul style="list-style-type: none"> • Applies knowledge, vocabulary, and skills taught to new situations and across content areas when applicable
--	--

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

Read Alouds Involve...	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<p>E2.5.3 Build knowledge of the structure and features of text, including, with regard to structure, key story elements and common informational text structures (compare-contrast, cause-effect, problem-solution, description, and sequence), and such as, with regard to text features, tables of content, diagrams, captions, and index</p>	<p>Reading, Standard 3 <i>Students identify the characters, setting, and major events in a story.</i></p> <p>Reading, Standard 5 <i>Students name the type of text they are reading or discussing (e.g., story, poem).</i></p> <p>Reading, Standard 7 <i>Students describe how the words and illustrations work together to tell a story.</i></p>	<p>Reading, Standard 3 <i>Students describe how two individuals, events, ideas, or pieces of information relate to one another.</i></p> <p>Reading, Standard 5 <i>Students refer to the front and back covers and the title page when reading or speaking about a text.</i></p> <p>Reading, Standard 7 <i>Students describe how the words and illustrations work together to provide information.</i></p>	<ol style="list-style-type: none"> 1. Choose a goal that allows children to compare/contrast either two books by the same author or two texts on the same topic by different authors. 2. Explicitly teach and model the text structures/features. 3. Create anchor charts illustrating the skills being taught. 	<p>Digital Texts: Reading A-Z</p> <p>Vocabulary Text Features</p> <p>Interactive Text Feature Booklet</p> <p>K-3 Comprehension Strategies</p> <p>Reading Anchor Charts for Kindergarten</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades K-3

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

<p>The Teacher:</p> <ul style="list-style-type: none"> • Uses a variety of text (both narrative and informational) including texts related to science, social studies, and mathematics • Teaches common types of texts and the structure of those texts • Embeds the teaching of story elements (characters, plot, setting, etc.) 	<p>The Student:</p> <ul style="list-style-type: none"> • Applies knowledge, vocabulary, and skills taught to new situations and across content areas when applicable
---	--

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

Read Alouds Involve...	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<p>E2.5.4 Describe and model comprehension strategies, including activating prior knowledge/predicting; questioning; visualizing; monitoring and fix-up; drawing inferences; and summarizing/retelling</p>	<p>Reading, Standard 3 <i>Students identify the characters, setting, and major events in a story.</i></p> <p>Speaking and Listening, Standard 4 <i>Students describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</i></p>	<p>Reading, Standard 3 <i>Students describe how two individuals, events, ideas, or pieces of information relate to one another.</i></p> <p>Reading, Standard 8 <i>Students identify key points in a text and the reasons the author gives to support those points.</i></p>	<ol style="list-style-type: none"> 1. Choose a text to model the chosen comprehension strategy. 2. Explicitly teach the comprehension strategy 3. Model how, why, and when to use the comprehension strategy. 4. Create anchor charts illustrating the comprehension strategy. 	<p>Digital Texts: K-3 Comprehension Strategies Reading Anchor Charts for Kindergarten</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades K-3

<p><i>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.</i></p>	
<p>The Teacher:</p> <ul style="list-style-type: none"> • Models comprehension strategies by “thinking aloud” • Describes and models “fix-up” strategies to use when comprehension breaks down • Uses a variety of text (both narrative and informational) including texts related to science, social studies, and mathematics 	<p>The Student:</p> <ul style="list-style-type: none"> • Applies “fix-up” strategies when comprehension breaks down • Revisits text that has been read aloud

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

Read Alouds Involve...	Standards for Narrative Text and Informational Text	Remote Application	Additional Resources
E2.5.5 Describe and model strategies for ascertaining the meaning of unfamiliar vocabulary from context	Language, Standard 4 <i>Students determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</i> Language, Standard 5 <i>With guidance and support from adults, students explore word relationships and nuances in word meanings.</i>	1. Teacher selects unfamiliar vocabulary and models strategies to determine the meaning: <ol style="list-style-type: none"> a. say it out loud b. context clues c. try another strategy (look at the illustrations/photographs, read on, ask someone) 	<u>Digital Texts:</u> Explicit Vocabulary Planning Template

