Remote Learning Guidance for Making Meaning

COLLABORATIVE CLASSROOM™

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 for each program 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).

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.

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

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
- *Making Meaning Student Response Book* (grades 1–6)
- White board and dry erase marker (grades K–2)

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 might administer the assessments during in-person instruction if you are in a blended learning situation?*

For *Making Meaning* instruction, we recommend prioritizing reading conferences with students, including:

- **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 *Assessment Resource Book* or ClassView Pro). Conduct these conferences during the first few 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

Making Meaning

Beginning of the Year

In this section, we offer guidance for the beginning of the school year (within the first 10–12 weeks). *Making Meaning*, IDR, and Vocabulary instructional guidance and at-home activities are provided to support fully or blended remote learning. The guidance is organized by grade level.

General Guidance

- Read-Alouds: Reading aloud online can be tricky as it is easy for students to become distracted. Consider adding additional stopping points for discussion on Day 1 and Day 2 when you are reading the entire book.
- If you are using a format such as Zoom, use breakout rooms for the partner talk. As the host of the Zoom, you can pop in and out of breakout rooms to listen in on various partners.
- Think about how you will engage your students in the whole-class experience. Consider stopping points, discussions, and opportunities for students to ask questions for clarity.

- Simple reading responses include:
  - Create a timeline of your book
  - Follow a character: Who are they? What do you know about them from the text? How are they changing throughout the story?
  - Storyboard a fiction or narrative nonfiction text
  - Create Double-Entry Journals:
    - What I Read/What I Thought
    - Character Name/Character Change Over Time
    - What I Read/What I Learned

- Continue to support students by conferring with them one-on-one about their reading.
  - Use the guidance offered in the IDR section of your *Making Meaning Teacher's Manual*. Additionally, "IDR Comprehension Questions by Grade Level" (which is available in the Remote Learning chicklet on the Learning Portal) might support your reading discussions with students.

- Make sure to continue to create the charts suggested in the lessons for students to reference.

Kindergarten

Instructional Guidance

In Kindergarten there are two *Making Meaning* lessons per week. The daily lessons lend themselves to the virtual platform. Consider providing these lessons live (if possible) or in a recorded format in a fully remote scenario. If in a blended scenario, consider recording the Day 1 lesson and then providing the Day 2 lesson live for students to continue their listening practice.

Unit 1: The Reading Community (6 weeks)

- Essential content:
  - Establishing the reading community
  - Learning procedures (including IDR)
  - Answering questions about key details
  - Making text-to-self connections

- Considerations:
  - This unit was designed to support students in establishing the reading community and learning the routines and procedures used throughout the year.
  - The unit will need to be modified if in a fully remote setting. Consider teaching routines and procedures for your virtual format during this unit.

Unit 2: Making Connections (3 weeks)

- Essential content:
  - Answering questions about key details and important ideas
  - Making text-to-self connections
  - Reflection on the story's message
  - Comparing and contrasting characters

- Considerations:
  - The mentor texts featured in this unit focus on expressing feelings. This content could be particularly relevant to situations in your community.
  - By the end of this unit, consider establishing procedures for conferring with students.
    - If in a **blended model**, consider recording Day 1 lessons for home learning and live lessons for Day 2 so that students will have an in-person conference.
    - If in a **fully remote model**, consider establishing one-on-one conferences across the week with each student. Conferences can be done in a video conference format or a telephone call.

Unit 3: Retelling (3 weeks)

- Essential content:
  - Answering questions about key details and main events
  - Retelling events
    - Using illustrations
    - Beginning, middle, end
    - Sequencing
  - Discussing problems in a story

- Consideration:
  - Retelling is an essential literacy skill for kindergarten.

At-Home Activities

- Consider recording all the Writing About Reading and/or Extension Activities to be used at home. Tell the students they can be completed at any time throughout a given week.

