

# Collaborative Literacy

## Beginning-of-Year Guidance for the 2020–2021 School Year: Responding to the Impact of School Closures

### Introduction

Collaborative Classroom acknowledges the lasting impact of events over the spring and summer months on the normalcy of life and schooling, as well as access to learning for teachers, students, and parents/caregivers. To that end, we want to intentionally plan for beginning-of-year instruction in the 2020–2021 school year—instruction that attends to the academic, social, and emotional needs of the entire school community.

This document provides guidance to support Collaborative Literacy teachers with considerations for the 2020–2021 beginning-of-year in-person instruction. The guidance was written with the following assumptions in mind:

- Reconnecting to schooling and the school community will be essential for teachers and students.
- While the remote learning that took place at the end of the 2019–2020 school year was fragmented, students did learn or practice skills during the hiatus.
- Mastery of foundational skills was not achieved by students.
- Some students lacked the high volume of reading and writing experiences needed to make progress.
- Some students experienced increased trauma including neglect, hunger, and abuse, while others may have family members who became ill or passed away.
- Students may have academic needs that cause them to feel more frustrated or stressed than normal.

The guidance was written with the goal of ensuring that:

- Students feel calm and connected to school so that real learning can occur.
- Foundational skills are mastered at grade level by accelerating and prioritizing this strand of instruction.
- Teachers leverage the in-person instructional time to increase participation during remote or blended learning.

This document can be used alongside Collaborative Classroom's Remote Learning Guidance (accessed through the Learning Portal, [cclearningportal.org](https://cclearningportal.org)) to plan for fully or blended remote learning.

## ASSESSMENT CONSIDERATIONS

In addition to the guidance offered, collecting data will provide the information needed to plan for and make strategic decisions to best meet the needs of students. We recommend entering into the data collection phase at the beginning of the school year as if all students were “new to the school” in order to gain a fresh perspective and understanding of their growth, development, and learning needs. Keep the assumptions listed above in mind as you collect the data.

**Due to this unique start of the year, we suggest shifts in the timing of when some assessments are administered. Additionally, given that foundational skill acquisition is a priority, we recommend using specific assessments to quickly identify students who need acceleration. The assessment guidance that follows is intended for this school year only and is not recommended under “normal” circumstances.**

At the beginning of the school year, consider administering the formal and informal assessments listed below.

### Formal Assessments

- [SIPPS K–3 Placement Assessment](#) (found in Appendix C of the *SIPPS® Teacher’s Manual*)
- [SIPPS 4–12 Placement Assessment](#) (found in Appendix C of the *SIPPS Plus Teacher’s Manual*)
- [Small-group Placement Assessment for Sets 1–5 \(Kindergarten and Grade 1\)](#) (found in the *Being a Reader™ Assessment Resource Book*)
- Any district- or school-required assessments

### Informal Assessments

- **Beginning-of-year Writing Sample.** Use the instructions provided in the Unit 1 Assessments found in the *Being a Writer™ Assessment Resource Book* to obtain and analyze a beginning-of-year writing sample. The information gathered from the writing samples will help to determine students’ current writing skills and the implications for reading and writing instruction.
- **Student Writing Goals and Interest Survey.** Use the “Conference Notes” record sheet from Unit 2 for grades K–1 and Unit 1 for grades 2–6 to conduct writing conferences and gather data on students’ ideas and feelings about writing (see the *Being a Writer Assessment Resource Book*). In grades K–1, conduct these conferences with students during the first several weeks of the school year rather than waiting until Unit 2. In addition to the questions offered in the record sheet, consider asking students, “*What kind of writing did you do while we were out of school?*”
- **Student Reading Goals and Interest Survey.** Use the “IDR Conference Notes” record sheet (CN1) from Unit 2 to conduct reading conferences and gather data on students’ ideas and feelings about reading, reading habits, and reading interests (see the *Making Meaning® Assessment Resource Book*). Conduct these conferences during the first few weeks of the school year rather than waiting until Unit 2. In addition to the questions offered in the record sheet, consider asking students, “*What kind of reading were you able to do while we were out of school?*”

In addition to the suggested assessments, consider using the questions listed below when gathering observational data. Use this data in conjunction with formal assessment data when making instructional decisions.

- *What do you notice about the student's interactions with their classmates?*
- *What do you notice about the student's responses during assessments?*
- *What do you notice about the student during whole-class instruction? Small-group instruction? Class meetings?*
- *What do you notice about the student's engagement during independent work?*
- *What do you notice about how the student responds when things are hard or stressful?*

For students in grades K–1, also consider the following questions:

- *Is the student able to have a conversation with a classmate? An adult?*
- *Is the student able to sing a song?*
- *Does the student recognize their own name in writing?*

## **PRIORITIZING SOCIAL AND EMOTIONAL LEARNING**

We recognize that students' social and emotional needs may be significantly different at the start of this school year than in previous years. To support this need, we have developed *The Reconnecting and Rebuilding Toolkit*, which is a supplement to help classrooms build relationships, support students, and revive learning communities. The *Toolkit* is designed to help you plan and facilitate Community Chats in grades K–1 or Class Meetings in grades 2–6. In addition, specific guidance (aligned with trauma-informed practices) is provided on how to support students who have experienced trauma.

The Introduction of *The Reconnecting and Rebuilding Toolkit* will provide guidance on:

- Using the materials
- Modifying or adapting lessons for specific circumstances
- Facilitating group discussions
- Considering classroom management and discipline
- Preparing for remote learning

*The Reconnecting and Rebuilding Toolkit* (accessed through the Learning Portal, [cclearningportal.org](https://cclearningportal.org)) includes ten Community Chat lessons for grades K–1 and nine Class Meeting lessons for grades 2–6. The lessons focus on building community and relationships, while giving teachers tools to have hard conversations. See the “Social and Emotional Focus” sections for each grade level for more information.

## **PRIORITIZING FOUNDATIONAL SKILLS INSTRUCTION**

Prioritize foundational skills instruction to support students' ability to access increasingly complex texts with accuracy and automaticity.

In grades K–2, ensure that the schedule allows time for small-group foundational skills instruction through the *SIPPS* or *Being a Reader* programs.

In grades 3–6, provide ample time to teach the *SIPPS* lessons to allow students to solidify their foundational skills at an accelerated rate.

Consider adjusting your approach to *Making Meaning* instruction to make time for foundational skills instruction.

- Teach the *SIPPS* lessons in small groups while other students engage in Individualized Daily Reading (IDR).
- In grades 3–6, consider teaching three *Making Meaning* lessons per week to allow time to teach the *SIPPS* lessons in small groups.
- Work with your intervention team to determine an intervention/foundational skills time block to teach the *SIPPS* lessons in small groups. Consider all school staff who might be able to support *SIPPS* instruction during this time.

## MAINTAINING SOCIAL DISTANCING

Maintaining social distancing within the classroom will be of primary importance. As you plan for Collaborative Literacy instruction, consider the elements and intent of the cooperative structures and how to appropriately adjust them to allow for social distancing. Listed below are some suggestions you might consider.

- When gathering for whole-class lessons, you might have students:
  - Sit in designated, appropriately spaced spots on the rug
  - Participate in the lessons from their desks or tables
- During “Turn to Your Partner” and “Think, Pair, Share,” you might have students:
  - Sit feet-to-feet, with their legs extended
  - Stand six feet apart
  - Discuss the questions as a whole class

## GRADE-SPECIFIC RECOMMENDATIONS

Use the following grade-specific recommendations to plan the first several weeks of school.

<a href="#">Kindergarten</a> .....	5
<a href="#">Grade 1</a> .....	11
<a href="#">Grade 2</a> .....	20
<a href="#">Grade 3</a> .....	28
<a href="#">Grades 4–6</a> .....	34

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## Kindergarten

### BEGINNING-OF-YEAR CONSIDERATIONS

The first eight weeks of instruction are crucial in establishing the foundation for learning in the *Being a Reader*, *Making Meaning*, and *Being a Writer* programs. For example, in the *Being a Reader* and *Making Meaning* programs, students learn expectations and procedures for gathering for a read-aloud, engaging in independent work areas, and participating in independent reading. In the *Being a Writer* program, students learn the expectations for engaging in the different sections of a writing lesson such as “Getting Ready to Write,” “Writing Time,” and “Reflecting and Sharing.”

Plan to begin instruction for these programs during the first few weeks of the school year. The guidance below will help you plan for the first several weeks of instruction to ensure that students are academically, socially, and emotionally ready to engage in school.

