

Remote Learning Guidance for Being a Reader

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Introduction

The school closures and emergency remote learning during the 2019–2020 school year have changed the landscape of instruction. Center for the Collaborative Classroom recognizes that going forward, educators will need more flexible options to support their students' learning in a variety of circumstances and formats.

The guidance that follows was designed to focus instruction on pedagogy rather than the technology used to deliver the instruction. We want to help ensure that the integrity of the lessons in Collaborative Literacy or any of our programs is maintained, while making necessary adjustments for distance learning. Additionally, we want to make sure the work students do is rigorous and cognitively engaging, leading to independence rather than simply completion and compliance.

The *Remote Learning Guidance* is designed to support teachers in transitioning Collaborative Literacy or any of the individual programs from an in-person format to either a blended or fully remote setting.

The guidance is organized by grade level and strand. Within each of the grade levels, you will find instructional guidance, essential learning, and at-home activities. The  icon indicates additional resources that are available on the Learning Portal.

Sample schedules are provided to support your planning. For hybrid models, certain activities are better suited to in-person or remote learning and the sample schedules illustrate those recommendations.

Copyright Guidance

In order to facilitate remote learning when in-person instruction is not possible, you may share Collaborative Classroom program materials as needed via private or closed digital and audio environments. This includes the ability to:

- Access digital versions of certain trade books for the duration of the remote learning period. We have secured permission from the copyright holders to provide these versions to our school partners. Please note that the digital editions are not to be printed, downloaded, or shared beyond the classroom community.

- Copy and share student materials as needed for learning, and share teacher materials in order to collaborate on lessons. Please make a reasonable effort to maintain existing copyright lines and reference owners of copyright (for example, if copying pages, include the copyright lines).

A Note About Read-Alouds

Unfortunately, in most cases Collaborative Classroom is not the copyright holder for the books and does not have the right to grant permission to record read-alouds. When recording read-alouds of any sort, please follow these additional guidelines to protect copyright holders:

- Many publishers have relaxed their copyright requirements during the covid-19 pandemic. Before recording a read-aloud or sending a request to the copyright holder, check the [copyright holder's website](#) for information. Typically, information about recording read-alouds can be found under the Subsidiary Rights/Permissions or Contact Us sections of publisher websites.
- If you are unable to find any information on their website about whether a copyright holder is allowing recording of read-alouds during the covid-19 pandemic, then send the copyright holder a request for permission to record their book(s) in order to temporarily facilitate remote learning. Include your school name and book information.
- When recording and sharing a story do so privately or in a closed system (e.g., YouTube channel set to private).
- Include the book title, author, and publisher at the beginning of your reading.

Navigating a Virtual Platform

Students need the opportunity to learn the tools of their virtual platform. Build in time daily to teach and review how students turn their cameras on/off, mute/unmute, open and use the chat box, click to join a breakout room, and share their screen (older students). Ask yourself these questions:

- *How will you incorporate learning to navigate the virtual platform into your online sessions?*
- *What are the aspects of your virtual platform that are essential for students to know how to manipulate?*
- *How can you remind yourself to be patient about teaching this navigation?*

As you consider the aspects of your virtual platform that are essential, think about:

- The age of the students
- The content
- The time available

- How you can make best use of platform features:
 - A chat box is an excellent way to have quick conversations, provide short responses, and share thinking.
 - A breakout room is an excellent way to have deeper conversations, partner talk, and group work.
 - Sharing a screen is an excellent way for older students to show their work (writing samples) or share information.

Involve Parents/Families

Developing At-Home Norms/Expectations: Ask families to establish at-home norms or expectations for the school day. Encourage families to discuss norms for working at home.

Possible discussion questions include:

- *What kind of routine will we establish to make sure we can all get our work done?*
- *When will we take breaks to play and have fun?*
- *When is it okay to interrupt adults while they are working?*
- *How will children communicate that they need help?*

Supporting Younger Students: There is a lot for our younger students to learn in this transition to online learning. Consider how you might involve parents/families in effectively engaging in the platform.

- *Who will help the student sign on?*
- *Who will help the student get oriented to their screen as you teach them about the camera, the microphone, and the other features of the virtual platform?*

Establish the “Ways We Work Together”

Provide the opportunity for the students to reflect on and discuss how to work as a community during online learning. Talk to the students about the ways you will work together on your virtual platform. Consider creating a “Ways We Work Together” chart.

Possible discussion questions include:

- *What can we do to make sure we get to sessions on time?*
- *What can we do to ensure we have all the materials needed?*
- *What can we do to show we are listening?*
- *What can we do to make sure everyone gets a chance to talk?*
- *What can we do to make sure several of us don’t talk at the same time?*

Over time, you might consider asking students to reflect on questions such as:

- *Which work habit was easy for you today?*
- *Which work habit was challenging for you today? Why?*
- *What do you like about working together virtually?*
- *What can be hard about working together virtually?*

Norm Setting

Consider engaging students in a more formal norm setting experience.