- By the end of Unit 3 students should have a bank of books to choose from for IDR.
  - If in a **blended model**, consider how physical books from school can be used at home.
  - If in a **fully remote model**, consider options for e-books from sites such as Epic! or your local library.

Grade 1

Instructional Guidance

Making Meaning in grade 1 consists of two lessons per week for the first three units. The daily lessons lend themselves to the virtual platform. Consider providing these lessons live (if possible) or in a recorded format in a fully remote scenario. If in a blended scenario, consider recording the Day 1 lesson and then providing the Day 2 lesson live for students to continue their listening practice.

Unit 1: The Reading Community (4 weeks)

- Essential content:
  - Establishing the reading community
  - Learning procedures (including IDR)
  - Answering questions about key details
  - Identifying who is telling the story
  - Making text-to-self and text-to-text connections

- Considerations:
  - This unit was designed to support students in establishing the reading community and learning the routines and procedures used throughout the year.
  - The unit will need to be modified in a fully remote setting. Consider teaching routines and procedures for your virtual format in this unit.

Unit 2: Making Connections (3 weeks)

- Essential content:
  - Answering questions about key details and important ideas
  - Making text-to-self connections
  - Discussing the story's message

- Considerations:
  - The mentor texts featured in this unit focus on expressing feelings. This content could be particularly relevant to situations in your community.
  - By the end of this unit, consider establishing procedures for conferring with students.
    - If in a **blended model**, consider recording Day 1 lessons for home learning and in-person lessons for Day 2 so that students will have an in-person conference.
    - If in a **fully remote model**, consider establishing one-on-one conferences with each student each week. Conferences can be done in a video conference format or with a telephone call.

Unit 3: Retelling (3 weeks)

- Essential content:
  - Answering questions about key details and main events
  - Retelling events
    - Using illustrations
    - Sequencing
  - Comparing and contrasting characters
  - Choosing a "just right" book

- Consideration:
  - Retelling is an essential literacy skill for grade 1.

At-Home Activities

- By the end of Unit 2, the students should have a bank of books to choose from for IDR.
  - If in a **blended model**, consider how physical books from school can be used at home.
  - If in a **fully remote model**, consider options for e-books from sites such as Epic! or your local library.
  - If you are using *Being a Reader*, Small-Group Reading texts can be utilized in IDR.

- Consider recording all the Writing About Reading and/or Extension Activities to be used as at-home activities that can be completed at any time throughout a given week.

Grade 2

Instructional Guidance

There are three lessons per week in *Making Meaning* grade 2. The daily lessons lend themselves to the virtual platform. Consider providing these lessons live (if possible) or in a recorded format in a fully remote scenario. If in a blended scenario, consider recording the Day 1 lesson and then providing the Day 2 and 3 lessons live for students to continue their guided practice.

Unit 1: The Reading Community (3 weeks)

- Essential content:
  - Establishing the reading community
  - Learning procedures (including IDR)
  - Answering questions about key details
  - Making text-to-self and text-to-text connections
  - Discussing independent reading

- Considerations:
  - This unit was designed to establish routines and procedures at the beginning of the year.
  - The unit will need to be modified if in a fully remote setting. Consider teaching routines and procedures for your virtual format during this unit.
  - By the end of this unit, establish procedures for conferring with students.
    - If in a **blended model**, consider recording Day 1 lessons for home learning and live lessons for Day 2 and/or 3 so that students will have an in-person conference.
    - If in a **fully remote model**, consider establishing one-on-one conferences across the week with each student. Conferences can be done in a video conference format or a telephone call.

Unit 2: Making Connections (4 weeks)

- Essential content:
  - Answering questions about key details and important ideas
  - Referring to the text to support their thinking
  - Discussing character point of view
  - Making text-to-self and text-to-text connections

- Consideration:
  - The mentor texts featured in this unit focus around expressing feelings and understanding point of view. This content could be particularly relevant to situations in your community.