### WEEK 1 GUIDANCE

#### Social and Emotional Focus

To ensure that students gain a sense of calm and connectedness, consider spending this week engaging in the following Community Chat lessons from *The Reconnecting and Rebuilding Toolkit* (accessed through the Learning Portal):

- Welcome Back 1: Introducing Community Chats
- Welcome Back 2: Introducing Community Chat Rules
- Welcome Back 3: Keeping Each Other Safe
- Welcome Back 4: Learning About Feelings

#### Academic Focus

To ensure that students gain a sense of community in the classroom and learn more about their classmates, begin reading instruction by focusing on the following:

- **Shared Reading.** During the *Being a Reader* Shared Reading lessons, students read and reread big books and poems and engage in a variety of reading activities related to the text. In the early weeks of instruction, a sense of community will be at the forefront of instruction. Students will be introduced to and practice the names of their classmates and they will learn and practice the 11 high-frequency words needed to begin small-group instruction. Shared Reading and the discussions that occur within these lessons support students’ oral language development. Prioritize this instruction to ensure that students have ample opportunities to develop their oral language, which may be delayed due to extended time away from school.
- **Independent Work: Setting the Foundation.** During the “Setting the Foundation” lessons in the *Being a Reader Teacher’s Manual*, students are introduced to the independent work areas. They learn and practice independent work habits, learn and discuss the ways to work together during independent work time, and build stamina for working on their own.

## Week 1 Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Social and Emotional Focus	THE RECONNECTING AND REBUILDING TOOLKIT				
	Welcome Back 1	Welcome Back 2	Welcome Back 3	Welcome Back 4	Open
Academic Focus	BEING A READER				
		Shared Reading Week 1, Day 1	Shared Reading Week 1, Day 2	Shared Reading Week 1, Day 3	
	Independent Work: Setting the Foundation Week 1, Day 1	Independent Work: Setting the Foundation Week 1, Day 2	Independent Work: Setting the Foundation Week 1, Day 3	Independent Work: Setting the Foundation Week 1, Day 4	Independent Work: Setting the Foundation Week 1, Day 5

## WEEK 2 GUIDANCE

### Social and Emotional Focus

To ensure that students gain a sense of calm and connectedness, consider spending this week engaging in the following Community Chat lessons from *The Reconnecting and Rebuilding Toolkit*:

- Managing Difficult Emotions
- Problem Solving
- Handling Loss (optional)
- Responding to Tragedy (optional)

### Academic Focus

Continue to emphasize aspects of Collaborative Literacy that help students gain a sense of community in the classroom and learn more about their classmates. Engage students in the following literacy instruction:

- **Shared Reading.**
- **Independent Work: Setting the Foundation.**
- **Handwriting.** During the Handwriting lessons in the *Being a Reader Teacher's Manual*, students focus on hand and finger strengthening, pencil grip, posture, and paper placement.

## Week 2 Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Social and Emotional Focus	THE RECONNECTING AND REBUILDING TOOLKIT				
	Open	Managing Strong Emotions	Open	Solving Problems	Open
Academic Focus	BEING A READER				
	Shared Reading Week 2, Day 1	Shared Reading Week 2, Day 2	Shared Reading Week 2, Day 3	Handwriting Week 2	
	Independent Work: Setting the Foundation Week 2, Day 1	Independent Work: Setting the Foundation Week 2, Day 2	Independent Work: Setting the Foundation Week 2, Day 3	Independent Work: Setting the Foundation Week 2, Day 4	Independent Work: Setting the Foundation Week 2, Day 5

## WEEK 3 GUIDANCE

### Social and Emotional Focus

Continue to ensure that students gain a sense of calm and connectedness by regularly checking in with the class. Use the following Community Chat lessons focused on remote learning as needed from *The Reconnecting and Rebuilding Toolkit*:

- Preparing for Remote Learning (optional)
- Returning from Remote Learning (optional)

### Academic Focus

Continue to emphasize aspects of Collaborative Literacy that help students gain a sense of community in the classroom and learn more about their classmates. Engage students in the following literacy instruction:

- **Shared Reading.**
- **Independent Work: Setting the Foundation.**
- **Handwriting.**
- **Learning Letter Names.** During the Learning Letter Names lessons, students learn 26 capital and lowercase letter names. The lessons include guidance for independent practice for 20 lessons.
- **Being a Writer, Unit 1, The Writing Community.** This unit is designed to support the establishment of a writing community. Begin the unit and teach the lessons as intended with the pacing recommended in the *Being a Writer Teacher's Manual*.

## Week 3 Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Social and Emotional Focus	THE RECONNECTING AND REBUILDING TOOLKIT				
	Continue to nurture the classroom community by regularly checking in with the class and revisiting the Community Chat lessons as needed.				
Academic Focus	BEING A READER				
	Shared Reading Week 3, Day 1	Shared Reading Week 3, Day 2	Shared Reading Week 3, Day 3	Handwriting Week 3	
	Independent Work: Setting the Foundation Week 3, Day 1	Independent Work: Setting the Foundation Week 3, Day 2	Independent Work: Setting the Foundation Week 3, Day 3	Independent Work: Setting the Foundation Week 3, Day 4	Independent Work: Setting the Foundation Week 3, Day 5
	Learning Letter Names Lesson 1	Learning Letter Names Lesson 2	Learning Letter Names Lesson 3	Learning Letter Names Lesson 4	Learning Letter Names Lesson 5
	BEING A WRITER				
Unit 1, Week 1, Day 1	Unit 1, Week 1, Day 2	Unit 1, Week 1, Day 3	Open Day	Open Day	

## WEEK 4 GUIDANCE

### Social and Emotional Focus

Continue to support students' social and emotional needs by engaging in aspects of Collaborative Literacy that support a sense of calm and connectedness and sustain a sense of community. Revisit Community Chat lessons from *The Reconnecting and Rebuilding Toolkit* as needed.

### Academic Focus

Continue to emphasize aspects of Collaborative Literacy that help students gain a sense of community in the classroom and learn more about their classmates. Engage students in the following literacy instruction:

- **Shared Reading.**
- **Independent Work: Setting the Foundation Lessons.**
- **Handwriting.**
- **Learning Letter Names.**
- ***Being a Writer*, Unit 1, The Writing Community.**
- ***Making Meaning*, Unit 1, The Reading Community.** This unit is designed to support the establishment of a reading community. Begin the unit and teach the lessons as intended with the pacing recommended in the *Making Meaning Teacher's Manual*, including vocabulary instruction. The lessons support students' oral language development, which may be delayed



due to extended time away from school. Note that some of the initial community-building activities in this unit may be treated as review since students may have experienced similar learning during the early weeks of instruction in the *Being a Writer* and *Being a Reader* programs.

### Week 4 Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Social and Emotional Focus</b>	<b>THE RECONNECTING AND REBUILDING TOOLKIT</b>				
	Continue to nurture the classroom community by regularly checking in with the class and revisiting the Community Chat lessons as needed.				
<b>Academic Focus</b>	<b>BEING A READER</b>				
	Shared Reading Week 4, Day 1	Shared Reading Week 4, Day 2	Shared Reading Week 4, Day 3	Handwriting Week 4	
	Independent Work: Setting the Foundation Week 4, Day 1	Independent Work: Setting the Foundation Week 4, Day 2	Independent Work: Setting the Foundation Week 4, Day 3	Independent Work: Setting the Foundation Week 4, Day 4	Independent Work: Setting the Foundation Week 4, Day 5
	Learning Letter Names Lesson 6	Learning Letter Names Lesson 7	Learning Letter Names Lesson 8	Learning Letter Names Lesson 9	Learning Letter Names Lesson 10
	<b>BEING A WRITER</b>				
	Unit 1, Week 2, Day 1	Unit 1, Week 2, Day 2	Unit 1, Week 2, Day 3	Open Day	Open Day
	<b>MAKING MEANING</b>				
			Unit 1, Week 1, Day 1	Unit 1, Week 1, Day 2	

### WEEK 5+ GUIDANCE

#### Social and Emotional Focus

Continue to support students' social and emotional needs by engaging in aspects of Collaborative Literacy that support a sense of calm and connectedness and sustain a sense of community. Revisit Community Chat lessons from *The Reconnecting and Rebuilding Toolkit* as needed.

## Academic Focus

Continue instruction in the *Being a Reader*, *Making Meaning*, and *Being a Writer* programs.

- Consider opportunities to differentiate instruction by using the guidance included in the curriculum such as Teacher Notes, ELL Notes, and assessments, as well as observational data.