1. Ask the students to imagine what kind of virtual classroom they want to have. Ask them to close their eyes and visualize (make a picture in their minds) as you read the following scenario aloud slowly. Read the scenario twice.

Imagine logging in and joining our virtual classroom. You feel nervous because you've never used [the platform] before. You are a bit shy and worried about being on camera. You may be feeling a little overwhelmed or confused about having to be out of school for so long, and a little sad because you are not able to be with your friends and your teacher. And you're just feeling a little uncertain, but also maybe a little excited, about this new online structure for learning.

2. Ask the students to consider:

- *When you come to our online classroom, how do you want to be treated by the other class members?*
- *How would you feel if other class members treated you this way?*
- *Imagine if another member in our group felt this way—how would we want to treat them?*

3. Ask the students to open their eyes and write their ideas (if grade appropriate). After a few minutes, ask the students to share their thinking.

4. With this discussion in mind, let the students know that you will create a “Ways We Will Work Together” chart based on the class discussion. Model for the students how to generate ways to work together statements. For example,

I will.... I will not....

Example: I will talk with a kind voice to other people.

Example: I will not talk over other people.

5. Ask the students to share their “Ways We Will Work Together” statements. Based on what the students share, create a list of about five norms of “We will . . .” statements.
6. Revisit norms periodically across sessions.

“Go Bag” Guidance

The following suggestions will help you grab the necessary resources for teaching and learning when at-home remote learning is necessary.

For Teachers

While all of the teacher-facing resources are available on the Learning Portal, we recommend that you take your print *Teacher’s Manuals* home.

For Students

We recommend:

- A fully charged device
- A writing tool—preferably a marker or a crayon as those are more visible when holding up documents to the camera
- Paper
- Journal
- Student books
 - *Being a Reader Handwriting Notebook* (grades K–1)
 - *Being a Reader Word Study Notebook* (grade 2)
- White board and dry erase marker

For Parents/Caregivers



We recommend providing the document “IDR Support for Parents” (English and Spanish versions are available) to parents and caregivers.

Supporting Students with Disabilities

Ensure learning opportunities for all students. Review the “Special Considerations” section of the Introduction in your program’s *Teacher’s Manuals* and consider how the additional strategies, question simplification guidance, and modifications might support students with disabilities. Additionally, consider how to use the digital supports offered in your virtual platform such as the speech-to-text feature.

Formative Assessment Considerations

Collecting data will help you plan for and make strategic decisions about how to best meet the needs of your students. Consider how you might use the program-specific assessments to gather information about your class, groups, and individual students.

- *How might you administer the assessments via your virtual platform if you are in a fully remote learning situation?*
- *How might you administer the assessments during in-person instruction if you are in a blended learning situation?*

For *Being a Reader* Small-Group Reading Sets 1–5, we recommend prioritizing the Mastery Tests. Consider how you will schedule one-on-one opportunities to administer the Mastery Tests in a fully remote learning situation.

Remote Learning Schedule Considerations

Think about the following allocations of time when planning for remote learning (inclusive of all subject areas):

Kindergarten and Grade 1

- Maximum of three 30-minute live/recorded sessions per day
- Maximum of five 10- to 15-minute independent work activities to be done at family discretion over the course of the week (for example, Letter Name activities, word work, independent reading/writing, poetry notebooks)

Grade 2

- Maximum of four 30-minute live/recorded sessions per day
- Maximum of two 15- to 20-minute sustained work activities (for example, independent reading/writing) daily
- Maximum of four independent work activities to be done at family discretion (for example, word work, vocabulary extensions, independent research)

Professional Learning Resources

Collaborative Classroom is dedicated to providing on-going professional learning resources to support teachers in their work planning and teaching Collaborative Literacy. Our teaching community has been a wealth of information and idea sharing during the time of remote learning. The following resources might be of further help to you:

- Join our [Collaborative Classroom Community Facebook® page](#)
- Join the [SIPPS Facebook page](#)
- Follow us on [Twitter](#)
- Access our [blogs](#) and use the filters to find blogs of interest
- Access our [archived webinars](#), review the various webinar series, and determine which might support your own learning

Being a Reader

Beginning of the Year

In this section, we offer guidance for the beginning of the school year (within the first 10-12 weeks). *Being a Reader* instructional guidance and at-home activity suggestions are provided to support fully or blended remote learning settings. The guidance is organized by grade level and strand.

[Kindergarten](#)

[Grade 1](#)

[Grade 2](#)

[Small-Group Reading](#)

Kindergarten

Beginning-of-the-Year Guidance

Setting the foundation for independent work lessons supports students in developing ways to work independently and as a group to read, write, and engage in word work practice. These lessons occur during the first eight weeks of the kindergarten school year. Consider how you might adapt this instruction during in-person learning to support independence during in-person, blended, and fully remote learning.

Learning Letter Names



All of the Learning Letter Names recorded lessons are available in the Remote Learning Guidance chicklet on the Learning Portal.