Unit 3: Visualizing (4 weeks)

- Essential content:
  - Hearing and discussing expository texts and poetry
  - Visualizing characters and events from the story
  - Drawing and writing about mental images
  - Connecting mental images to the text

- Consideration:
  - Visualizing is an essential literacy skill for grade 2 students. Ensuring that students connect their mental images to the text that was read is important to their comprehension development.

At-Home Activities

- By the end of Unit 1, students should have a bank of books to choose from for IDR.
  - If in a **blended model**, consider how physical books from school can be used at home.
  - If in a **fully remote model**, consider options for e-books from sites such as Epic! or your local library.

- Consider using the Writing About Reading Activities to extend the learning:
  - Unit 2: p. 53, p. 64
  - Unit 3: p. 112, p. 136

- Consider using the Extension Activities to support your IDR conferences:
  - Unit 2: p. 54

- Consider using the Extension Activities to extend the learning:
  - Unit 2: p. 65, p. 86, p. 90
  - Unit 3: p. 106, p. 150, p. 151

- Consider using the Technology Extensions as a way to continually communicate in a remote setting about the *Making Meaning* texts:
  - Unit 3: p. 124

Grade 3

Instructional Guidance

Making Meaning in grade 3 consists of four lessons per week. The daily lessons lend themselves to the virtual platform. Consider providing these lessons live (if possible) or in a recorded format in a fully remote scenario. If in a blended scenario, consider recording the Day 1 lesson and then providing the following lesson live for students to continue their guided practice. If the number of lessons per week needs to be reduced, you may consider making the Independent Strategy Practice Lessons into At-Home Activities.

Unit 1: The Reading Community (2 weeks)

- Essential content:
  - Establishing the reading community
  - Learning procedures (including IDR)
  - Making text-to-text connections
  - Using illustrations to make inferences
  - Discussing independent reading

- Considerations:
  - This unit was designed to establish routines and procedures at the beginning of the year.
  - The unit will need to be modified if in a fully remote setting. Consider teaching routines and procedures for your virtual format during this unit.
  - By the end of this unit, establish procedures for conferring with students.
    - If in a **blended model**, consider recording the Day 1 and 3 lessons for home learning and instructing live for the remaining lessons so that students will have an in-person conference.
    - If in a **fully remote model**, consider establishing one-on-one conferences across the week with each student. Conferences can be done in a video conference format or a telephone call.

Unit 2: Visualizing (3 weeks)

- Essential content:
  - Visualizing characters and events from the story
  - Drawing and writing about mental images
  - Connecting mental images to the text
  - Distinguishing students' point of view from those of characters in the story

- Consideration:
  - This unit is an essential extension from learning in grade 2.

Unit 3: Making Inferences (5 weeks)

- Essential content:
  - Discussing the main character's problem in a story
  - Making inferences about the main character
  - Referring to the text to support students' thinking
  - Exploring character change
  - Exploring problems main characters face

- Consideration:
  - Making inferences is an essential literacy skill for grade 3 students. The unique build of the texts in this unit is essential to developing the ability to make inferences. Prioritize the instruction around making inferences during this unit.

At-Home Activities

- By the end of Unit 1, students should have a bank of books to choose from for IDR.
  - If in a **blended model**, consider how physical books from school can be used at home.
  - If in a **fully remote model**, consider options for e-books from sites such as Epic! or your local library.

- Consider using the Writing About Reading Activities to extend the learning:
  - Unit 1: p. 13
  - Unit 2: p. 60, p. 89
  - Unit 3: p. 112, p. 172

- Consider using the Extension Activities to support your IDR conferences:
  - Unit 2: p. 61

- Consider using the Extension Activities to extend the learning:
  - Unit 2: p. 76, p. 86
  - Unit 3: p. 137, p. 144, p. 157

- Consider using the Technology Extensions as a way to continually communicate in a remote setting about the *Making Meaning* texts:
  - Unit 2: p. 83
  - Unit 3: p. 124

Grade 4

Instructional Guidance

There are four lessons per week in *Making Meaning* grade 4. The daily lessons lend themselves to the virtual platform. Consider providing these lessons live (if possible) or in a recorded format in a fully remote scenario. If in a blended scenario, consider recording the lessons labeled "Read-Aloud" and then providing the Practice or IDR lessons live for students to continue their guided practice. If the number of lessons per week needs to be reduced, you may consider making the Independent Strategy Practice Lessons into At-Home Activities.