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Modeled Read Aloud in Grades K-3

<i>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.</i>	
The Teacher: <ul style="list-style-type: none"> • Provides explicit instruction in Tier 2 and Tier 3 words found in general academic and content area vocabulary • Describes and models strategies for word recognition 	The Student: <ul style="list-style-type: none"> • Applies knowledge, vocabulary, and skills taught to new situations and across content areas when applicable

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

Read Alouds Involve...	Standards for Narrative Text and Informational Text	Remote Application	Additional Resources
<p>E2.5.1 Develop print concepts such as developing children’s directionality by running fingers under words and asking where to start, with texts being sufficiently visible to children that they can see specific features of print</p>	<p>Foundational Skills, Standard 1 <i>Students demonstrate understanding of the organization and basic features of print. They consider:</i></p> <ul style="list-style-type: none"> • <i>Can I point to the first word in a sentence? Can I point to the last word in a sentence?</i> • <i>Do I know that the first word in a sentence begins with a capital letter? (Do I capitalize the first word of sentences I write?)</i> • <i>Do I know that sentences end with a period, question mark, or exclamation point? (Do I end the sentences I write with a period, question mark, or exclamation point?)</i> • <i>Do I know that my voice should go down when I come to a period and up when I come to a question mark or exclamation point?</i> • <i>Do I know what a period, question mark, and exclamation point mean as a reader? (As a writer?)</i> 	<ol style="list-style-type: none"> 1. Allow students to articulate: <ol style="list-style-type: none"> a. where to begin reading b. the first and last word of a sentence c. the number of words in a shorter sentence d. the punctuation used at the end of a sentence and the purpose of that punctuation mark 2. Choose books and poems that lend themselves to modeling fluency including a focus on punctuation and intonation (e.g., rhythmic poetry or texts with varied punctuation). 	<p>Digital Texts: Sentence Game - Sentence segmenting game from FCRR</p> <p>Balanced Literacy Diet - Concepts of Print - Developed by the University of Toronto, this site has activities for developing concepts of print with students, many of which can be adapted to a virtual setting</p> <p>Concepts of Print for Kindergarten Video</p>

MISD Indicators of High-Quality Literacy Instruction Elements and Observable Behaviors Shared Reading in PreK

An instructional practice that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by the teacher. Shared reading can also include reading a text with the teacher taking the lead and the students following along either silently or orally.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Draws attention to concepts of print such as: <ul style="list-style-type: none"> • Front of the book/back of the book • Title • Directionality • First word/last word • Letter vs. word 	<p>The Student:</p> <ul style="list-style-type: none"> • Engages in the lesson and is attending to the print • Tracks print from left to right and word by word • Understands print and book handling concepts including directionality, title, etc.
--	--

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

Read Alouds Involve...	Standards for Narrative Text and Informational Text	Remote Application	Additional Resources
<p>E2.2 Modeling of appropriate fluency (accuracy, automaticity, and prosody) in reading</p>	<p>Foundational Skills, Standard 4 <i>Students read emergent-reader texts with purpose and understanding</i></p>	<ol style="list-style-type: none"> 1. Choose books that lend themselves to modeling fluency (e.g., rhythmic poetry or texts with varied punctuation). Also consider the use of morning messages, songs, poems, and big books. 2. Following teacher modeling, repeated readings can consist of methods such as echo & shared/choral reading. 3. Encourage rereading of familiar texts at home, if possible, with an older child or parent. 4. Prompt and encourage elements of fluency such as pausing, intonation, phrasing, etc. 	<p>Digital Texts: Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS</p> <p>https://www.storylineonline.net/ - Opportunities for students to hear books read aloud by some of the world’s best storytellers. Each video includes an activity guide with lessons for K-5 students to do at home</p> <p>Morning messages</p> <p>Fluency Strategies</p>

