

# Remote Learning Guidance for Being a Writer

## INTRODUCTION

## GUIDANCE

Beginning of Year

Middle of Year  
*(Coming Soon)*

End of Year  
*(Coming Soon)*

## SAMPLE SCHEDULES

# 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. 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).

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## 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.

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## 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?*

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## 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?*

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## 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.

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## 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.

**There is no digital access to the mentor texts in *Being a Writer*. It is essential that you bring those mentor texts with you for remote teaching.**

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## 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:
  - *Student Skill Practice Book* (grades 1–6)
  - *Student Writing Handbook* (grades 2–6)
- White board and dry erase marker (grades K–2)

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## 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 Writer* instruction, we recommend prioritizing writing conferences with students, including:

- **Beginning-of-Year Writing Sample:** Use the instructions in Unit 1 of the *Assessment Resource Book* or ClassView Pro 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 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 *Assessment Resource Book* or ClassView Pro). In grades K–1, conduct these conferences with the students during the first several weeks of the school year rather than waiting until Unit 2.

Consider how you will schedule one-on-one conferences with students 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)
- Grades 2 and 3
  - 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)
- Grades 4–6
  - Maximum of three 30- to 45-minute live/recorded sessions per day
  - Maximum of two 20- to 30-minute sustained work activities per day (for example, independent reading/writing)
  - Maximum of five independent work activities to be done at any time during the day (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](#)
- 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 Writer

### 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 Writer* instructional guidance and at-home activities are provided to support fully or blended remote learning. The guidance is organized by grade level.

[Kindergarten](#)

[Grade 1](#)

[Grade 2](#)

[Grades 3-6](#)

## Kindergarten

### Instructional Guidance

There are three *Being a Writer* lessons per week in Kindergarten, with optional Writing Throughout the Week Activities.

#### Unit 1: The Writing Community (4 weeks)

- Essential content:
  - Establishing the writing community
  - Learning routines and procedures for writing time
- Considerations:
  - The routines and procedures described in the unit will need to be modified for a remote setting. Consider teaching the routines and procedures for your platform during this unit.

- Supporting Kindergarten writers is essential for their development in risk-taking and in learning initial letter-sound correspondences.
- This unit should be taught as intended for the full four weeks.

## Unit 2: Getting Ideas (10 weeks)

- Essential content:
  - Exploring words
  - Exploring letter-sound relationships
  - Practicing writing letters and words
  - Approximating spelling
  - Generating ideas for writing/drawing
  - Learning to use the word wall
  - Drawing and writing freely
- Considerations:
  - Modifications may need to be made for using a word wall
    - For **blended models**, consider a portable word wall for students to have at home
    - For **fully remote models**, consider a digital word wall for students to access
    - Consider establishing a weekly time to confer with writers individually. This opportunity for formative assessment and feedback could be facilitated through a remote platform or as a phone call. Consider using the Extension on p. 135 to support your conversation.

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## At-Home Activities

- Consider using the free writing/drawing opportunities from daily lessons.
- Consider using the Writing Throughout the Week Activities.
- Consider using the Extension Activities to further the learning:
  - Unit 1: p. 41, p. 44, p. 57
  - Unit 2: p. 68, p. 72, p. 96, p. 110, p. 132, p. 145, p. 149, p. 163, p. 173, p. 189
- Consider using the Writing About Reading Activities:
  - Unit 2: p. 159, p. 185

# Grade 1

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## Instructional Guidance

There are four lessons per week in *Being a Writer* grade 1, with optional Writing Throughout the Week Activities.

### Unit 1: The Writing Community (5 weeks)

- Essential content:
  - Establishing the writing community
  - Learning routines and procedures for writing time
- Considerations:
  - The routines and procedures described in the unit will need to be modified for a remote setting. Consider teaching the routines and procedures for your virtual platform during this unit.
  - Supporting first-grade writers is essential for their development in risk-taking and in learning initial letter-sound correspondences.
  - This unit should be taught as intended for the full five weeks.
  - Consider establishing a weekly time to confer with writers individually. This opportunity for formative assessment and feedback could be facilitated through a remote platform or as a phone call.