Unit 1: The Reading Community (2 weeks)

- Essential content:
  - Establishing the reading community
  - Learning procedures and establishing IDR
  - Hearing stories repeatedly to build comprehension
  - Exploring theme

- Considerations:
  - This unit was designed to establish routines and procedures at the beginning of the year.
  - The unit will need to be modified if in a fully remote setting. Consider teaching routines and procedures for your virtual format during this unit.
  - By the end of this unit, establish procedures for conferring with students.
    - If in a **blended model**, consider recording the Day 1 and 3 lessons for home learning and instructing live for the remaining lessons so that students will have an in-person conference.
    - If in a **fully remote model**, consider establishing one-on-one conferences across the week with each student. Conferences can be done in a video conference format or a telephone call.

Unit 2: Using Text Features: Expository Nonfiction (3 weeks)

- Essential content:
  - Using text features to better understand the information in a book
  - Using text features to locate key information

- Consideration:
  - Digital texts lend themselves well to using text features to better understand and locate information. Consider using the articles in this unit digitally.

Unit 3: Questioning: Expository Nonfiction (3 weeks)

- Essential content:
  - Generating "I wonder" statements about the topic of the text and to make sense of the book
  - Asking questions to make sense of texts read aloud and independently

- Considerations:
  - The comprehension work in this unit is directly connected to the work in the text unit "Analyzing Text Structure." Students must be able to generate their own questions to deepen their understanding of texts.
  - Students will need access to expository nonfiction as well as functional texts to support their practice in this unit.

Unit 4: Analyzing Text Structure: Fiction, Narrative Nonfiction, and Drama (5 weeks)

- Essential content:
  - Understanding character, setting, plot, and theme
  - Exploring point of view
  - Understanding character change and conflict
  - Using questions to make sense of a story
  - Thinking about whether questions are answered directly, indirectly, or not at all

- Considerations:
  - Analyzing and understanding the structure of various genres supports students' comprehension across a wide range of texts.
  - The mentor texts in this unit increase in complexity significantly after the second week. Consider doing more in-person/live lessons for the Guided Strategy Practice lessons after the second week if at all possible.

At-Home Activities

- By the end of Unit 1, students should have a bank of books to choose from for IDR.
  - If in a **blended model**, consider how physical books from school can be used at home.
  - If in a **fully remote model**, consider options for e-books from sites such as Epic! or your local library.

- Consider using the Writing About Reading Activities to extend the learning:
  - Unit 1: p. 17
  - Unit 2: p. 54, p. 90
  - Unit 3: p. 146, p. 161
  - Unit: p. 187, p. 230, p. 252

- Consider using the Extension Activities to support your IDR conferences:
  - Unit 2: p. 72

- Consider using the Extension Activities to extend the learning:
  - Unit 2: p. 49, p. 58, p. 61, p. 62, p. 79, p. 95
  - Unit 3: p. 123, p. 134, p.147, p. 157, p. 162, p. 165
  - Unit 4: p. 192, p. 203, p. 206, p. 209, p. 218, p. 225, p. 231, p. 254, p. 268, p. 269

- Consider using the Technology Extensions as a way to continually communicate in a remote setting about the *Making Meaning* texts.
  - Unit 1: p. 22

Grade 5

Instructional Guidance

There are four lessons per week in *Making Meaning* in grade 5. The daily lessons lend themselves to the virtual platform. Consider providing these lessons live (if possible) or in a recorded format in a fully remote scenario. If in a blended scenario, consider recording the lessons labeled "Read-Aloud" and then providing the Practice or IDR lessons live for students to continue their guided practice. If the number of lessons per week needs to be reduced, you may consider making the Independent Strategy Practice Lessons into At-Home Activities.