Kindergarten

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.
Kindergarten

The Teacher:	Standards for Narrative Text and for Informational Text	Remote Application	Additional Resources
E3.1 Ensures that children use most of their time actually reading and writing	Reading, Standard 10 <i>Students actively engage in group reading activities with purpose and understanding.</i>	<ol style="list-style-type: none"> 1. Create a class schedule and set up guided reading sessions with groups of students weekly. 2. To the extent possible, provide access to books or rich literature via online, through mailings, or making materials available for pick up. 3. Provide and expose students a variety of texts that are centered on a variety of topics that explore the world around them. 4. Model how to read them carefully and purposefully, using gradual release. I do (modeled reading), we do (choral or echo reading), you do (independent reading). 5. Read text multiple times to build fluency, stamina, and confidence. 	<p>Digital Texts: Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS</p> <p>Epic School: Free Access for Students at Home!</p> <p>Unite for Literacy - Provides free digital access to picture books, narrated in many languages. Most books are readers organized by topics.</p> <p>For Instructors - Flyleaf Publishing - Online Materials Portal</p>

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

<p><i>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.</i></p>	
<p>The Teacher:</p> <ul style="list-style-type: none"> • Intentionally plans lessons that set a purpose for reading, addresses 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 	<p>The Student:</p> <p><u>During Reading:</u></p> <ul style="list-style-type: none"> • Reads the whole text or a unique part to themselves (softly or silently) • Uses 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

**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.
Kindergarten**

The Teacher:	Standards for Narrative Text and for Informational Text	Remote Application	Additional Resources
<p>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</p>	<p>Foundational Skills, Standard 3 <i>Students know and apply grade-level phonics and word analysis skills in decoding words.</i></p> <p>Foundational Skills, Standard 4 <i>Students read emergent-reader texts with purpose and understanding.</i></p>	<ol style="list-style-type: none"> 1. Teacher supplies an instructional level text. Teacher provides strong book introductions and builds background knowledge with focus on genre, language and text structure. 2. Before reading, the teacher may also supply vocabulary, review reading strategies, and/or prompt students to look for words that follow a particular phonics skill. This will be based on the learning target. 3. As students read independently, teacher coaches and prompts. One option for listening to individual students could be to ask all but one student to mute their microphones so you can listen to individual students read, and provide feedback. 4. Following the reading, teachers explicitly teach and model the predetermined phonics skill that was addressed in the book. 5. Provide ample opportunities for students to review, read and write words with sound(s), and other phoneme/grapheme relationships. 6. Assign meaningful reading and writing tasks that follow from the lesson. 	<p>Digital Texts: K-3 Comprehension Strategies</p> <p>Word Solving Strategies Bookmarks</p> <p>Alphabet Linking Chart Video - Requires a Google account</p> <p>Alphabet Linking Chart</p> <p>ABC Letter Mat</p>

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.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Includes explicit instruction as needed in word recognition strategies, text structure, and comprehension strategies <p>During Reading:</p> <ul style="list-style-type: none"> • Listens and provides guidance while students “whisper read” simultaneously, but not chorally • Takes anecdotal notes and uses informal observation to determine what students know and what they need to learn • Pauses and notices specific strategy use • Takes a short running record of the child’s reading • Observes the readers’ behaviors and gives specific feedback to improve reading • Coaches students by using scaffolded reading prompts 	<p>The Student:</p> <p>During Reading:</p> <ul style="list-style-type: none"> • Reads the whole text or a unique part to themselves (softly or silently) • Uses various problem-solving strategies taught and requests help if stuck • Engages in discussion about the text and raises questions or makes comments to clarify confusion and expand understanding
--	---