### RTI/MTSS Guidance for Reading Instruction in Collaborative Literacy

#### Considerations for Tier 1 and Tier 2

For students who require additional support, use the “RTI/MTSS Guidance for Reading Instruction in Collaborative Literacy” handout to support your instructional decisions. The handout, accessed through the Learning Portal, provides the following guidance:

- Considerations and resources for differentiating Tier 1 instruction
- Considerations for Tier 2 intervention instruction

#### Learning Letter Names

For students who require additional support in learning letter names, see the “RTI/MTSS Considerations for Kindergarten” section of the handout for the following recommendations:

- Week 6 Considerations
- Week 18 Expectations: Knowledge of 21 Letter Names
- Appendix A: Supporting Students Who Struggle to Learn Letter Names

## WRITING INSTRUCTION RECOMMENDATIONS

In the *Being a Writer* program, follow the pacing recommended in the *Teacher’s Manual*. If adjustments are needed, consider teaching Unit 6, Opinion Writing before Unit 5, Exploring Words Through Poetry.

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## Grade 1

### BEGINNING-OF-YEAR CONSIDERATIONS

The first six to eight weeks of instruction are crucial for establishing the foundation for learning in the *Being a Reader*, *Making Meaning*, and *Being a Writer* programs. For example, in the *Being a Reader* and *Making Meaning* programs, students learn expectations and procedures for gathering for a read-aloud, engaging in independent work areas, and participating in independent reading. In the *Being a Writer* program, students learn the expectations for engaging in the different sections of a writing lesson such as “Getting Ready to Write,” “Writing Time,” and “Reflecting and Sharing.”

Plan to begin instruction for these programs during the first few weeks of the school year. The guidance below will help you plan for the first several weeks of instruction to ensure that students are academically, socially, and emotionally ready to engage in school.

### WEEK 1 GUIDANCE

#### Social and Emotional Focus

To ensure that students gain a sense of calm and connectedness, consider spending this week engaging in the following Community Chat lessons from *The Reconnecting and Rebuilding Toolkit* (accessed through the Learning Portal):

- Welcome Back 1: Introducing Community Chats
- Welcome Back 2: Introducing Community Chat Rules
- Welcome Back 3: Keeping Each Other Safe
- Welcome Back 4: Learning About Feelings

#### Academic Focus

To ensure that students gain a sense of community in the classroom and learn more about their classmates, begin literacy instruction by focusing on the following:

- **Shared Reading.** During the *Being a Reader* Shared Reading lessons, students read and reread big books and poems and engage in a variety of reading activities related to the text. In the early weeks of instruction, a sense of community will be at the forefront of instruction. Students will be introduced to and practice the names of their classmates. Shared Reading and the discussions that occur within these lessons support students’ oral language development. Prioritize this instruction to ensure that students have ample opportunities to develop their oral language, which may be delayed due to extended time away from school.
- **Independent Work: Setting the Foundation.** During the “Setting the Foundation” lessons in the *Being a Reader Teacher’s Manual*, students are introduced to the independent work areas. They learn and practice independent work habits, learn and discuss the ways to work together during independent work time, and build stamina for working on their own.
- **Handwriting.** During the Handwriting lessons in the *Being a Reader Teacher’s Manual*, students focus on hand and finger strengthening, pencil grip, posture, and paper placement.

## Week 1 Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Social and Emotional Focus	THE RECONNECTING AND REBUILDING TOOLKIT				
	Welcome Back 1	Welcome Back 2	Welcome Back 3	Welcome Back 4	Open
Academic Focus	BEING A READER				
	Independent Work: Setting the Foundation Week 1, Day 1	Shared Reading Week 1, Day 1 Independent Work: Setting the Foundation Week 1, Day 2	Shared Reading Week 1, Day 2 Independent Work: Setting the Foundation Week 1, Day 3	Shared Reading Week 1, Day 3 Independent Work: Setting the Foundation Week 1, Day 4	Handwriting Week 1 Independent Work: Setting the Foundation Week 1, Day 5

## WEEK 2 GUIDANCE

### Social and Emotional Focus

To ensure that students gain a sense of calm and connectedness, consider spending this week engaging in the following Community Chat lessons from *The Reconnecting and Rebuilding Toolkit*:

- Managing Difficult Emotions
- Problem Solving
- Handling Loss (optional)
- Responding to Tragedy (optional)

### Academic Focus

Continue to emphasize aspects of Collaborative Literacy that help students gain a sense of community in the classroom and learn more about their classmates. Engage students in the following literacy instruction:

- **Shared Reading.**
- **Independent Work: Setting the Foundation.**
- **Handwriting.**



### Foundational Skills

To ensure that students have access to the foundational skills instruction necessary to continue to develop as independent readers and to determine the most effective way to meet their needs, administer the *SIPPS* K–3 Placement Assessment individually to all grade 1 students.

**The *SIPPS* K–3 Placement Assessment is highly recommended in lieu of the Small-group Placement Assessment for Sets 1–5 in the *Being a Reader* program for more efficient grouping. Note that the recommendation to begin the placement assessment during the second week of instruction is a significant departure from our normal recommendation, but is designed to quickly identify students’ needs and accelerate foundational skills instruction.**

Follow the guidance below to group students and plan for instruction.

**If students place into SIPPS Beginning Level:**

- Group them by similar instructional needs and begin instruction.
- Continue instruction until they have successfully completed the level based on evidence from the Mastery Tests.

**If students place into SIPPS Extension Level:**

- Teach the recommended phonics listed in Appendix C: *Being a Reader*, Grade 1 Review from the “RTI/MTSS Guidance for Reading Instruction in Collaborative Literacy” handout (accessed through the Learning Portal).
- Continue instruction until students have completed all the phonics instruction listed in the Appendix; then administer the *Being a Reader* Small-group Reading Sets 1–5 Placement Assessment (Kindergarten and Grade 1) to determine the most effective placement to meet the instructional needs of students and begin instruction according to the guidance in the placement assessment.

**Week 2 Sample Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
Social and Emotional Focus	THE RECONNECTING AND REBUILDING TOOLKIT				
	Open	Managing Strong Emotions	Open	Solving Problems	Open
Academic Focus	SIPPS				
	Administer the SIPPS K-3 Placement Assessment	Administer the SIPPS K-3 Placement Assessment	Administer the SIPPS K-3 Placement Assessment	Administer the SIPPS K-3 Placement Assessment	Administer the SIPPS K-3 Placement Assessment
	BEING A READER				
	Shared Reading Week 2, Day 1	Shared Reading Week 2, Day 2	Shared Reading Week 2, Day 3	Handwriting Week 2	
Independent Work: Setting the Foundation Week 2, Day 1	Independent Work: Setting the Foundation Week 2, Day 2	Independent Work: Setting the Foundation Week 2, Day 3	Independent Work: Setting the Foundation Week 2, Day 4	Independent Work: Setting the Foundation Week 2, Day 5	

## WEEK 3 GUIDANCE

### Social and Emotional Focus

Continue to ensure that students gain a sense of calm and connectedness by regularly checking in with the class. Use the following Community Chat lessons focused on remote learning as needed from *The Reconnecting and Rebuilding Toolkit*:

- Preparing for Remote Learning (optional)
- Returning from Remote Learning (optional)

### Academic Focus

Continue to emphasize aspects of Collaborative Literacy that help students gain a sense of community in the classroom and learn more about their classmates. Engage students in the following literacy instruction:

- **Shared Reading.**
- **Independent Work: Setting the Foundation.**
- **Handwriting.**

**Small-group Instruction.** Begin small-group reading instruction using lessons from the *SIPPS Beginning Level Teacher’s Manual*, Appendix C of the “RTI/MTSS Guidance for Reading Instruction in Collaborative Literacy” handout, and/or the *Being a Reader Small-group Teacher’s Manual*.

**Being a Writer, Unit 1, The Writing Community.** This unit is designed to support the establishment of a writing community. Begin the unit and teach the lessons as intended with the pacing recommended in the *Teacher’s Manual*. The lessons will support students’ encoding development, which will help them solidify the sound-spelling patterns they learn in the *Being a Reader* and *SIPPS* program.



### Foundational Skills

To ensure that students gain access to the foundational skills instruction necessary to continue to develop as independent readers, provide the instruction that best meets the instructional needs of the students based on the Week 2 guidance. The instruction in the *SIPPS* and *Being a Reader* Small-group Reading lessons prioritize phonological awareness and decoding, which may be delayed due to extended time away from school.