INSTRUCTIONAL GUIDANCE

- Teach the 20 Learning Letter Name lessons starting **Week 3** of the school year.
- Lessons lend themselves to being recorded so that students can access them at a time that works for their families.
- For blended models, consider doing the Read-Aloud lessons in person (Lessons 1, 6, 11, 16, and 20) and having the students complete the other lessons remotely using prerecorded lessons.
- For blended models, consider doing the Class Assessments (Lessons 4, 9, and 14) as well as the Individual Assessment (Lesson 19) in person.
- For fully remote situations, consider teaching the lessons with Class Assessments (Lessons 4, 9, and 14) and the Individual Assessment (Lesson 19) as live sessions or as individual check-ins with students who may need additional support.

AT-HOME ACTIVITIES

- Provide the Alphabet Book pages so that students might trace each letter and draw an illustration or write about an object/action/animal that starts with that letter.
- Have the students use materials available at home, such as foam or magnetic letters, to assemble their own names and other known words.
- Have the students use modeling dough to form letters.
- Have the students use materials such as sand, sugar, or salt poured onto a surface to form letters.

Handwriting



All of the Handwriting recorded lessons are available in the Remote Learning Guidance chicklet on the Learning Portal.

INSTRUCTIONAL GUIDANCE

- Engage students in the weekly Handwriting lessons starting **Week 2** of the school year.
- Lessons lend themselves to being recorded so that students can access them at a time that is appropriate for their families.
- For blended situations, consider Handwriting as a completely remote part of *Being a Reader* instruction. Other aspects of literacy instruction would take precedence during live instruction.

AT-HOME ACTIVITIES

Have the students practice writing the letters they learn using the *Handwriting Notebook*.

Shared Reading

INSTRUCTIONAL GUIDANCE

- Shared Reading instruction is essential for kindergarten students. **This strand is a priority for live instruction.** Make every effort to teach three lessons per week in person or in a live, remote setting. **If live lessons are impossible, consider recording lessons with pauses for families to interact with the text.**



- Shared Reading is interactive instruction and it is essential that students have a full view of either the big book/chart or the digital text via a shared screen. The digital texts for Shared Reading are available in the Shared Reading chicklet on the Learning Portal.
- The first two weeks of kindergarten Shared Reading are essential for community building and learning letter names. The first 11 weeks of kindergarten Shared Reading support students' acquisition of initial sight words.

AT-HOME ACTIVITIES

- Consider using the Independent Work Connections to extend the learning.
- Consider using the Foundational Skills Practice notes to extend the learning.
- Starting in Week 9, students will regularly use poetry during Shared Reading. Students can use their poetry reader to:
 - Read and reread poems
 - Illustrate poems
 - Find high-frequency words in poems
 - Find known letters in poems
 - Find patterns or rhymes in poems

Grade 1

Beginning-of-the-Year Guidance

Setting the foundation for independent work lessons supports students in developing ways to work independently and as a group to read, write, and engage in word work practice. These lessons occur during the first six weeks of the grade 1 school year. Consider how you might adapt this instruction during in-person learning to support independence during in-person, blended, and fully remote learning.

Handwriting



All of the Handwriting recorded lessons are available in the Remote Learning Guidance chicklet on the Learning Portal.

INSTRUCTIONAL GUIDANCE

- Teach weekly handwriting lessons starting in **Week 2** of the school year.
- Lessons lend themselves to being recorded so that students can access them at a time that is appropriate for their families.
- For blended situations, consider Handwriting as a completely remote part of *Being a Reader* instruction. Other aspects of literacy instruction would take precedence during live instruction.

AT-HOME ACTIVITIES

Have the students to practice the letters learned using the *Handwriting Notebook*.

Shared Reading

INSTRUCTIONAL GUIDANCE

- Shared Reading instruction is essential for grade 1 students. **This strand is a priority for live instruction.** Make every effort to teach three lessons per week in person or in a live, remote setting. **If live lessons are impossible, consider recording lessons with pauses for families to interact with the text.**
- Shared Reading is interactive instruction and it is essential that students have a full view of either the big book/chart or the digital text via a shared screen. The digital texts for Shared Reading are available in the Shared Reading chicklet on the Learning Portal.



AT-HOME ACTIVITIES

- Have the students use the Independent Work Connections to extend the learning.
- Use the Foundational Skills Practice notes to extend the learning.
- Starting in Week 10, students will regularly use poetry during Shared Reading. Students can use their poetry reader to:
 - Read and reread poems
 - Illustrate poems
 - Find high-frequency words in poems
 - Find known letters in poems
 - Find patterns or rhymes in poems

Grade 2

Beginning-of-the-Year Guidance

Setting the foundation for independent work lessons supports students in developing ways to work independently and as a group to read, write, and engage in word work practice. These lessons occur during the first four weeks of the grade 2 school year. Consider how you might adapt this instruction during in-person learning to support independence during in-person, blended, and fully remote learning.