### Unit 2: Getting Ideas (6 weeks)

- Essential content:
  - Writing using a sentence frame
  - Contributing to a shared story
  - Approximating spelling using letter-sound relationships
  - Adding details to a story
  - Adding labels to illustrations
  - Exploring speech bubbles
- Considerations:
  - Modifications may need to be made for using a word wall
    - For **blended models**, consider a portable word wall for students to have at home
    - For **fully remote models**, consider a digital word wall for students to access
  - As you are conferring with students, consider using the Extension on p. 124 to support your conversations.

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## At-Home Activities

- Consider using the free writing/drawing opportunities from daily lessons.
- Consider using the Writing Throughout the Week Activities.
- Consider using the Extension Activities to further the learning:
  - Unit 1: p. 19, p. 36, p. 67
  - Unit 2: p. 121, p. 122, p. 158, p. 169, p. 175, p. 190, p. 197
- Consider using the Writing About Reading activities:
  - Unit 1: p. 29, p. 62
  - Unit 2: p. 136, p. 186

# Grade 2

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## Instructional Guidance

There are four lessons per week in *Being a Writer* grade 2, with optional Writing Throughout the Week Activities.

### Unit 1: The Writing Community (7 weeks)

- Essential content:
  - Establishing the writing community
  - Learning routines and procedures for writing time
  - Approximating spelling using letter-sound relationships
  - Rereading and adding details
  - Using the word wall
  - Capitalizing and punctuating sentences
- Considerations:
  - The routines and procedures described in the unit will need to be modified for a remote setting. Consider teaching the routines and procedures for your platform during this unit.
  - This unit should be taught as intended for the full seven weeks.
  - Modifications may need to be made for using a word wall
    - For **blended models**, consider a portable word wall for students to have at home
    - For **fully remote models**, consider a digital word wall for students to access
  - Consider establishing a weekly time to confer with writers individually. This opportunity for formative assessment and feedback could be facilitated through a remote platform or as a phone call.

### Unit 2: Telling More (4 weeks)

- Essential content:
  - Visualizing to get ideas
  - Rereading and adding details to tell more
  - Checking sentence punctuation, including adding commas in a series

- Considerations:
  - This unit could be modified for time by omitting week 3.
  - Pair conferring can be facilitated as an in-person lesson in a blended format or through the use of “breakout” rooms on your remote platform in a fully remote format.
  - As you are conferring with students, consider using the Extension on p. 85 to guide your conversation.

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## At-Home Activities

- Consider using the free writing/drawing opportunities from daily lessons.
- Consider using the Writing Throughout the Week Activities.
- Consider using the Extension Activities to further the learning:
  - Unit 1: p. 13, p. 21, p. 32, p. 53, p. 90, p. 105
  - Unit 2: p. 143, p. 158, p. 180, p. 185
- Consider using the Writing About Reading Activities:
  - Unit 1: p. 46, p. 63
  - Unit 2: p. 155, p. 181, p. 192

# Grades 3–6

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## Instructional Considerations

There are five lessons per week in *Being a Writer* grades 3–6. The immersion and drafting weeks of the units lend themselves well to live instruction via a remote platform or as a recorded lesson. The revision, proofreading, and publication sections of the unit are best taught in a live format (in person or via remote platform). Independent writing is a daily part of the lesson and can be done at any time. You may consider recording the “Getting Ready to Write” section of each lesson, allowing students independent writing time via a shared platform (such as Google Docs) for interaction with each other, and establishing time for sharing and reflecting via a live platform.

When a blended or fully remote format is necessary, consider teaching the units in the following order:

- Unit 1: The Writing Community (beginning of the year)
- Unit 2: The Writing Process (beginning of the year)
- Personal Narrative (beginning of the year)
- Personal Narrative Writing Performance Task (beginning of the year)
- Opinion Writing (middle of the year)
- Opinion Narrative Writing Performance Task (middle of the year)
- Functional Writing (middle of the year)
- Expository Nonfiction (middle/end of the year)
- Expository Narrative Writing Performance Task (end of the year)
- Poetry (if time allows)
- Fiction (if time allows)
- Unit 9: Revisiting the Writing Community

### Unit 1: The Writing Community (3 weeks)

- Essential content:
  - Establishing the writing community
  - Learning routines and procedures for writing time
- Considerations:
  - The routines and procedures described in the unit will need to be modified for a remote setting. Consider teaching the routines and procedures for your platform during this unit.