Unit 1: The Reading Community (2 weeks)

- Essential content:
  - Establishing the reading community
  - Learning procedures and establishing IDR
  - Hearing stories repeatedly to build comprehension
  - Exploring first- and third-person point of view

- Considerations:
  - This unit was designed to establish routines and procedures at the beginning of the year.
  - The unit will need to be modified if in a fully remote setting. Consider teaching routines and procedures for your virtual format during this unit.
  - By the end of this unit, establish procedures for conferring with students.
    - If in a **blended model**, consider recording the Day 1 and 3 lessons for home learning and instructing live for the remaining lessons so that students will have an in-person conference.
    - If in a **fully remote model**, consider establishing one-on-one conferences across the week with each student. Conferences can be done in a video conference format or a telephone call.

Unit 2: Using Text Features: Expository Nonfiction (2 weeks)

- Essential content:
  - Using text features to better understand the information in a book
  - Using text features to locate key information
  - Analyzing graphs

- Consideration:
  - Digital texts lend themselves well to using text features to better understand and locate information. Consider using the articles in this unit digitally.

Unit 3: Questioning: Expository Nonfiction (2 weeks)

- Essential content:
  - Generating "I wonder" statements about the topic of the text and to make sense of the book
  - Asking questions to make sense of texts read aloud and independently

- Considerations:
  - The comprehension work in this unit is directly connected to the work in the next unit, "Analyzing Text Structure." Students must be able to generate questions to deepen their understanding of text.
  - Students will need access to expository nonfiction as well as functional texts to support their practice in this unit.

Unit 4: Analyzing Text Structure: Fiction (4 weeks)

- Essential content:
  - Understanding character, setting, plot, theme, and climax
  - Understanding character change and conflict
  - Using questions to make sense of a novel
  - Thinking about whether questions are answered directly, indirectly, or not at all

- Considerations:
  - This unit supports students in extending their comprehension over a longer piece of text.
  - You might consider supplying each student with a copy of the novel.
  - IDR during this unit supports students in transferring the strategies into their own novel. Consider having a supply of digital novels for students to choose from.

At-Home Activities

- By the end of Unit 1, students should have a bank of books to choose from for IDR.
  - If in a **blended model**, consider how physical books from school can be used at home.
  - If in a **fully remote model**, consider options for e-books from sites such as Epic! or your local library.

- Consider using the Writing About Reading Activities to extend the learning:
  - Unit 1: p. 22, p. 29
  - Unit 2: p. 60, p. 97
  - Unit 3: p. 130, p. 148
  - Unit 4: p. 184

- Consider using the Extension Activities to support your IDR conferences:
  - Unit 2: p. 70

- Consider using the Extension Activities to extend the learning:
  - Unit 1: p. 10, p. 13, p. 17, p. 30, p. 33
  - Unit 2: p. 77, p. 78, p. 93, p. 98, p. 101, p. 102
  - Unit 3: p.126, p. 131, p.140, p. 143, p. 149
  - Unit 4: p. 173, p. 189, p. 211

- Consider using the Technology Extensions as a way to continually communicate in a remote setting about the *Making Meaning* texts:
  - Unit 4: p. 177

Grade 6

Instructional Guidance

There are four lessons per week in *Making Meaning* grade 6. The daily lessons lend themselves to the virtual platform. Consider providing these lessons live (if possible) or in a recorded format in a fully remote scenario. If in a blended scenario, consider recording the lessons labeled "Read-Aloud" and then providing the Practice or IDR lessons live for students to continue their guided practice. If the number of lessons per week needs to be reduced, you might consider making the Independent Strategy Practice Lessons into At-Home Activities.