Word Study

INSTRUCTIONAL GUIDANCE

- Word Study instruction is essential for grade 2 students. **This strand is a priority for live instruction.** Make every effort to teach three or four lessons per week in person or in a live, remote setting.
- Teach Word Study lessons for Weeks 1–10. **When planning for instruction, note that Weeks 1–8 are a review of grade 1 foundational skills and that Weeks 9–10 focus on alphabetizing.**
- Week 7 introduces Guided Spelling; read the Day 3 Topic Note to learn more. It is important to see students' thinking during live, remote instruction, so ask your students to angle their devices so that their writing is visible on the screen. As they are writing, provide individual support in the moment.

AT-HOME ACTIVITIES

- Consider using the Independent Work Connections to extend the learning.
- Provide the Word Scrambles to practice learned patterns.
 - Word Scramble 4a and 4b: Week 4 or later
 - Word Scramble 5a and 5b: Week 5 or later
 - Word Scramble 6a and 6b: Week 6 or later
 - Word Scramble 7a and 7b: Week 7 or later
 - Word Scramble 8a and 8b: Week 8 or later
 - Word Scramble 9a and 9b: Week 9 or later
 - Word Scramble 10a and 10b: Week 10 or later

- Provide the Word Stairs to practice learned patterns.
 - Word Stairs 4: Week 4 or later
 - Word Stairs 5: Week 5 or later
 - Word Stairs 6: Week 6 or later
 - Word Stairs 7: Week 7 or later
 - Word Stairs 8: Week 8 or later



Parents can download the WordWorks! App to access word work activities that directly connect to Word Study. [[App Store](#) | [Google](#)]

Small-Group Reading Sets 1-5

Small-Group Reading is a priority for all students and should be taught via **live instruction** as much as possible.

- Kindergarten: Begin Small-Group Reading after week 7
- Grade 1: Begin Small-Group Reading after week 6
- Grade 2: Begin Small-Group Reading after week 4



When live instruction is not an option, you can use recordings of the Small-Group Reading Lessons from Sets 1–5, available in the Remote Learning Guidance chicklet on the Learning Portal.

“Go Bag” Guidance

Consider the resources that will support planning and teaching for at-home remote learning.

FOR TEACHERS

Small-group Reading program materials are available digitally. Determine which resources to access in print and which to access digitally.

Print materials:

- *Small-group Reading Set* teacher’s manuals
- Hand-held sound cards
- Hand-held high-frequency word cards
- Sound-spelling wall cards
- Hand-held whiteboard
- Dry erase markers

Digital materials (via the Learning Portal):

- *Small-group Reading Set* teacher’s manuals
- Instructional cues, sound cards (PDF)
- High-frequency word cards (PDF)
- Wall chart (PDF)
- Sound cards (via the Card Deck App)
- High-frequency word cards (via the Card Deck App)
- Wall cards (via the Wall Card Presentation Tool)
- Texts (via the BookRoom App)

FOR STUDENTS

Consider the resources that will support students in at-home remote learning.

- Fully charged device
- Just-right books
- Word sorts
- High-frequency word list/cards
- Hand-held whiteboard
- Dry erase markers
- Writing utensil (preferably a marker or a crayon because those are more visible when held up to a camera)
- Paper
- Journal



Students must have access to a copy of the texts in Sets 1–5. Families can download the BookRoom! app and use the barcodes to access the books appropriate for their students based on their small group. [[App Store](#) | [Google](#)]

Teaching Being a Reader Small-group Sets 1-5 Remotely

Adhere to the elements of an effective small-group routine as if you were sitting at a small-group table. Focus on using clear, concise, and consistent routines while avoiding over-talking and over-scaffolding.

Consider how to organize your program materials for each lesson. If you are using the digital materials, locate each day’s lessons on the Learning Portal and create a tab for each lesson in the order of use.

Consider how to provide corrective feedback in an authentic way. Know that you might not “catch” every student move or error as you would sitting at a small-group table.

Consider how the visual cues can support students’ engagement in thinking and participating in choral responses. You might find an increased need to use visual cues more intently and consistently during remote learning instruction.

INSTRUCTIONAL GUIDANCE

Connect with each child/group personally and build trust.

- Take a few moments at the beginning and end of each session to check in with each child.
- Plan a very quick (1–3 minutes) fun activity to engage and connect with the group before starting instruction.
- Maintain a natural presence, as if you were in the same room.

See and hear the students clearly.

- Request that each student sit on a chair with the device on a table.
- Ask the students to sit on the edges of their seats and lean toward their devices so that their faces are close to the camera and microphone.
- Use a “gallery view” so that you are able to see all your students at once as you would sitting at a small-group table.

VIRTUAL CHORAL RESPONSE

This is challenging! Here are some tips:

- Slow down and provide extended wait-time.
- During Read Decodable Words (Sets 3–5), you might ask the students to give you a visual signal (raised hand or thumbs up) when they have finished decoding and are ready to read.
- Spend some additional time reteaching and practicing choral responses to be successful in this new format.

Use clear visual cues with an easy-to-see pointer.