- If you do not have time to teach every lesson, you might skip the “Learning About an Author” lessons in weeks 1 and 2.
- Consider establishing a weekly time to confer with writers individually. This opportunity for formative assessment and feedback could be facilitated through a remote platform or as a phone call.
- Pair conferring can be facilitated as an in-person lesson in a blended format or through the use of “breakout” rooms on your remote platform in a fully remote format.

## **Unit 2: The Writing Process (2 weeks)**

- Essential content:
  - Understanding and learning the writing process
  - Taking a piece through publication
- Considerations:
  - This unit should be completed in its entirety.
  - Pair conferring can be facilitated as an in-person lesson in a blended format or through the use of “breakout” rooms on your remote platform in a fully remote format.

## **Personal Narrative (4 weeks)**

- Essential content:
  - Hearing and discussing personal narratives
  - Drafting personal narratives that focus on events and topics from students’ own lives
  - Learning conventions: sensory details, temporal words and phrases, strong openings and conclusions, commonly misused words, spelling, and punctuation
- Considerations:
  - The immersion and drafting weeks (1 and 2) could be modified to include fewer Quick-Write experiences if necessary.
  - The revision, proofreading, and publication weeks of the unit can be recorded and individual conferences can support students in taking their writing to final publication.

## **Personal Narrative Writing Performance Task (1 week)**

- Essential content:
  - Applying learning from the Personal Narrative Unit to a writing performance task that integrates reading and writing

- Consideration:
  - This unit lends itself to recorded lessons. For fully remote formats, consider recording the lessons for the students and continuing individual conferences throughout the week of instruction. For blended models, consider Days 1, 2, and 4 for in-person learning and Days 3 and 5 for recorded lessons.

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## At-Home Activities

- Consider using the Writing Time portion of the daily lesson.
- Consider using the Extension Activities for independent work:

### Grade 3

- Unit 1: p. 21, p. 28, p. 56, p. 67
- Unit 2: p. 83, p. 92, p. 104, p. 108, p. 116
- Personal Narrative: p. 129, p. 138, p. 152, p. 189, p. 196, p. 202

### Grade 4

- Unit 1: p. 23, p. 42, p. 65
- Unit 2: p. 76, p. 87, p. 90, p. 102, p. 106, p. 110, p. 114
- Personal Narrative: p. 138, p. 140, p. 149, p. 187, p. 194, p. 200

### Grade 5

- Unit 1: p. 40, p. 64
- Unit 2: p. 76, p. 87, p. 90, p. 102, p. 106, p. 110, p. 114
- Personal Narrative: p. 128, p. 141, p. 187, p. 194, p. 200

### Grade 6

- Unit 1: p. 45, p. 49, p. 65, p. 81, p. 91, p. 92, p. 96
- Unit 2: p. 109, p. 118, p. 124, p. 128, p. 140, p. 144, p. 152
- Personal Narrative: p. 174, p. 179, p. 181, p. 189, p. 199, p. 210, p. 236, p. 242, p. 249, p. 257, p. 263

- Consider using the Writing About Reading Activities for independent work:

### Grade 3

- Unit 1: p. 32, p. 40, p. 64
- Personal Narrative: p. 146, p. 156

**Grade 4**

- Unit 1: p. 14, p. 38
- Personal Narrative: p. 134, p. 179

**Grade 5**

- Unit 1: p. 33
- Personal Narrative: p. 135, p. 180

**Grade 6**

- Unit 1: p. 59, p. 97
- Personal Narrative: p. 204, p. 210

# 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	<b>At-Home Activities:</b>	Being a Reader Independent Work, Week 6, Day 2	<b>At-Home Activities:</b>	Being a Writer Unit 2, Week 2, Day 3
Making Meaning Unit 1, Week 6, Day 1	<ul style="list-style-type: none"> <li>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></li> </ul>	Making Meaning Unit 1, Week 6, Day 2	<ul style="list-style-type: none"> <li>Complete Handwriting Notebook pp. 1–4</li> </ul>	
Being a Writer Unit 2, Week 2, Day 1	<ul style="list-style-type: none"> <li>Find high-frequency words around your house</li> <li>Writing Throughout the Week Activities Unit 2, Week 2</li> </ul>	Being a Writer Unit 2, Week 2, Day 2	<ul style="list-style-type: none"> <li>Make your page for the class book based on <i>Hands Can</i></li> <li>Writing Throughout the Week Activities Unit 2, Week 2</li> </ul>	