## Week 3 Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Social and Emotional Focus	THE RECONNECTING AND REBUILDING TOOLKIT				
	Continue to nurture the classroom community by regularly checking in with the class and revisiting the Community Chat lessons as needed.				
Academic Focus	BEING A READER				
	Shared Reading Week 3, Day 1	Shared Reading Week 3, Day 2	Shared Reading Week 3, Day 3	Handwriting Week 3	
	Independent Work : Setting the Foundation Week 3, Day 1	Independent Work : Setting the Foundation Week 3, Day 2	Independent Work : Setting the Foundation Week 3, Day 3	Independent Work : Setting the Foundation Week 3, Day 4	Independent Work : Setting the Foundation Week 3, Day 5
	SMALL-GROUP INSTRUCTION				
	SIPPS Beginning Level and/or <i>Being a Reader</i> Small-group Reading	SIPPS Beginning Level and/or <i>Being a Reader</i> Small-group Reading	SIPPS Beginning Level and/or <i>Being a Reader</i> Small-group Reading	SIPPS Beginning Level and/or <i>Being a Reader</i> Small-group Reading	SIPPS Beginning Level and/or <i>Being a Reader</i> Small-group Reading
	BEING A WRITER				
Unit 1, Week 1, Day 1	Unit 1, Week 1, Day 2	Unit 1, Week 1, Day 3	Unit 1, Week 1, Day 4	Open Day	

## WEEK 4 GUIDANCE

### Social and Emotional Focus

Continue to support students' social and emotional needs by engaging in aspects of Collaborative Literacy that support a sense of calm and connectedness and sustain a sense of community. Revisit Community Chat lessons from *The Reconnecting and Rebuilding Toolkit* as needed.

### Academic Focus

Continue to emphasize aspects of Collaborative Literacy that help students gain a sense of community in the classroom and learn more about their classmates. Engage students in the following literacy instruction:

- **Shared Reading.**
- **Independent Work: Setting the Foundation.**
- **Handwriting.**
- **Small-group Instruction.**
- ***Being a Writer, Unit 1, The Writing Community.***
- ***Making Meaning, Unit 1, The Reading Community.*** This unit is designed to support the establishment of a reading community. Begin the unit and teach the lessons as intended with the pacing recommended in the *Teacher's Manual*, including the vocabulary instruction. The lessons support students' oral language development, which may be delayed due to extended

time away from school. Note that some of the initial community-building activities in this unit may be treated as review since students may have experienced similar learning during the early weeks of instruction in the *Being a Writer* and *Being a Reader* programs.

### Week 4 Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Social and Emotional Focus	<b>THE RECONNECTING AND REBUILDING TOOLKIT</b>				
	Continue to nurture the classroom community by regularly checking in with the class and revisiting the Community Chat lessons as needed.				
Academic Focus	<b>BEING A READER</b>				
	Shared Reading Week 4, Day 1	Shared Reading Week 4, Day 2	Shared Reading Week 4, Day 3	Handwriting Week 4	
	Independent Work: Setting the Foundation Week 4, Day 1	Independent Work: Setting the Foundation Week 4, Day 2	Independent Work: Setting the Foundation Week 4, Day 3	Independent Work: Setting the Foundation Week 4, Day 4	Independent Work: Setting the Foundation Week 4, Day 5
	<b>SMALL-GROUP INSTRUCTION</b>				
	<i>SIPPS</i> Beginning Level and/or <i>Being a Reader</i> Small-group Reading	<i>SIPPS</i> Beginning Level and/or <i>Being a Reader</i> Small-group Reading	<i>SIPPS</i> Beginning Level and/or <i>Being a Reader</i> Small-group Reading	<i>SIPPS</i> Beginning Level and/or <i>Being a Reader</i> Small-group Reading	<i>SIPPS</i> Beginning Level and/or <i>Being a Reader</i> Small-group Reading
	<b>BEING A WRITER</b>				
	Unit 1, Week 2, Day 1	Unit 1, Week 2, Day 2	Unit 1, Week 2, Day 3	Unit 1, Week 2, Day 4	Open Day
	<b>MAKING MEANING</b>				
				Unit 1, Week 1, Day 1	Unit 1, Week 1, Day 2

### WEEKS 5-6 GUIDANCE

#### Social and Emotional Focus

Continue to support students’ social and emotional needs by engaging in aspects of Collaborative Literacy that support a sense of calm and connectedness and sustain a sense of community. Revisit Community Chat lessons from *The Reconnecting and Rebuilding Toolkit* as needed.

#### Academic Focus

Continue to emphasize aspects of Collaborative Literacy that help students gain a sense of community in the classroom and learn more about their classmates. Engage students in the following literacy instruction:

- **Shared Reading.**
- **Independent Work: Setting the Foundation.**
- **Handwriting.**
- **Small-group Instruction.**



- *Being a Writer*, Unit 1, The Writing Community.
- *Making Meaning*, Unit 1, The Reading Community.



## Foundational Skills

Continue to ensure that students acquire the foundational skills necessary to continue to develop as independent readers. Provide the instruction that best meets their needs based on the Week 2 guidance.

### **SIPPS Beginning Level**

For students receiving *SIPPS* Beginning instruction, continue the instruction until they have successfully completed the level based on evidence from the Mastery Tests.

**After successfully completing *SIPPS* Beginning Level, administer the *Being a Reader*, Set 3, Week 4 Mastery Test to determine placement in Set 3.**

- If students pass the Set 3, Week 4 Mastery Test, begin instruction at Set 3, Week 5.
- If students do not pass the Set 3, Week 4 Mastery Test, begin instruction at Set 3, Week 1.
- Continue the instruction until students have successfully completed each set of small-group reading instruction, based on evidence from the Group Progress Assessment and Mastery Test data.

### **Appendix C: *Being a Reader*, Grade 1 Review**

For students receiving instruction from Appendix C of the “RTI/MTSS Guidance for Reading Instruction for Collaborative Literacy” handout, continue with the first 6–8 weeks of instruction.

After successfully completing phonics instruction from Appendix C, administer the *Being a Reader* Small-group Reading Sets 1–5 Placement Assessment (Kindergarten and Grade 1) to determine the most effective placement to meet the instructional needs of students and begin instruction according to the guidance placement assessment.

## Week 5+ Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Social and Emotional Focus	THE RECONNECTING AND REBUILDING TOOLKIT				
	Continue to nurture the classroom community by regularly checking in with the class and revisiting the Community Chat lessons as needed.				
Academic Focus	BEING A READER				
	Shared Reading Week 5, Day 1	Shared Reading Week 5, Day 2	Shared Reading Week 5, Day 3	Handwriting Week 5	
	INDEPENDENT WORK ROTATION AND SMALL-GROUP INSTRUCTION				
	<i>SIPPS</i> Beginning Level and/or <i>Being a Reader</i> Small-group Reading	<i>SIPPS</i> Beginning Level and/or <i>Being a Reader</i> Small-group Reading	<i>SIPPS</i> Beginning Level and/or <i>Being a Reader</i> Small-group Reading	<i>SIPPS</i> Beginning Level and/or <i>Being a Reader</i> Small-group Reading	<i>SIPPS</i> Beginning Level and/or <i>Being a Reader</i> Small-group Reading
	BEING A WRITER				
	Unit 1, Week 3, Day 1	Unit 1, Week 3, Day 2	Unit 1, Week 3, Day 3	Unit 1, Week 3, Day 4	Open Day
	MAKING MEANING				
	<i>Vocabulary Teaching Guide</i> Week 1, Day 1	<i>Vocabulary Teaching Guide</i> Week 1, Day 2	<i>Vocabulary Teaching Guide</i> Week 1, Day 3	<i>Vocabulary Teaching Guide</i> Week 1, Day 4	<i>Vocabulary Teaching Guide</i> Week 1, Day 5

## WEEK 7+ GUIDANCE

### Social and Emotional Focus

Continue to support students' social and emotional needs by engaging in aspects of Collaborative Literacy that support a sense of calm and connectedness and sustain a sense of community. Revisit Community Chat lessons from *The Reconnecting and Rebuilding Toolkit* as needed.

### Academic Focus

Continue instruction in the *Being a Reader*, *Making Meaning*, and *Being a Writer* programs.

- Consider opportunities to differentiate instruction by using the guidance included in the curriculum such as Teacher notes, ELL Notes, and assessments, as well as observational data.