- If displaying hand-held or wall cards digitally, enlarge your cursor size for ease of viewing. Typically, you can adjust your cursor size in the Accessibility section of your computer’s System Preferences.
- If displaying hand-held or wall cards digitally, slow down your mouse or trackpad speed to allow for clear, smooth visual cues, including swiping. Typically, you can adjust the tracking speed in the Mouse and/or Trackpad section of your computer’s System Preferences.
- You might find it helpful for students to have the visual cue in front of them.

Consider this possible tool: If your virtual platform has an annotation feature, think about how you might use annotations to feature content.

See students thinking in writing as they engage in Guided Spelling. Ask the students to angle their devices so that their writing is visible on the screen. As they are writing, provide individual support in the moment to ensure they are practicing accurately.

Provide opportunities for students to read texts without interruption.

- If you are using a virtual platform that offers breakout rooms, consider sending each student into their own breakout room to read. You can “pop in” to listen and check on student progress. Close the breakout rooms for a post-reading discussion.
- An alternative is to use the mute feature. Ask the students to mute themselves as they read. Unmute one student at a time to listen to each of them.

Determine how you will observe the group to gather data for the “Group Progress Assessment.”

- Use the “Group Progress Assessment Note” suggestions provided with each Mastery Test to reflect on and adjust instruction. Adjustments include:
 - Reteaching
 - Additional practice opportunities
 - Additional word lists
 - Prompts to support understanding
- Use the “Teacher Note” guidance and review the “Reteaching” guidance to support data-driven instructional decisions.

Conferring in One-on-One Sessions

Meet with students one on one to assess for mastery as well as gather comprehensive information about the students as readers. During these sessions, listen to the students read, and confer with them to support their reading and gather comprehensive information.

- Use the information gathered to confirm mastery and ability to apply foundational skills to reading, as well as make data-driven instructional decisions.

Schedule one-on-one sessions to administer the Mastery Tests as they arise within Sets 1–5.

- Use the “Teacher Note” guidance provided with each Mastery Test to reflect on instruction.
- Use the “Teacher Note” guidance and review the “Reteaching” guidance to support data-driven instructional decisions.

Supporting At-Home Activities

The following recommendations can support the practice and application of foundational skills. Consider how you might use the Independent Work Connections for students to practice and apply their learning at home as an asynchronous learning activity. Practice and application beyond *Small-group Reading* Sets 1–5 instruction is essential for students to attain and maintain foundational skills learning.

- Provide students with the Spelling-Sound Chart and ask them to:
 - Color the sounds they know
 - Practice saying the sounds
 - Use the Chart to help spell words as they write
- Provide students with a set of the High-Frequency Word Cards and ask them to:
 - Practice the sight words using the read-spell-read routine
- Provide students with the Word Bank and ask them to:
 - Practice reading the words
 - Use the Word Bank to help spell words as they write
- Provide students with the sound sort after it has been introduced during instruction and ask them to:
 - Practice new sorts and be prepared to share during a small-group session
 - Practice sorts from previous instruction
- Provide students with the texts to read and reread through the BookRoom! App and ask them to:
 - Reread the texts
 - Find these sight words _____, _____, _____
 - Write about their favorite part of the story/character/something they learned
- Encourage students to read independently beyond the *Small-group Reading* lessons
 - Discuss how they might access a variety of texts at home
 - Ask students to read for a variety of reasons daily/weekly:
 - Bring their favorite book to a lesson
 - Jot down their favorite part of a book
 - Jot down something they learned
- Encourage students to write everyday items:
 - Grocery lists
 - Things to do today

- Letter to _____
- A persuasive letter to an appropriate adult explaining why they need more time for any activity they want to do (for example, online games or TV)

High-Frequency Word Activities



The high-frequency word cards blackline masters are located in the Small-Group Reading Set Resources on the Learning Portal. They occur every 5 weeks.

- Set 1, Week 5
- Set 2, Week 2
- Set 2, Week 7
- Set 3, Week 4
- Set 4, Week 1
- Set 4, Week 6
- Set 5, Week 3
- Set 5, Week 8
- Set 5, Week 13

AT-HOME ACTIVITIES

Provide the High-frequency Word Review lists as directed in the “Independent Work Connections” note in the *Small-group Reading* set teacher’s manual. These activities can be used at home to practice high-frequency words. These activities can be used to practice letters or the Sets 1–5 high-frequency words.

- **Memory:** Create two sets of high-frequency word cards and play a game of “Memory.” Lay the cards face down on the floor or the table. Take turns trying to match identical words by turning over cards two at a time. The person with the most pairs wins.
- **Go Fish:** Create two sets of high-frequency word cards and play “Go Fish.” The goal is to have the most matched word pairs at the end of the game. Each player receives seven cards and follows the standard rules for playing “Go Fish.” (Example: Player 1: “Do you have the word *from*?” If Player 2 has the requested word card then they give it to Player 1 and Player 1 sets down their match. If Player 2 does not have the requested word card then Player 1 draws a card and it is now Player 2’s turn.)
- **Bingo:** Create bingo cards with the words and play a game of “High-Frequency Word Bingo.”
- **Highlight:** Look at magazines, newspapers, cereal boxes, and other media—highlight and read the high-frequency words found in that content.