Unit 1: The Reading Community (2 weeks)

- Essential content:
  - Establishing the reading community
  - Learning procedures and establishing IDR
  - Hearing stories repeatedly to build comprehension
  - Exploring theme

- Considerations:
  - This unit was designed to establish routines and procedures at the beginning of the year.
  - The unit will need to be modified if in a fully remote setting. Consider teaching routines and procedures for your virtual format during this unit.
  - By the end of this unit, establish procedures for conferring with students.
    - If in a **blended model**, consider recording the Day 1 and 3 lessons for home learning and instructing live for the remaining lessons so that students will have an in-person conference.
    - If in a **fully remote model**, consider establishing one-on-one conferences across the week with each student. Conferences can be done in a video conference format or a telephone call.

Unit 2: Using Text Features: Expository Nonfiction (3 weeks)

- Essential content:
  - Using text features to better understand the information in a book
  - Using text features to locate key information

- Consideration:
  - Digital texts lend themselves well to using text features to better understand and locate information. Consider using the articles in this unit digitally.

Unit 3: Questioning: Expository Nonfiction (2 weeks)

- Essential content:
  - Generating questions about the topic of a text and to make sense of texts read aloud and independently
  - Identifying what students learn from a text
  - Referring to the text to support students' thinking

- Considerations:
  - The comprehension work in this unit is directly connected to the work in the next unit, "Analyzing Text Structure." Students must be able to generate questions to deepen their understanding of text.
  - Students will need access to expository nonfiction as well as functional texts to support their practice in this unit.

Unit 4: Analyzing Text Structure: Fiction (4 weeks)

- Essential content:
  - Understanding character, setting, plot, theme, and climax
  - Understanding character change, changes in the character's point of view, and conflict
  - Thinking about whether questions are answered directly, indirectly, or not at all
  - Making connections between story elements

- Considerations:
  - This novel unit supports students in extending their comprehension over a longer piece of text.
  - You might consider supplying each student with a copy of the novel.
  - IDR during this unit supports students in transferring the strategies into their own novel. Consider having a supply of digital novels for students to choose from.

At-Home Activities

- By the end of Unit 1, students should have a bank of books to choose from for IDR.
  - If in a **blended model**, consider how physical books from school can be used at home.
  - If in a **fully remote model**, consider options for e-books from sites such as Epic! or your local library.

- Consider using the Writing About Reading Activities to extend the learning:
  - Unit 1: p. 20
  - Unit 2: p. 62, p. 77
  - Unit 3: p. 109
  - Unit 4: p. 211, p. 217

- Consider using the Extension Activities to support your IDR conferences:
  - Unit 2: p. 58

- Consider using the Extension Activities to extend the learning:
  - Unit 1: p. 21, p. 27
  - Unit 2: p. 63, p. 73, p. 82
  - Unit 3: p. 104, p. 110, p. 125, p. 128
  - Unit 4: p. 148, p. 153, p. 170, p. 178, p. 192, p. 203, p. 213, p. 218

- Consider using the Technology Extension as a way to continually communicate in a remote setting about the *Making Meaning* texts:
  - Unit 4: p. 157

Vocabulary

Instructional Guidance

Making Meaning Vocabulary lessons lend themselves well to recorded or live remote formats. For blended models, consider teaching the new word lessons in person and making the ongoing review into At-Home Activities. For fully remote models, consider teaching the lessons in which new words are introduced immediately after a live lesson and making the ongoing review into At-Home Activities.

At-Home Activities

- Provide K–2 students with the word and picture cards from previous weeks of instruction. Students can play a matching game to match the word with its corresponding picture.
- Provide K–6 students with the list of previously learned vocabulary words. Ask the students to draw a picture that shows what the word means and write a sentence using the word.
- Ask students to complete the *Making Meaning* Vocabulary crossword puzzles (every two weeks).