#### RTI/MTSS Guidance for Reading Instruction in Collaborative Literacy

For students who require additional support, use the "RTI/MTSS Guidance for Reading Instruction in Collaborative Literacy" handout to support your instructional decisions. The handout, accessed through the Learning Portal, provides the following guidance:

- Considerations and resources for differentiating Tier 1 instruction
- Considerations for Tier 2 intervention instruction

## WRITING INSTRUCTION RECOMMENDATIONS

Consider the following when planning writing instruction with the *Being a Writer* program:

- Follow the recommended pacing in the *Teacher's Manual* for Unit 1. The initial five weeks of instruction are crucial for establishing routines and procedures.
- The initial units support students' emerging decoding skills through their use of spelling-sound correspondences and high-frequency words. Writing practice is essential in supporting the reciprocal process of decoding words.
- If time constraint are an issue, consider teaching Unit 7, Opinion Writing before Unit 6: Exploring Words Through Poetry.

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## Grade 2

### BEGINNING-OF-YEAR CONSIDERATIONS

The first six to eight weeks of instruction are crucial in establishing the foundation for learning in the *Being a Reader*, *Making Meaning*, and *Being a Writer* programs. For example, in the *Being a Reader* and *Making Meaning* programs, students learn expectations and procedures for gathering for a read-aloud, engaging in independent work areas, and participating in independent reading. In the *Being a Writer* program, students learn the expectations for engaging in the different sections of a writing lesson such as “Getting Ready to Write,” “Writing Time,” and “Reflecting and Sharing.”

Plan to begin instruction for these programs during the first few weeks of the school year. The guidance below will help you plan for the first several weeks of instruction to ensure that students are academically, socially, and emotionally ready to engage in school.

### WEEK 1 GUIDANCE

#### Social and Emotional Focus

To ensure that students gain a sense of calm and connectedness, consider spending this week engaging in the following Class Meeting lessons from *The Reconnecting and Rebuilding Toolkit* (accessed through the Learning Portal):

- Welcome Back 1: Introducing Class Meetings
- Welcome Back 2: Keeping Each Other Safe
- Welcome Back 3: Developing Empathy

#### Academic Focus

To ensure that students gain a sense of community in the classroom and learn more about their classmates, begin reading instruction by focusing on the following:

- **Word Study.** During Word Study in the *Being a Reader* program, students focus on developing strategies needed to decode polysyllabic words through lessons that provide the foundation for reading by syllables in a way that is accessible. Students engage in a review of short and long vowels, r-controlled vowels, and inflectional endings during Weeks 1–8.
- **Independent Work: Setting the Foundation.** During the “Setting the Foundation” lessons in the *Being a Reader Teacher’s Manual*, students are introduced to the independent work areas. They learn and practice independent work habits, learn and discuss the ways to work together during independent work time, and build stamina for working on their own.

## Week 1 Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Social and Emotional Focus	THE RECONNECTING AND REBUILDING TOOLKIT				
	Open	Welcome Back 1	Welcome Back 2	Welcome Back 3	Open
Academic Focus	BEING A READER				
	Independent Work: Setting the Foundation Week 1, Day 1	Word Study Week 1, Day 1 Independent Work: Setting the Foundation Week 1, Day 2	Word Study Week 1, Day 2 Independent Work: Setting the Foundation Week 1, Day 3	Word Study Week 1, Day 3 Independent Work: Setting the Foundation Week 1, Day 4	Word Study Week 1, Day 4 Independent Work: Setting the Foundation Week 1, Day 5

## WEEK 2 GUIDANCE

### Social and Emotional Focus

To ensure that students gain a sense of calm and connectedness, consider spending this week engaging in the following Class Meeting lessons from *The Reconnecting and Rebuilding Toolkit*:

- Managing Difficult Emotions
- Problem Solving
- Handling Loss (optional)
- Responding to Tragedy (optional)

### Academic Focus

Continue to emphasize aspects of Collaborative Literacy that help students gain a sense of community in the classroom and learn more about their classmates. Engage student in the following reading instruction:

- **Word Study.** Note the guidance provided in Weeks 1–2 for students who may have difficulty with short and long vowel sounds.
- **Independent Work: Setting the Foundation.**



### Foundational Skills

To ensure that students gain access to the foundational skills instruction necessary to continue to develop as independent readers and to determine the most effective way to meet the instructional needs of the students, administer the *SIPPS K–3 Placement Assessment* individually to all grade 2 students.

**The *SIPPS K–3 Placement Assessment* is highly recommended in lieu of the Small-group Placement Assessment for Sets 1–5 in the *Being a Reader* program for more efficient grouping. Note that the recommendation to begin the placement assessment during the second week of instruction is a significant departure from our normal recommendation, but is designed to quickly identify students’ needs and accelerate foundational skills instruction.**

Follow the guidance below to group students and plan for instruction.

**If 80 percent or more of the class places into SIPPS Extension Level:**

- Place students in the level and wait to begin Word Study instruction. The first eight review weeks in Word Study do not provide sufficient support for initial instruction in complex vowels.
- Continue the instruction in Extension Level until the students have successfully completed the level based on evidence from the Mastery Tests.

**If 80 percent or more of the class place into SIPPS Challenge Level,** do not begin SIPPS Challenge Level and continue with Word Study instruction as written.

**Week 2 Sample Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Social and Emotional Focus</b>	<b>THE RECONNECTING AND REBUILDING TOOLKIT</b>				
	Open	Managing Strong Emotions	Open	Solving Problems	Open
<b>Academic Focus</b>	<b>SIPPS</b>				
	Administer the SIPPS K-3 Placement Assessment	Administer the SIPPS K-3 Placement Assessment	Administer the SIPPS K-3 Placement Assessment	Administer the SIPPS K-3 Placement Assessment	Administer the SIPPS K-3 Placement Assessment
	<b>BEING A READER</b>				
	Word Study Week 2, Day 1	Word Study Week 2, Day 2			
Independent Work: Setting the Foundation Week 2, Day 1	Independent Work: Setting the Foundation Week 2, Day 2	Independent Work: Setting the Foundation Week 2, Day 3	Independent Work: Setting the Foundation Week 2, Day 4	Independent Work: Setting the Foundation Week 2, Day 5	

**WEEK 3 GUIDANCE**

**Social and Emotional Focus**

Continue to ensure that students gain a sense of calm and connectedness by regularly checking in with the class. Use the following Class Meeting lessons focused on remote learning as needed from *The Reconnecting and Rebuilding Toolkit*:

- Preparing for Remote Learning (optional)
- Returning from Remote Learning (optional)

## Academic Focus

Continue to emphasize aspects of Collaborative Literacy that help students gain a sense of community in the classroom and learn more about their classmates. Engage students in the following literacy instruction:

- **Word Study.**
- **Independent Work: Setting the Foundation.**
- **Small-group Instruction.** Begin small-group reading instruction using lessons from the *SIPPS Extension Level Teacher’s Manual*, and/or the *Being a Reader Small-group Teacher’s Manual*.
- **Making Meaning, Unit 1, The Reading Community.** This unit is designed to support the establishment of a reading community. Begin the unit and teach the lessons as intended with the pacing recommended in the *Teacher’s Manual*, including vocabulary instruction. The lessons also support students’ oral language development, which may be delayed due to extended time away from school.



## Foundational Skills

To ensure that students acquire the foundational skills necessary to continue to develop as independent readers, provide the instruction that best meets their needs based on the Week 2 guidance. The instruction in the *SIPPS* program prioritizes phonological awareness and decoding, which may be delayed for students due to extended time away from school.

## Week 3 Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Social and Emotional Focus	<b>THE RECONNECTING AND REBUILDING TOOLKIT</b>				
	Continue to nurture the classroom community with regular check-in meetings and revisiting the Class Meeting lessons as needed.				
Academic Focus	<b>BEING A READER</b>				
	Word Study* Week 3, Day 1	Word Study* Week 3, Day 2	Word Study* Week 3, Day 3		
	Independent Work: Setting the Foundation Week 3, Day 1	Independent Work: Setting the Foundation Week 3, Day 2	Independent Work: Setting the Foundation Week 3, Day 3	Independent Work: Setting the Foundation Week 3, Day 4	Independent Work: Setting the Foundation Week 3, Day 5
	<b>SMALL-GROUP INSTRUCTION</b>				
	<i>SIPPS</i> Extension Level and/or <i>Being a Reader</i> Small-group Reading	<i>SIPPS</i> Extension Level and/or <i>Being a Reader</i> Small-group Reading	<i>SIPPS</i> Extension Level and/or <i>Being a Reader</i> Small-group Reading	<i>SIPPS</i> Extension Level and/or <i>Being a Reader</i> Small-group Reading	<i>SIPPS</i> Extension Level and/or <i>Being a Reader</i> Small-group Reading
	<b>MAKING MEANING</b>				
Unit 1, Week 1, Day 1	Unit 1, Week 1, Day 2	Unit 1, Week 1, Day 3			

\*If you are continuing with *Being a Reader* Word Study instruction, see the Week 2 guidance.