- **On the Run:** Choose a word and have the student find the word as many times they can on billboards, signs, etc.
- **Snowball:** Set up a waste-paper basket 3 or 4 feet from a table. On scrap paper, write the letters or high-frequency words. Have the student say the word (or letter) and if correct crumple the paper and toss it for a basket.
- **Up the Stairs:** Write high-frequency words (or letters) on index cards. Stand at the bottom of a flight of stairs. Flash the words one at a time. If the student reads the word correctly, have them take a step up the stairs. Write “Go Back One Step” or “Go Forward One Step” on several index cards for some added challenge. (This game can be played with multiple students by having different cards based on their needs. Even older kids can play along by including math equations or vocabulary words.)
- **Alphabet Soup:** Put magnetic letters in a pot and use a soup ladle to scoop them out. Have the students identify the letter they scoop!
- **Spotlight:** Post high-frequency words or letters around the room. Turn the lights off. Give the students a flashlight and have them hunt for words. As they shine their light on the words, they read each one.
- **Egg Hunt:** Put sight words or letters inside colored plastic eggs and hide them around the house. Have the students collect the eggs and read the words they find.
- **Twirl, Hop, Read:** Write down movement activities or exercises on small scraps of paper and put them in a bag or bowl. Some suggestions include “twirl once,” “hop 2 times,” “do 3 jumping jacks,” “run in place,” or any other movement idea appropriate for the age of your children. Before flashing a high-frequency word, pick a movement activity from the bag. Show the word (or letter) and if the student reads it correctly, they do the movement on the paper. If they do not know the word, read the word to the student, ask the student to spell the word and read the word once more. Then, put the card back into the deck to try again.

Small-Group Reading Sets 6-12

INSTRUCTIONAL GUIDANCE

Small-Group Reading is a priority for all students and should be taught via **live instruction** as much as possible.

- Grade 1: Begin Small-Group Reading after week 6
- Grade 2: Begin Small-Group Reading after week 4



Students must have access to the texts in the set they are working in. These are available in ClassView Pro in the Learning Portal.

AT-HOME ACTIVITIES

- Consider using the More Strategy Practice notes to extend the learning.
- Consider using the Extensions to extend the learning.
- Consider using the Technology Extensions to extend the learning.

Sample Schedules

Collaborative Literacy Sample Schedule: Blended Model for Kindergarten, Week 6

Monday In Person	Tuesday Remote	Wednesday In Person	Thursday Remote	Friday In Person
Being a Reader Shared Reading, Week 6, Day 1	Being a Reader Handwriting, Week 6: Recorded	Being a Reader Shared Reading, Week 6, Day 2	Being a Reader Learning Letter Names, Lesson 20: Recorded	Being a Reader Shared Reading, Week 6, Day 3
Being a Reader Learning Letter Names, Lesson 17	Being a Reader Learning Letter Names, Lesson 18: Recorded	Being a Reader Learning Letter Names, Lesson 19	Making Meaning Vocabulary, Week 6: Recorded	Being a Reader Independent Work, Week 6, combine Days 3 and 4
Being a Reader Independent Work, Week 6, Day 1	At-Home Activities:	Being a Reader Independent Work, Week 6, Day 2	At-Home Activities:	Being a Writer Unit 2, Week 2, Day 3
Making Meaning Unit 1, Week 6, Day 1	<ul style="list-style-type: none"> Listen to the song "<u>Open, Shut Them</u>"; talk to a family member about how that song is like the book <i>Hands Can</i> 	Making Meaning Unit 1, Week 6, Day 2	<ul style="list-style-type: none"> Complete Handwriting Notebook pp. 1-4 	
Being a Writer Unit 2, Week 2, Day 1	<ul style="list-style-type: none"> Find high-frequency words around your house 	Being a Writer Unit 2, Week 2, Day 2	<ul style="list-style-type: none"> Make your page for the class book based on <i>Hands Can</i> 	
	<ul style="list-style-type: none"> Writing Throughout the Week Activities Unit 2, Week 2 		<ul style="list-style-type: none"> Writing Throughout the Week Activities Unit 2, Week 2 	

Collaborative Literacy Sample Schedule: Fully Remote Model for Kindergarten, Week 6

Monday	Tuesday	Wednesday	Thursday	Friday
Being a Reader Shared Reading, Week 6, Day 1: Live via remote platform	Being a Reader Shared Reading, Week 6, Day 2: Live via remote platform	Being a Reader Shared Reading, Week 6, Day 3: Live via remote platform	Being a Reader Learning Letter Names, Lesson 19: Live via remote platform	Being a Reader Learning Letter Names, Lesson 20: Recorded
Being a Reader Learning Letter Names, Lesson 17: Recorded	Being a Reader Learning Letter Names, Lesson 18: Recorded	Being a Reader Handwriting, Week 6: Recorded	Making Meaning Unit 1, Week 6, Day 1: Recorded	Making Meaning Unit 1, Week 6, Day 2: Live via remote platform
Being a Writer Unit 2, Week 2, Day 1: Live via remote platform	Being a Writer Unit 2, Week 2, Day 2: Live via remote platform	Being a Writer Unit 2, Week 2, Day 3: Live via remote platform		