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

The Teacher:	Remote Application	Additional Resources
E3.3 Employs practices for developing reading fluency, such as repeated reading, echo reading, paired and partner reading	<ol style="list-style-type: none"> 1. Choose books that lend themselves to modeling fluency (e.g., rhythmic poetry or texts with varied punctuation). Also, consider the use of morning messages, songs, poems, and big books. 2. Following teacher modeling, repeated readings can consist of methods such as echo and shared/choral reading. 3. Encourage rereading of familiar texts at home, if possible, with an older child or parent. 4. Prompt and encourage elements of fluency such as pausing, intonation, phrasing, etc. 	<p>Digital Texts: K-3 Essential 3, Small Group Fluency Instruction Sample Video</p> <p>Fluency Strategies</p> <p>Morning Messages</p>

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.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Ensures that students use most of their time actually reading or responding to text, or working toward this goal 	<p>The Student:</p> <p><u>After Reading:</u></p> <ul style="list-style-type: none"> • Rereads to themselves or with a partner as an independent activity to develop fluency
---	---

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

The Teacher:	Standards for Narrative Text	Standards for Informational Text	Remote Application	Additional Resources
<p>E3.4 includes explicit instruction, as needed, in word recognition strategies, including multisyllabic word decoding, text structure, comprehension strategies, and writing strategies</p>	<p>Reading, Standard 1 <i>Students ask and answer questions about key details in a text</i></p> <p>Reading, Standard 2 <i>Students identify the central message or lesson of a familiar story, then report on the key ideas, details, and events that help convey this message or lesson.</i></p> <p>Foundational Skills, Standard 3 <i>Students know and apply grade-level phonics and word analysis skills in decoding words.</i></p> <p>Language, Standard 4 <i>Students determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</i></p>	<p>Reading, Standard 1 <i>Students ask and answer questions about key details in a text</i></p> <p>Reading, Standard 2 <i>Students identify the main topic of an informational text, then report on the key ideas, details, and events that help convey the main topic.</i></p> <p>Foundational Skills, Standard 3 <i>Students know and apply grade-level phonics and word analysis skills in decoding words.</i></p> <p>Language, Standard 4 <i>Students determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</i></p>	<ol style="list-style-type: none"> To the extent possible, provide access to books or rich literature via online, through mailings, or making materials available for pick up. Create a class schedule: <ol style="list-style-type: none"> teacher runs small groups students log on during their designated time slot As students read the text independently, ask all but one student to mute their microphones so you can listen to individual students read, and provide feedback. Following the small group lesson, assign meaningful reading tasks related to the lesson. Assign repeated readings of previously read texts or texts at the student’s independent reading level. Use sentence starters/prompts to help students discuss text. 	<p>Digital Texts: Reading A-Z - Offers an extensive collection of leveled reading resources aligned to CCSS</p> <p>Kindergarten Question Stems</p> <p>Dolch Pre Primer Word List</p> <p>Fry First 100 Word List</p>

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.

<p>The Teacher:</p> <ul style="list-style-type: none"> Includes explicit instruction as needed in word recognition strategies, text structure, and comprehension strategies <p>Before Reading:</p> <ul style="list-style-type: none"> 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 <p>After Reading:</p> <ul style="list-style-type: none"> 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 	<p>The Student:</p> <p>Before Reading:</p> <ul style="list-style-type: none"> 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 <p>During Reading:</p> <ul style="list-style-type: none"> Uses 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 <p>After Reading:</p> <ul style="list-style-type: none"> 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
--	---

**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.
Kindergarten**

The Teacher:	Standards for Narrative Text and Informational Text	Remote Application	Additional Resources
<p>E3.5 is deliberate in providing quality instruction to children in all groups, with meaning-making the ultimate goal of each group’s work</p>	<p>Reading, Standard 10 <i>Read and comprehend complex literary and informational texts independently and proficiently.</i></p>	<ol style="list-style-type: none"> 1. To the extent possible, provide access to books or rich literature via online, through mailings, or making materials available for pick up. 2. Provide and expose students a variety of texts that are centered on a variety of topics that explore the world around them. 3. Model how to read them carefully and purposefully, using gradual release. I do (modeled reading), we do (shared/choral or echo reading), you do (independent reading). 4. Read text multiple times. 	<p>Digital Texts: Reading A-Z - Offers an extensive collection of leveled reading resource</p> <p>K-3 Comprehension Strategies</p>

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.