## WEEK 4 GUIDANCE

### Social and Emotional Focus

Continue to support students' social and emotional needs by engaging in the aspects of Collaborative Literacy that support a sense of calm and connectedness and sustain a sense of community. Revisit Class Meeting lessons from *The Reconnecting and Rebuilding Toolkit* as needed.

### Academic Focus

Continue to emphasize aspects of Collaborative Literacy that help students gain a sense of community in the classroom and learn more about their classmates. Engage students in the following literacy instruction:

- **Word Study.**
- **Independent Work: Setting the Foundation.**
- **Small-group Instruction.**
- ***Making Meaning, Unit 1, The Reading Community.***
- ***Being a Writer, Unit 1, The Writing Community.*** This unit is designed to support the establishment of a writing community. Begin the unit and teach the lessons as intended with the pacing recommended in the *Teacher's Manual*. Note that some initial community-building activities in this unit may be treated as review since students may have experienced similar learning during the early weeks of instruction in the *Being a Reader* and *Making Meaning* programs.



### Foundational Skills

To ensure that our students acquire the foundational skills necessary to continue to develop as independent readers, provide the instruction that best meets their needs based on the Week 2 guidance.



## Week 4 Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Social and Emotional Focus	<b>THE RECONNECTING AND REBUILDING TOOLKIT</b>				
	Continue to nurture the classroom community with regular check-in meetings and revisiting the Class Meeting lessons as needed.				
Academic Focus	<b>BEING A READER</b>				
	Word Study* Week 4, Day 1	Word Study* Week 4, Day 2	Word Study* Week 4, Day 3		
	Independent Work: Setting the Foundation Week 4, Day 1	Independent Work: Setting the Foundation Week 4, Day 2	Independent Work: Setting the Foundation Week 4, Day 3	Independent Work: Setting the Foundation Week 4, Day 4	Independent Work: Setting the Foundation Week 4, Day 5
	<b>SMALL-GROUP INSTRUCTION</b>				
	<i>SIPPS</i> Extension Level and/or <i>Being a Reader</i> Small-group Reading	<i>SIPPS</i> Extension Level and/or <i>Being a Reader</i> Small-group Reading	<i>SIPPS</i> Extension Level and/or <i>Being a Reader</i> Small-group Reading	<i>SIPPS</i> Extension Level and/or <i>Being a Reader</i> Small-group Reading	<i>SIPPS</i> Extension Level and/or <i>Being a Reader</i> Small-group Reading
	<b>MAKING MEANING</b>				
	Unit 1, Week 2, Day 1	Unit 1, Week 2, Day 2	Unit 1, Week 2, Day 3 <i>Vocabulary Teaching Guide</i> Week 1, Day 1	<i>Vocabulary Teaching Guide</i> Week 1, Day 2	<i>Vocabulary Teaching Guide</i> Week 1, Day 3
	<b>BEING A WRITER</b>				
		Unit 1, Week 1, Day 1	Unit 1, Week 1, Day 2	Unit 1, Week 1, Day 3	Unit 1, Week 1, Day 4

\*If you are continuing with *Being a Reader* Word Study instruction, see the Week 2 guidance.

## WEEKS 5-6 GUIDANCE

### Social and Emotional Focus

Continue to support students' social and emotional needs by engaging in aspects of Collaborative Literacy that support a sense of calm and connectedness and sustain a sense of community. Revisit class meeting lessons from *The Reconnecting and Rebuilding Toolkit* as needed.

### Academic Focus

Continue to emphasize aspects of Collaborative Literacy that help students gain a sense of community in the classroom and learn more about their classmates. Engage students in the following literacy instruction:

- **Word Study.**
- **Independent Work: Setting the Foundation.**
- **Small-group Instruction.**

- *Making Meaning, Unit 1, The Reading Community.*
- *Being a Writer, Unit 1, The Writing Community.*



## Foundational Skills

Continue to ensure that students acquire the foundational skills necessary to continue to develop as independent readers. Provide the instruction that best meets their needs based on the Week 2 guidance.

For students receiving *SIPPS* Extension Level instruction, continue the instruction until they have successfully completed the level based on evidence from the Mastery Tests.

After successfully completing Extension Level:

- Provide instruction in *Being a Reader* Small-group Reading Set 6/6a to develop the students' reading fluency.
- Prepare the students to re-engage in Word Study instruction by:
  - Reviewing the Word Study procedures in Weeks 1, 2, and 3
  - Teaching the “Build That Word” activity in Week 6 (if necessary)
  - Teaching the Word Study procedures in Week 7 (if necessary)
  - Continuing the instruction at Week 12.

## WEEK 7+ GUIDANCE

### Social and Emotional Focus

Continue to support students' social and emotional needs by engaging in aspects of Collaborative Literacy that support a sense of calm and connectedness and sustain a sense of community. Revisit class meeting lessons from *The Reconnecting and Rebuilding Toolkit* as needed.

### Academic Focus

Continue instruction in the *Being a Reader*, *Making Meaning*, and *Being a Writer* programs.

Consider opportunities to differentiate instruction by using the guidance included in the programs such as Teacher Notes, ELL Notes, and assessments, as well as observational data.

### RTI/MTSS Guidance for Reading Instruction in Collaborative Literacy

For students who require additional support, use the “RTI/MTSS Guidance for Reading Instruction in Collaborative Literacy” handout to support your instructional decisions. The handout, accessed through the Learning Portal, provides the following guidance:

- Considerations and resources for differentiating Tier 1 instruction
- Considerations for Tier 2 intervention instruction

## WRITING INSTRUCTION RECOMMENDATIONS

Consider the following when planning writing instruction with the *Being a Writer* program:

- Follow the recommended pacing in the *Teacher’s Manual* for Units 1 and 2. The initial five weeks of instruction are crucial for establishing routines and procedures.
- The initial units help students solidify their encoding and decoding skills through the use of spelling-sound correspondences and high-frequency words. Writing practice is essential in supporting the reciprocal process of decoding words.
- If time constraints are an issue, consider the following order of instruction:
  - Unit 1: The Writing Community
  - Unit 2: Telling More
  - Unit 3: Fiction
  - Unit 4: Nonfiction
  - Unit 7: Opinion Writing
  - Unit 5: Letter Writing
  - Unit 6: Poetry and Words
  - Unit 8: Revisiting the Writing Community

## Grade 3

### BEGINNING-OF-YEAR CONSIDERATIONS

The early weeks of instruction are crucial for establishing the foundation for learning in the *Making Meaning* and *Being a Writer* programs. For example, in the *Making Meaning* program, students learn expectations and procedures for gathering for a read-aloud and participating in Individualized Daily Reading. In the *Being a Writer* program, students learn the expectations for engaging in the different sections of a writing lesson such as “Getting Ready to Write,” “Writing Time,” and “Reflecting and Sharing.”

Plan to begin instruction for these programs during the first few weeks of the school year. The guidance below will help you plan for the first several weeks of instruction to ensure that students are academically, socially, and emotionally ready to engage in school.

### WEEK 1 GUIDANCE

#### Social and Emotional Focus

To ensure that students gain a sense of calm and connectedness, consider spending this week engaging in the following Class Meeting lessons from *The Reconnecting and Rebuilding Toolkit* (accessed through the Learning Portal):

- Welcome Back 1: Introducing Class Meetings
- Welcome Back 2: Keeping Each Other Safe
- Welcome Back 3: Developing Empathy

#### Academic Focus

To ensure that students gain a sense of community in the classroom and learn more about their classmates, engage students in the following literacy instruction:

- *Making Meaning, Unit 1, The Reading Community*. This unit is designed to support the establishment of a reading community. Begin the unit and teach the lessons as intended with the pacing recommended in the *Teacher’s Manual*, including the vocabulary instruction.