At-Home Activities (to be completed throughout the week):

- Being a Reader
 - Complete Handwriting Notebook pages 1–4
 - Make your page for the class book based on *Hands Can*
 - Practice new high frequency words by playing “Memory” with them
 - Find high-frequency words around your house
 - Listen to the song “Open, Shut Them” and talk to a family member about how that song is like the book *Hands Can*
- Being a Writer Writing Throughout the Week Activities
 - Create a color book
 - Write about a favorite color

Collaborative Literacy Sample Schedule: Blended Model for Grade 1, Week 7

Monday In Person	Tuesday Remote	Wednesday In Person	Thursday Remote	Friday In Person
Being a Reader Shared Reading, Week 7, Day 1	Being a Reader Handwriting, Week 7: Recorded	Being a Reader Shared Reading, Week 7, Day 2	Being a Reader Small-Group Reading: Live or recorded	Being a Reader Shared Reading, Week 7, Day 3
Being a Reader Small-Group Reading	Being a Reader Small-Group Reading: Live or recorded	Being a Reader Small-Group Reading	Being a Writer Unit 2, Week 2, Day 3: Live or recorded	Being a Reader Small-Group Reading
Being a Writer Unit 2, Week 2, Day 1	At-Home Activities: <ul style="list-style-type: none"> • Complete Handwriting Notebook pp. 7-9 • Find high-frequency words in a book you're reading • Free Write (from Being a Writer lesson) 	Making Meaning Unit 2, Week 3, Day 1	At-Home Activities: <ul style="list-style-type: none"> • Write your own version of <i>This Little Chick</i> • Play "Memory" with your high-frequency words • Writing Throughout the Week: Write more stories about special places 	Making Meaning Unit 2, Week 3, Day 2
		Being a Writer Unit 2, Week 2, Day 2		Being a Writer Unit 2, Week 2, Day 4

Collaborative Literacy Sample Schedule: Fully Remote Model for Grade 1, Week 7

Monday	Tuesday	Wednesday	Thursday	Friday
Being a Reader Shared Reading, Week 7, Day 1: Live via remote platform	Being a Reader Shared Reading, Week 7, Day 2: Live via remote platform	Being a Reader Shared Reading, Week 7, Day 3: Live via remote platform	Being a Reader Handwriting, Week 7: Recorded	Individual Check-Ins
Being a Reader Small-Group Reading: Live or recorded	Being a Reader Small-Group Reading: Live or recorded	Being a Reader Small-Group Reading: Live or recorded	Being a Reader Small-Group Reading: Live or recorded	Being a Reader Small-Group Reading: Live or recorded
Making Meaning Vocabulary, Week 6, Day 1: Recorded	Making Meaning Vocabulary, Week 6, Day 2: Recorded	Making Meaning Vocabulary, Week 6, Day 3: Recorded	Making Meaning Unit 2, Week 3, Day 1: Recorded	Making Meaning Unit 2, Week 3, Day 2: Live or recorded
	Being a Writer Unit 2, Week 2, Day 1: Recorded	Being a Writer Unit 2, Week 2, Day 2: Live or recorded	Being a Writer Unit 2, Week 2, Day 3: Live or recorded	Being a Writer Unit 2, Week 2, Day 4: Live or recorded
<p>At-Home Activities:</p> <ul style="list-style-type: none"> ▪ Being a Reader <ul style="list-style-type: none"> – Complete Handwriting Notebook pages 7-9 – Write a new version of <i>This Little Chick</i> using the sentence frame – Practice high-frequency words by playing “Memory” with them – Find high-frequency words in a book you’re reading ▪ Being a Writer <ul style="list-style-type: none"> – Writing Throughout the Week Activities from Unit 2, Week 1 ▪ Making Meaning Vocabulary <ul style="list-style-type: none"> – Match words from Weeks 1-5 				

Collaborative Literacy Sample Schedule: Blended Model for Grade 3, Week 6

Monday In Person	Tuesday Remote	Wednesday In Person	Thursday Remote	Friday In Person
Being a Writer Personal Narrative, Week 1, Day 1	Being a Writer Personal Narrative, Week 1, Day 2: Recorded	Being a Writer Personal Narrative, Week 1, Day 3	Being a Writer Personal Narrative, Week 1, Day 4: Recorded	Being a Writer Personal Narrative, Week 1, Day 5
Making Meaning Unit 3, Week 1, Day 1	Making Meaning Unit 3, Week 1, Day 2: Recorded	Making Meaning Unit 3, Week 1, Day 3	Making Meaning Unit 3, Week 1, Day 4: Recorded	
Making Meaning Vocabulary, Week 6, Day 1	Making Meaning Vocabulary, Week 6, Day 2	Making Meaning Vocabulary, Week 6, Day 3	Making Meaning Vocabulary, Week 6, Day 4	
	At-Home Activities: <ul style="list-style-type: none"> ▪ IDR ▪ Independent Writing ▪ Vocabulary review from Week 5 ▪ Respond to Blog (Making Meaning Technology Extension, p. 83) 		At-Home Activities: <ul style="list-style-type: none"> ▪ IDR ▪ Independent Writing ▪ Making Meaning Writing About Reading, p. 112 	