<p>The Teacher:</p> <ul style="list-style-type: none"> • Intentionally plans lessons that set a purpose for reading, addresses 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 	<p>The Student:</p> <ul style="list-style-type: none"> • Understands that meaning comes from text • Takes risks as a reader • Participates in extended activities
---	---

Kindergarten

Writing Remote Plan

Essential 6. Research-informed and standards-aligned writing instruction Kindergarten

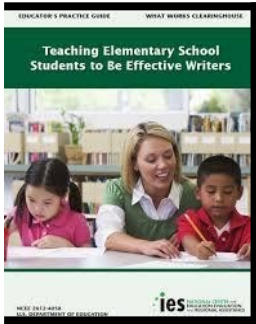

The Teacher:	Standards for Writing	Remote Application	Additional Resources
<p>E6.1 Interactive writing experiences in grades K and 1</p>	<p>Foundational Skills, Standard 1 <i>Students demonstrate understanding of the organization and basic features of print.</i></p> <p>Foundational Skills, Standard 2 <i>Students demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i></p> <p>Speaking and Listening, Standard 1 <i>Students have conversations with classmates and adults in large and small groups, follow class norms for discussions, and stay on topic throughout multiple exchanges.</i></p> <p>Speaking and Listening, Standard 2 <i>Students show they understand the key details of a text that is read aloud or presented through other media by asking questions or requesting information.</i></p> <p>Language, Standard 1 <i>Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p>Language, Standard 2 <i>Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p>	<ol style="list-style-type: none"> Teachers can use Google Jamboard or Google Slides to provide interactive and/or shared writing experiences for students. The writing should be based on a shared experience such as a read aloud, a science experiment, math concept, or event from social studies. Also, teachers can share pictures of the day in the park, a trip to the zoo etc., or take them on a virtual field trip. The writing should be composed as a group and word choice can be negotiated. Most of the texts composed will be one sentence in length, unless the writing is revisited over multiple sessions. As the teacher composes the text, students can write along with the teacher as guided practice. Students can read it aloud afterward and add an illustration. This can be done in small or whole groups. 	<p>Digital Texts: Kindergarten Remote Shared Writing Example Using Google Slides</p> <p>Online Elkonin Boxes</p> <p>Segmenting Practice 3 Phonemes with Elkonin Boxes Video</p> <p>Segmenting Practice 3 Phonemes Elkonin Boxes Interactive Slides</p> <p>Segmenting Practice 4 Phonemes with Elkonin Boxes Video</p> <p>Segmenting Practice 4 Phonemes Elkonin Boxes Interactive Slides</p> <p>Segmenting Practice 5 Phonemes With Elkonin Boxes Video</p> <p>Segmenting Practice 5 Phonemes Elkonin Boxes Interactive Slides</p> <p>Virtual Field Trips With Links</p> <p>25+ Virtual Field Trips</p> <p>Detroit Zoo Live Cams</p> <p>San Diego Zoo Kids</p> <p>Georgia Aquarium Live Cams</p>