### Week 1 Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Social and Emotional Focus	THE RECONNECTING AND REBUILDING TOOLKIT				
	Open	Welcome Back 1	Welcome Back 2	Welcome Back 3	Open
Academic Focus	MAKING MEANING				
		Unit 1, Week 1, Day 1	Unit 1, Week 1, Day 2	Unit 1, Week 1, Day 3	Unit 1, Week 1, Day 4

## WEEK 2 GUIDANCE

### Social and Emotional Focus

To ensure that students gain a sense of calm and connectedness, consider spending this week engaging in the following Class Meeting lessons from *The Reconnecting and Rebuilding Toolkit*:

- Managing Difficult Emotions
- Problem Solving
- Handling Loss (optional)
- Responding to Tragedy (optional)

### Academic Focus

To ensure that students gain a sense of community in the classroom and learn more about their classmates, continue to engage students in the following literacy instruction:

- **Making Meaning, Unit 1, The Reading Community.** The mentor text, *The Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival*, is used in Week 2 of Unit 1. Depending on the circumstances in your community, some students may need support processing the topic. They may find the subject matter of a natural disaster troubling. If you know students who have been impacted by experiences similar to the topic discussed in the book, you might consider meeting with them prior to teaching the lesson and previewing the text with them. Invite students to discuss how they feel about the text and what it makes them think about. If you feel strongly that the topic may trigger anxiety, consider adapting the lesson to *Ellie's Long Walk*, the alternative text for this week.



### Foundational Skills

To ensure that students have access to the foundational skills instruction necessary to continue to develop as independent readers and to determine the most effective way to meet their instructional needs, administer the *SIPPS* K–3 Placement Assessment individually to all grade 3 students.

#### If students place into *SIPPS* Extension Level:

- Group them by similar instructional needs and begin instruction.
- Continue the instruction until they have successfully completed the level based on evidence from the Mastery Tests.
- Once they have completed Extension Level, move on to *SIPPS* Challenge Level and continue the instruction to the end of the level.

#### If students place into *SIPPS* Challenge Level:

- Group them by similar instructional needs and begin instruction.
- Continue the instruction until they have successfully completed the level based on evidence from the Progress Assessments.

**If students pass all levels of the placement assessment:**

- Consider providing instruction from *SIPPS* Challenge Level to ensure that they solidify their use of polysyllabic and morphemic word analysis strategies.
- Differentiate instruction for small groups by using the A, B, and C word lists.

**Week 2 Sample Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Social and Emotional Focus</b>	<b>THE RECONNECTING AND REBUILDING TOOLKIT</b>				
	Open	Managing Strong Emotions	Open	Solving Problems	Open
<b>Academic Focus</b>	<b>SIPPS</b>				
	Administer the <i>SIPPS</i> K-3 Placement Assessment	Administer the <i>SIPPS</i> K-3 Placement Assessment	Administer the <i>SIPPS</i> K-3 Placement Assessment	Administer the <i>SIPPS</i> K-3 Placement Assessment	Administer the <i>SIPPS</i> K-3 Placement Assessment
	<b>MAKING MEANING</b>				
	<i>Vocabulary Teaching Guide</i> Week 1, Day 1	Unit 1, Week 2, Day 1 <i>Vocabulary Teaching Guide</i> Week 1, Day 2	Unit 1, Week 2, Day 2 <i>Vocabulary Teaching Guide</i> Week 1, Day 3	Unit 1, Week 2, Day 3 <i>Vocabulary Teaching Guide</i> Week 1, Day 4	Unit 1, Week 2, Day 4 <i>Vocabulary Teaching Guide</i> Week 1, Day 5

**WEEK 3 GUIDANCE**

**Social and Emotional Focus**

Continue to ensure that students gain a sense of calm and connectedness by regularly checking in with the class. Use the following Class Meeting lessons focused on remote learning as needed from *The Reconnecting and Rebuilding Toolkit*:

- Preparing for Remote Learning (optional)
- Returning from Remote Learning (optional)

**Academic Focus**

Continue to emphasize aspects of Collaborative Literacy that help students gain a sense of community in the classroom and learn more about their classmates. Engage students in the following literacy instruction:

- ***SIPPS***. Begin small-group reading instruction as needed using lessons from the *SIPPS* program.
- ***Making Meaning, Unit 2, Visualizing***. Continue to the next unit of instruction in the *Making Meaning* program.
- ***Being a Writer, Unit 1, The Writing Community***. This unit is designed to support the establishment of a writing community. Begin the unit and teach the lessons as intended with the pacing recommended in the *Teacher’s Manual*.



## Foundational Skills

To ensure that students acquire the foundational skills necessary to continue to develop as independent readers, provide instruction that best meets their needs based on the Week 2 guidance.

### Week 3 Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Social and Emotional Focus	THE RECONNECTING AND REBUILDING TOOLKIT				
	Continue to nurture the classroom community with regular check-in meetings and revisiting the Class Meeting lessons as needed.				
Academic Focus	SIPPS				
	Begin <i>SIPPS</i> small-group instruction as needed	Begin <i>SIPPS</i> small-group instruction as needed	Begin <i>SIPPS</i> small-group instruction as needed	Begin <i>SIPPS</i> small-group instruction as needed	Begin <i>SIPPS</i> small-group instruction as needed
	MAKING MEANING				
	<i>Vocabulary Teaching Guide</i> Week 2, Day 1	Unit 2, Week 1, Day 1 <i>Vocabulary Teaching Guide</i> Week 2, Day 2	Unit 2, Week 1, Day 2 <i>Vocabulary Teaching Guide</i> Week 2, Day 3	Unit 2, Week 1, Day 3 <i>Vocabulary Teaching Guide</i> Week 2, Day 4	Unit 2, Week 1, Day 4 <i>Vocabulary Teaching Guide</i> Week 2, Day 5
	BEING A WRITER				
Unit 1, Week 1, Day 1	Unit 1, Week 1, Day 2	Unit 1, Week 1, Day 3	Unit 1, Week 1, Day 4	Unit 1, Week 1, Day 5	

## WEEKS 4-6 GUIDANCE

### Social and Emotional Focus

Continue to support students' social and emotional needs by engaging in aspects of Collaborative Literacy that support a sense of calm and connectedness and sustain a sense of community. Revisit class meeting lessons from *The Reconnecting and Rebuilding Toolkit* as needed.

### Academic Focus

Continue instruction in the *Making Meaning* and *Being a Writer* programs.

- Consider opportunities to differentiate instruction by using the guidance included in the programs such as Teacher Notes, ELL Notes, and assessments, as well as observational data.



## Foundational Skills

Continue to ensure that students acquire the foundational skills necessary to continue to develop as independent readers. Provide instruction that best meets the needs of students based on the Week 2 guidance.

**If students are receiving *SIPPS* Extension Level instruction:**

- Continue the instruction until they have successfully completed the level based on evidence from the Mastery Tests.
- After completing Extension Level, continue foundational skills instruction in *SIPPS* Challenge Level.
- Continue the instruction until they have successfully completed the level based on evidence from the Progress Assessments.
- Provide instruction in *Being a Reader* Small-group Reading Set 6/6a to develop the students' reading fluency.

**If students are receiving *SIPPS* Challenge Level instruction:**

- Continue the instruction until they have successfully completed the level based on evidence from the Progress Assessments.
- After completing Challenge Level, continue to provide students with ample opportunities to apply word learning strategies in increasingly complex texts.

**WEEK 7+ GUIDANCE**

**Social and Emotional Focus**

Continue to support students' social and emotional needs by engaging in aspects of Collaborative Literacy that support a sense of calm and connectedness and sustain a sense of community. Revisit class meeting lessons from *The Reconnecting and Rebuilding Toolkit* as needed.

**Academic Focus**

Continue instruction in the *Making Meaning* and *Being a Writer* programs.

- Consider opportunities to differentiate instruction by using the guidance included in the programs such as Teacher Notes, ELL Notes, and assessments, as well as observational data.

**RTI/MTSS Guidance for Reading Instruction in Collaborative Literacy**

For students who require additional support, use the "RTI/MTSS Guidance for Reading Instruction in Collaborative Literacy" handout to support your instructional decisions. The handout, accessed through the Learning Portal, provides the following guidance:

- Considerations and resources for differentiating Tier 1 instruction
- Considerations for Tier 2 intervention instruction



## WRITING INSTRUCTION RECOMMENDATIONS

Consider the following when planning writing instruction with the *Being a Writer* program:

Follow the recommended pacing in the *Teacher's Manual* for Units 1–2. The initial five weeks of instruction are crucial for establishing routines and procedures.