Collaborative Literacy Sample Schedule: Fully Remote Model for Grade 3, Week 6

Monday	Tuesday	Wednesday	Thursday	Friday
Being a Writer Personal Narrative, Week 1, Day 1: Live or recorded	Being a Writer Personal Narrative, Week 1, Day 2: Recorded	Being a Writer Personal Narrative, Week 1, Day 3: Live or recorded	Being a Writer Personal Narrative, Week 1, Day 4: Recorded	Being a Writer Personal Narrative, Week 1, Day 5: Live or recorded
Making Meaning Unit 3, Week 1, Day 1: Live or recorded	Making Meaning Unit 3, Week 1, Day 2: Recorded	Making Meaning Unit 3, Week 1, Day 3	Making Meaning Unit 3, Week 1, Day 4: Recorded	
Making Meaning Vocabulary, Week 6, Day 1	Making Meaning Vocabulary, Week 6, Day 2	Making Meaning Vocabulary, Week 6, Day 3	Making Meaning Vocabulary, Week 6, Day 4	
<p>At-Home Activities (to be completed throughout the week):</p> <ul style="list-style-type: none"> ▪ Making Meaning <ul style="list-style-type: none"> – IDR: To be completed daily – Respond to Class Reading Blog (see Technology Extension, p. 83) – Writing About Reading: Write an opinion on <i>The Paper Bag Princess</i> – Vocabulary Review from Week 5 ▪ Being a Writer <ul style="list-style-type: none"> – Independent Writing: To be completed daily – Listen to and write about the music of <i>Grandma's Records</i> (Technology Extension) 				

Collaborative Literacy Sample Schedule: Blended Model for Grade 5, Week 4

Monday In Person	Tuesday Remote	Wednesday In Person	Thursday Remote	Friday In Person
Being a Writer Unit 2, Week 1, Day 1	Being a Writer Unit 2, Week 1, Day 2: Recorded	Being a Writer Unit 2, Week 1, Day 3	Being a Writer Unit 2, Week 1, Day 4: Recorded	Being a Writer Unit 2, Week 1, Day 5
Making Meaning Unit 2, Week 2, Day 1	Making Meaning Unit 2, Week 2, Day 2: Recorded	Making Meaning Unit 2, Week 2, Day 3	Making Meaning Unit 2, Week 2, Day 4: Recorded	Making Meaning Vocabulary, Ongoing Review, Day 5
Making Meaning Vocabulary, Week 4, Day 1	Making Meaning Vocabulary, Week 4, Day 2 At-Home Activities: <ul style="list-style-type: none"> ▪ IDR ▪ Independent Writing ▪ Vocabulary review from Week 3 ▪ Being a Writer Extension, p. 76 	Making Meaning Vocabulary, Week 4, Day 3	Making Meaning Vocabulary, Week 4, Day 4 At-Home Activities: <ul style="list-style-type: none"> ▪ IDR ▪ Independent Writing ▪ Making Meaning Extension, p. 77 ▪ Being a Writer Extension, p. 87 	

Collaborative Literacy Sample Schedule: Fully Remote Model for Grade 5, Week 4

Monday	Tuesday	Wednesday	Thursday	Friday
Being a Writer Unit 2, Week 1, Day 1: Live or recorded	Being a Writer Unit 2, Week 1, Day 2: Recorded	Being a Writer Unit 2, Week 1, Day 3: Live or recorded	Being a Writer Unit 2, Week 1, Day 4: Recorded	Being a Writer Unit 2, Week 1, Day 5: Live or recorded
Making Meaning Unit 2, Week 2, Day 1: Live or recorded	Making Meaning Unit 2, Week 2, Day 2: Recorded	Making Meaning Unit 2, Week 2, Day 3	Making Meaning Unit 2, Week 2, Day 4: Recorded	
Making Meaning Vocabulary, Week 4, Day 1	Making Meaning Vocabulary, Week 4, Day 2	Making Meaning Vocabulary, Week 4, Day 3	Making Meaning Vocabulary, Week 4, Day 4	
<p>At-Home Activities (to be completed throughout the week):</p> <ul style="list-style-type: none"> ▪ Making Meaning <ul style="list-style-type: none"> – IDR: To be completed daily – Vocabulary Review from Week 3 ▪ Being a Writer <ul style="list-style-type: none"> – Independent Writing: To be completed daily – Extension Activity, p. 76 – Extension Activity, p. 87 				