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

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

<p>The Teacher:</p> <ul style="list-style-type: none"> Creates a meaningful shared classroom experience and sets the purpose for writing Includes narrative, informative/expository, and opinion text that is meaningful to students Writes in large print on chart paper so all children can see Plays the role of the “expert” when writing <u>with</u> the students Models and actively engages students in the writing process Composes the text <u>with</u> the students (a jointly written piece) Selects a few teaching points Models the conventional spelling of words Involves children in constructing words using letter-sound relationships and other strategies Teaches for sound analysis (clap the parts you hear, say the word slowly, how many sounds do you hear, etc.) Turns the pen over to different students and invites them to contribute a letter, part of a word, or even sentences to the text being written together Teaches for visual analysis (does it look right, what would look right there, think about how the word looks, etc.) Places emphasis on creating texts that are easy for children to read Has references such as name charts, alphabet linking charts, word walls, and word charts available during a lesson 	<p>The Student:</p> <ul style="list-style-type: none"> Discusses what to write about <u>with</u> teacher support Writes together <u>with the teacher</u> - a jointly written piece “Shares the pen” <u>with</u> the teacher and contributes a letter, part of a word, or even sentences to the text being written together Refers to resources (that they have visual access to in the room) such as the word wall while constructing the text Uses the text as a model or resource for their own writing Revisits or rereads the text several times Uses what they have learned when they independently write Revisits text to reread/ reinforce/ share concepts learned about craft and conventions of writing
--	---

Essential 6. Research-informed and standards-aligned writing instruction Kindergarten

The Teacher:	Standards for Writing	Remote Application	Additional Resources
<p>E6.2 Daily time for children to write, aligned with instructional practice #1 above</p>	<p>Writing Standard 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.</p> <p><i>*Writing instruction in kindergarten should be 30 minutes daily. This includes modeled, shared, interactive, and independent writing.</i></p> <p><u>Teaching Elementary School Students to Be Effective Writers</u></p> 	<ol style="list-style-type: none"> At the beginning of the kindergarten year, writer’s workshop mini-lessons focus on creating stories orally. Teachers model the following procedures for orally rehearsing a story: <ol style="list-style-type: none"> create a movie in your mind say it across your fingers say it to a partner say it across the pages (add this once they start writing)  <ol style="list-style-type: none"> Students must take time to rehearse their stories orally. This usually takes 3-5 weeks of consistent, daily practice. During this time teachers are working on foundational skills in order to prepare students to write their stories on paper. This includes letter formation, drawing, fine motor skills, letter/sound ID, phonemic awareness, etc. Once students begin writing, provide appropriate paper choices for students to draw/write about experiences. The expectation is that students write everyday following the mini-lesson and come prepared to share. Teachers establish a rotation for students to share so they are able to confer. 	<p>Digital Texts: Writing Anchor Charts for Kindergarten</p> <p>Guided Drawing Lessons</p> <p>MyStorybook.com Make Kids' Books Online For Free!</p> <p>StoryJumper: #1 rated site for creating story books - Book creation software - students can choose to publish their story and share the link with their class</p> <p>Small Moment/Narrative Writing Story Paper</p> <p>How To paper side by side</p> <p>Label and List Paper</p> <p>Lined letter template for Opinion Writing</p>

**Essential 6. Research-informed and standards-aligned writing instruction
Kindergarten**

The Teacher:	Standards for Writing	Remote Application	Additional Resources
E6.3 Instruction in writing processes and strategies, particularly those involving researching, planning, revisiting, and editing writing	<p>Writing, Standard 5 <i>With guidance and support from adults, students respond to feedback from the teacher and peers and add details to strengthen writing as needed.</i></p> <p>Writing, Standard 7 <i>Students participate in shared research and writing projects.</i></p>	<ol style="list-style-type: none"> Students use paper and pencil to create their work. Students can submit their work via photos, scanning, or holding it up to the camera for the teacher to take a screenshot. Writing Conferences can be done individually, in partnerships, or in small groups. Share your screen while viewing a student's writing and use the teacher conference stems to provide feedback to the student. The student will apply the feedback to current and future writing. When possible, provide opportunities for students to connect with peers and offer feedback using student stems. 	<p>Digital Texts: Writing Conference Stems for Teachers Writing Conference Stems for Students Partnership Anchor Chart Small Moment/Narrative Writing Story Paper How To paper side by side Label and List Paper Lined letter template for Opinion Writing</p>