- Allocate 45 minutes of daily writing during the “Writing Time” section of the lessons.
- Teach the units in the order listed below for the 2020–2021 school year.
  - Unit 1: The Writing Community
  - Unit 2: The Writing Process
  - Genre unit: Personal Narrative
  - Writing Performance Task Unit: Narrative Writing (found in the *Being a Writer Writing Performance Task Preparation Guide*)
  - Genre unit: Opinion Writing
  - Writing Performance Task Unit: Opinion Writing (found in the *Being a Writer Writing Performance Task Preparation Guide*)
  - Genre unit: Functional Writing
  - Genre unit: Expository Nonfiction
  - Writing Performance Task Unit: Informative/Explanatory Writing (found in the *Being a Writer Writing Performance Task Preparation Guide*)
  - Genre unit: Poetry (if time allows)
  - Genre unit: Fiction (if time allows)
  - Unit 9: Revisiting the Writing Community

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## Grades 4-6

### BEGINNING-OF-YEAR CONSIDERATIONS

The early weeks of instruction are crucial in establishing the foundation for learning in the *Making Meaning* and *Being a Writer* programs. For example, in the *Making Meaning* program, students learn expectations and procedures for gathering for a read-aloud and participating in Individualized Daily Reading. In the *Being a Writer* program, students learn the expectations for engaging in the different sections of a writing lesson such as “Getting Ready to Write,” “Writing Time,” and “Reflecting and Sharing.”

Plan to begin instruction for these programs during the first few weeks of the school year. The guidance below will help you plan for the first several weeks of instruction to ensure that students are academically, socially, and emotionally ready to engage in school.

### WEEK 1 GUIDANCE

#### Social and Emotional Focus

To ensure that students gain a sense of calm and connectedness, consider spending this week engaging in the following Class Meeting lessons from *The Reconnecting and Rebuilding Toolkit* (accessed through the Learning Portal):

- Welcome Back 1: Introducing Class Meetings
- Welcome Back 2: Keeping Each Other Safe
- Welcome Back 3: Developing Empathy

#### Academic Focus

To ensure that students gain a sense of community in the classroom and learn more about their classmates, begin literacy instruction by focusing on the following:

- ***Making Meaning, Unit 1, The Reading Community.*** This unit is designed to support the establishment of a reading community. Begin the unit and teach the lessons as intended with the pacing recommended in the *Teacher’s Manual*, including the vocabulary instruction.
- **Unit 1, The Reading Community (Grade 5).** In Unit 1 of the *Making Meaning* program, the mentor texts, *The Lotus Seed* and *Something to Remember Me By*, are used in the first week of instruction. Depending on the circumstances in your community, some students may find topics about loss and remembrance troubling. If you know students who have been impacted by experiences similar to the topics discussed in the books, you might consider meeting with them prior to teaching the lesson and previewing the text with them. Invite students to discuss how they feel about the text and what it makes them think about. If you feel strongly that the topics in the texts may trigger anxiety, consider adapting the lessons with *When Jessie Came Across the Sea*, the alternative text for this week.

## WEEK 2 GUIDANCE

### Social and Emotional Focus

To ensure that students gain a sense of calm and connectedness, consider spending this week engaging in the following Class Meeting lessons from *The Reconnecting and Rebuilding Toolkit*:

- Managing Difficult Emotions
- Problem Solving
- Handling Loss (optional)
- Responding to Tragedy (optional)

### Academic Focus

To ensure that students gain a sense of community in the classroom and learn more about their classmates, engage students in the following literacy instruction:

- *Making Meaning, Unit 1, The Reading Community.*
- *Being a Writer, Unit 1, The Writing Community.* This unit is designed to support the establishment of a writing community. Begin the unit and teach the lessons as intended with the pacing recommended in the *Teacher's Manual*.



### Foundational Skills

To ensure that students solidify the foundational skills to support their ability to access increasingly complex texts with accuracy and automaticity and to determine the most effective way to meet their instructional needs, reflect on the following questions:

- *Does the student read inaccurately?*
- *Does the student read without fluency, phrasing, or intonation?*
- *Does the student read at or below a Fountas & Pinnell Level J or DRA 16/18?*

If you answered “yes” to one or more of the questions for any students in grades 4–6, administer the *SIPPS 4–12 Placement Assessment* to them.

#### If students place into *SIPPS Plus*:

- Group them by similar instructional needs and begin instruction.
- Continue the instruction until they have successfully completed the level based on evidence from the Mastery Tests.

#### If students place into *SIPPS Challenge Level*:

- Group them by similar instructional needs and begin instruction.
- Continue the instruction until they have successfully completed the level based on evidence from the Progress Assessments.

## WEEK 3 GUIDANCE

### Social and Emotional Focus

Continue to ensure that students gain a sense of calm and connectedness by regularly checking in with the class. Use the following Class Meeting lessons focused on remote learning as needed from *The Reconnecting and Rebuilding Toolkit*:

- Preparing for Remote Learning (optional)
- Returning from Remote Learning (optional)

### Academic Focus

To ensure that students gain a sense of community in the classroom and learn more about their classmates, continue to engage students in *Making Meaning* and *Being a Writer* instruction.



### Foundational Skills

To ensure that students acquire the foundational skills necessary to continue to develop as independent readers, provide instruction that best meets their needs based on the Week 2 guidance.

## WEEKS 4-6 GUIDANCE

### Social and Emotional Focus

Continue to support students' social and emotional needs by engaging in aspects of Collaborative Literacy that support a sense of calm and connectedness and sustain a sense of community. Revisit Class Meeting lessons from *The Reconnecting and Rebuilding Toolkit* as needed.

### Academic Focus

- To ensure that students gain a sense of community in the classroom and learn more about their classmates, continue to engage students in *Making Meaning* and *Being a Writer* instruction.
- **Unit 2, The Writing Process (Grade 6).** During Week 2 of this *Being a Writer* unit, students read an article and discuss the merits and use of electronic media. Consider asking students to write about their opinions on distance learning from the previous year in the “Writing About Reading” activity on page 77 of the *Teacher’s Manual*.



## Foundational Skills

To ensure that students acquire the foundational skills necessary to continue to develop as independent readers, provide the instruction that best meets their needs based on the Week 2 guidance.

### If students are receiving *SIPPS* Plus instruction:

- Continue the instruction until they have successfully completed the level based on evidence from the Mastery Tests.
- After completing Plus, continue foundational skills instruction in Challenge Level.
- Continue the Challenge Level instruction until they have successfully completed the level based on evidence from the Progress Assessments.

### If students are receiving *SIPPS* Challenge Level instruction:

- Continue the instruction until they have successfully completed the level based on evidence from the Progress Assessments.
- After completing Challenge Level, continue to provide students with ample opportunities to apply word learning strategies in increasingly complex texts.

## WEEK 7+ GUIDANCE

### Social and Emotional Focus

Continue to support students' social and emotional needs by engaging in aspects of Collaborative Literacy that support a sense of calm and connectedness and sustain a sense of community. Revisit Class Meeting lessons from *The Reconnecting and Rebuilding Toolkit* as needed.

### Academic Focus

Continue instruction in the *Making Meaning* and *Being a Writer* programs.

- Consider opportunities to differentiate instruction by using the guidance included in the programs such as Teacher Notes, ELL Notes, and assessments, as well as observational data.

### RTI/MTSS Guidance for Reading Instruction in Collaborative Literacy

For students who require additional support, use the "RTI/MTSS Guidance for Reading Instruction in Collaborative Literacy" handout to support your instructional decisions. The handout, accessed through the Learning Portal, provides the following guidance:

- Considerations and resources for differentiating Tier 1 instruction
- Considerations for Tier 2 intervention instruction

## WRITING INSTRUCTION RECOMMENDATIONS

Consider the following when planning writing instruction with the *Being a Writer* program:

- Follow the recommended pacing in the *Teacher’s Manual* for Units 1 and 2. The initial five weeks of instruction are crucial for establishing routines and procedures.
- Allocate 45 minutes of daily writing during the “Writing Time” section of the lessons.
- Teach the units in the order listed below for the 2020–2021 school year.
  - Unit 1: The Writing Community
  - Unit 2: The Writing Process
  - Genre unit: Personal Narrative
  - Writing Performance Task Unit: Narrative Writing (found in the *Being a Writer Writing Performance Task Preparation Guide*)
  - Genre unit: Opinion Writing
  - Writing Performance Task Unit: Opinion Writing (found in the *Being a Writer Writing Performance Task Preparation Guide*)
  - Genre unit: Functional Writing
  - Genre unit: Expository Nonfiction
  - Writing Performance Task Unit: Informative/Explanatory Writing (found in the *Being a Writer Writing Performance Task Preparation Guide*)
  - Genre unit: Poetry (if time allows)
  - Genre unit: Fiction (if time allows)