## 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		
<p><b>At-Home Activities (to be completed throughout the week):</b></p> <ul style="list-style-type: none"> <li>▪ Being a Reader           <ul style="list-style-type: none"> <li>– Complete Handwriting Notebook pages 1–4</li> <li>– Make your page for the class book based on <i>Hands Can</i></li> <li>– Practice new high frequency words by playing “Memory” with them</li> <li>– Find high-frequency words around your house</li> <li>– Listen to the song “<a href="#">Open, Shut Them</a>” and talk to a family member about how that song is like the book <i>Hands Can</i></li> </ul> </li> <li>▪ Being a Writer Writing Throughout the Week Activities           <ul style="list-style-type: none"> <li>– Create a color book</li> <li>– Write about a favorite color</li> </ul> </li> </ul>				

## 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	<b>At-Home Activities:</b> <ul style="list-style-type: none"> <li>▪ Complete Handwriting Notebook pp. 7-9</li> <li>▪ Find high-frequency words in a book you're reading</li> <li>▪ Free Write (from Being a Writer lesson)</li> </ul>	Making Meaning Unit 2, Week 3, Day 1	<b>At-Home Activities:</b> <ul style="list-style-type: none"> <li>▪ Write your own version of <i>This Little Chick</i></li> <li>▪ Play "Memory" with your high-frequency words</li> <li>▪ Writing Throughout the Week: Write more stories about special places</li> </ul>	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 Unit 2, Week 3, Day 2: 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	Being a Writer Unit 2, Week 2, Day 4: 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	

### At-Home Activities:

- Being a Reader
  - Complete Handwriting Notebook pages 7-9
  - Write a new version of *This Little Chick* 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
  - Writing Throughout the Week Activities from Unit 2, Week 1
- Making Meaning Vocabulary
  - 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	
	<b>At-Home Activities:</b> <ul style="list-style-type: none"> <li>▪ IDR</li> <li>▪ Independent Writing</li> <li>▪ Vocabulary review from Week 5</li> <li>▪ Respond to Blog (Making Meaning Technology Extension, p. 83)</li> </ul>		<b>At-Home Activities:</b> <ul style="list-style-type: none"> <li>▪ IDR</li> <li>▪ Independent Writing</li> <li>▪ Making Meaning Writing About Reading, p. 112</li> </ul>	

## 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><b>At-Home Activities (to be completed throughout the week):</b></p> <ul style="list-style-type: none"> <li>▪ Making Meaning           <ul style="list-style-type: none"> <li>– IDR: To be completed daily</li> <li>– Respond to Class Reading Blog (see Technology Extension, p. 83)</li> <li>– Writing About Reading: Write an opinion on <i>The Paper Bag Princess</i></li> <li>– Vocabulary Review from Week 5</li> </ul> </li> <li>▪ Being a Writer           <ul style="list-style-type: none"> <li>– Independent Writing: To be completed daily</li> <li>– Listen to and write about the music of <i>Grandma’s Records</i> (Technology Extension)</li> </ul> </li> </ul>				

## 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	Making Meaning Vocabulary, Week 4, Day 3	Making Meaning Vocabulary, Week 4, Day 4	
	<b>At-Home Activities:</b> <ul style="list-style-type: none"> <li>▪ IDR</li> <li>▪ Independent Writing</li> <li>▪ Vocabulary review from Week 3</li> <li>▪ Being a Writer Extension, p. 76</li> </ul>		<b>At-Home Activities:</b> <ul style="list-style-type: none"> <li>▪ IDR</li> <li>▪ Independent Writing</li> <li>▪ Making Meaning Extension, p. 77</li> <li>▪ Being a Writer Extension, p. 87</li> </ul>	

## 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><b>At-Home Activities (to be completed throughout the week):</b></p> <ul style="list-style-type: none"> <li>▪ Making Meaning           <ul style="list-style-type: none"> <li>– IDR: To be completed daily</li> <li>– Vocabulary Review from Week 3</li> </ul> </li> <li>▪ Being a Writer           <ul style="list-style-type: none"> <li>– Independent Writing: To be completed daily</li> <li>– Extension Activity, p. 76</li> <li>– Extension Activity, p. 87</li> </ul> </li> </ul>				