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

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

<p>The Teacher:</p> <ul style="list-style-type: none"> Plans lessons specific to student needs Models thinking explicitly (conventions of written language, letter formation, organization of print, conventional spelling of words) Constructs the text or parts of text while the students listen and observe 	<p>The Student:</p> <ul style="list-style-type: none"> Demonstrates skillful listening and notices the teacher's writing behaviors Learns about language, sounds in words, letters, and how print is organized Identifies elements of writing specific to a genre or task Understands that we write for different purposes Transfers what they have learned in a modeled writing lesson to their independent writing
---	--

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

An instructional practice where the teacher acts as the scribe and the teacher and student collaborate to compose meaningful text.

<p>The Teacher:</p> <ul style="list-style-type: none"> Establishes a task, purpose, and audience for writing and engages opportunities to apply new learning Incorporates and explicitly teaches the elements of the writing process Verbalizes specific skills he/she wants the children to learn about (how writing moves from left to right and top to bottom, formation of letters, stretching out the sounds of words, etc.) Models proper syntax and conventions in conjunction with fluent writing Elaborates on using a diverse vocabulary Scaffolds aspects of writing and applies specific skills and strategies Reviews and reinforces all the elements of writing addressed in the session 	<p>The Student:</p> <ul style="list-style-type: none"> Engages in the discussion about what to write Constructs the text with the teacher Transfers their known skills and strategies to the shared writing experience Incorporates new skills and strategies learned into their independent writing Rereads and revises the text, modeling what good writers do Asks questions about the writing process Attempts to replicate a variety of writing genres Refers to shared writing pieces to guide their writing Increases their confidence as a writer Takes risks as a writer
--	--

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

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

<p>The Teacher:</p> <ul style="list-style-type: none"> Provides opportunities to write across the content areas using a variety of genres Confers with students to develop voice, craft, structure, vocabulary, use of conventions Incorporates lessons on grammar and mechanics Encourages students to construct words using current knowledge of letter-sound 	<p>The Student:</p> <ul style="list-style-type: none"> Applies skills and strategies previously learned Views writing as an ongoing process of revision and editing Uses mentor text Responds to feedback by incorporating suggestions
--	---

**Essential 6. Research-informed and standards-aligned writing instruction
Kindergarten**

The Teacher:	Standards for Writing	Remote Application	Additional Resources
E6.4 Opportunities to study models of and write a variety of texts for a variety of purposes and audiences, particularly opinion, informative/explanatory, and narrative texts (real and imagined)	<p>Writing, Standard 1 <i>Students write opinion pieces about a topic, or a book using a combination of drawing, dictating, and writing.</i></p> <p>Writing, Standard 2 <i>Using a combination of drawing, dictating, and writing, students compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</i></p> <p>Writing, Standard 3 <i>Using a combination of drawing, dictating, and writing, students tell the story of a single event or several loosely linked events, tell about the events in order they happened, and tell what they think about what happened.</i></p> <p>Writing, Standard 6 <i>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, and to interact and collaborate with peers.</i></p>	<ol style="list-style-type: none"> Students use paper and pencil to create their work. Students can submit their work via photos, scanning, or holding it up to the camera for the teacher to take a screenshot. Mini-lessons can be done live, in slideshow form, or as a screencast video. The mini-lesson needs to: <ol style="list-style-type: none"> explicitly teach genre through modeled or shared writing scaffold the writing by breaking it down into smaller chunks/steps (ex., model one word at a time moving into sentences). Students write independently at home and come prepared to share their writing at the next meeting. During share time, the teacher provides meaningful feedback using teacher writing conference stems. At the end of each unit, students choose one piece to publish. REMEMBER: Publish means to make public, not perfect. Teachers can hold a writing celebration by creating a virtual gallery walk, or compilation of student work, via Google docs, slides, or forms OR students can publish using mystorybook.com book creation. 	<p>Digital Texts: K-3 Essential 6, Bullet 4: Mentor Texts Sample Video</p> <p>National Geographic Kids</p> <p>Mystery Science</p> <p>My Storybook - Book creation software</p> <p>Story Jumper - Book-creation software- students can choose to publish their story and share the link with their class</p>

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

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

<p>The Teacher:</p> <ul style="list-style-type: none"> Demonstrates writing a variety of text, for a variety of purposes and audiences Incorporates writing across content areas and specific to disciplinary practices (scientific explanations, addressing both sides of an argument) 	<p>The Student:</p> <ul style="list-style-type: none"> Identifies elements of writing specific to a genre or task Understands that we write for different purposes Transfers what they have learned in a modeled writing lesson to their independent writing
--	--

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

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

<p>The Teacher:</p> <ul style="list-style-type: none"> Provides opportunities to write across the content areas using a variety of genres 	<p>The Student:</p> <ul style="list-style-type: none"> Engages in writing for a variety of purposes and audiences Demonstrates use of a variety of text types and genres Uses text structures, text features, linking words and phrases that are characteristic to the type of text developed
---	---

**Essential 6. Research-informed and standards-aligned writing instruction
Kindergarten**

The Teacher:	Standards for Writing	Remote Application	Additional Resources
E6.5 Explicit instruction in letter formation, spelling strategies, capitalization, punctuation, sentence construction, keyboarding (first expected by the end of grade 3) and word processing	<p>Foundational Skills, Standard 1 <i>Students demonstrate understanding of the organization and basic features of print.</i></p> <p>Language, Standard 2 <i>Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p>	<ol style="list-style-type: none"> Conventions can be addressed during modeled or shared/interactive writing. The teacher can project the writing using Google Slides or Jamboard. During Writer’s Workshop Mini-lessons, the teacher will model thinking aloud on the conventions of writing: <ol style="list-style-type: none"> letter formation spelling strategies capitalization punctuation spacing sentence construction 	<p>Digital Texts: K-3 Essential 6, Bullet 5: Instruction in Capitalization, etc. Sample Video</p> <p>Kindergarten Remote Shared Writing Example Using Google Slides</p>

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

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

<p>The Teacher:</p> <ul style="list-style-type: none"> Models thinking explicitly (conventions of written language, letter formation, organization of print, conventional spelling of words) Rereads the text with students to check for meaning and understanding Uses classroom resources (word walls, dictionary, etc.) 	<p>The Student:</p> <ul style="list-style-type: none"> Demonstrates skillful listening and notices the teacher’s writing behaviors Learns about language, sounds in words, letters, and how print is organized Transfers what they have learned in a modeled writing lesson to their independent writing
--	--

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

An instructional practice where the teacher acts as the scribe and the teacher and student collaborate to compose meaningful text.

<p>The Teacher:</p> <ul style="list-style-type: none"> Verbalizes specific skills he/she wants the children to learn about (how writing moves from left to right and top to bottom, formation of letters, stretching out the sounds of words, etc.) Models proper syntax and conventions in conjunction with fluent writing Elaborates on using a diverse vocabulary Scaffolds aspects of writing and applies specific skills and strategies 	<p>The Student:</p> <ul style="list-style-type: none"> Transfers their known skills and strategies to the shared writing experience Incorporates new skills and strategies learned into their independent writing
---	--

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

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

<p>The Teacher:</p> <ul style="list-style-type: none"> Incorporates lessons on grammar and mechanics Encourages students to construct words using current knowledge of letter-sound relationships and other strategies 	<p>The Student:</p> <ul style="list-style-type: none"> Applies skills and strategies previously learned Uses text structures, text features, linking words and phrases that are characteristic to the type of text developed Incorporates appropriate Tier 2 and Tier 3 vocabulary Responds to feedback by incorporating suggestions
---	---