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 Learning Letter Names, Lesson 17 Being a Reader Independent Work, Week 6, Day 1 Making Meaning Unit 1, Week 6, Day 1 Being a Writer Unit 2, Week 2, Day 1	Being a Reader Handwriting, Week 6: Recorded Being a Reader Learning Letter Names, Lesson 18: Recorded **At-Home Activities:** • Listen to the song "Open, Shut Them"; talk to a family member about how that song is like the book *Hands Can* • Find high-frequency words around your house • Writing Throughout the Week Activities Unit 2, Week 2	Being a Reader Shared Reading, Week 6, Day 2 Being a Reader Learning Letter Names, Lesson 19 Being a Reader Independent Work, Week 6, Day 2 Making Meaning Unit 1, Week 6, Day 2 Being a Writer Unit 2, Week 2, Day 2	Being a Reader Learning Letter Names, Lesson 20: Recorded Making Meaning Vocabulary, Week 6: Recorded **At-Home Activities:** • Complete Handwriting Notebook pp. 1–4 • Make your page for the class book based on *Hands Can* • Writing Throughout the Week Activities Unit 2, Week 2	Being a Reader Shared Reading, Week 6, Day 3 Being a Reader Independent Work, Week 6, combine Days 3 and 4 Being a Writer Unit 2, Week 2, Day 3

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 Learning Letter Names, Lesson 17: Recorded Being a Writer Unit 2, Week 2, Day 1: Live via remote platform	Being a Reader Shared Reading, Week 6, Day 2: Live via remote platform Being a Reader Learning Letter Names, Lesson 18: Recorded Being a Writer Unit 2, Week 2, Day 2: Live via remote platform	Being a Reader Shared Reading, Week 6, Day 3: Live via remote platform Being a Reader Handwriting, Week 6: Recorded Being a Writer Unit 2, Week 2, Day 3: Live via remote platform	Being a Reader Learning Letter Names, Lesson 19: Live via remote platform Making Meaning Unit 1, Week 6, Day 1: Recorded	Being a Reader Learning Letter Names, Lesson 20: Recorded Making Meaning Unit 1, Week 6, Day 2: 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 Small-Group Reading Being a Writer Unit 2, Week 2, Day 1	Being a Reader Handwriting, Week 7: Recorded Being a Reader Small-Group Reading: Live or recorded **At-Home Activities:** • Complete Handwriting Notebook pp. 7–9 • Find high-frequency words in a book you're reading • Free Write (from Being a Writer lesson)	Being a Reader Shared Reading, Week 7, Day 2 Being a Reader Small-Group Reading Making Meaning Unit 2, Week 3, Day 1 Being a Writer Unit 2, Week 2, Day 2	Being a Reader Small-Group Reading: Live or recorded Being a Writer Unit 2, Week 2, Day 3: Live or recorded **At-Home Activities:** • Write your own version of *This Little Chick* • Play "Memory" with your high-frequency words • Writing Throughout the Week: Write more stories about special places	Being a Reader Shared Reading, Week 7, Day 3 Being a Reader Small-Group Reading Making Meaning Unit 2, Week 3, 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 Small-Group Reading: Live or recorded

Making Meaning Vocabulary, Week 6, Day 1: Recorded | Being a Reader Shared Reading, Week 7, Day 2: Live via remote platform

Being a Reader Small-Group Reading: Live or recorded

Making Meaning Vocabulary, Week 6, Day 2: Recorded

Being a Writer Unit 2, Week 2, Day 1: Recorded | Being a Reader Shared Reading, Week 7, Day 3: Live via remote platform

Being a Reader Small-Group Reading: Live or recorded

Making Meaning Vocabulary, Week 6, Day 3: Recorded

Being a Writer Unit 2, Week 2, Day 2: Live or recorded | Being a Reader Handwriting, Week 7: Recorded

Being a Reader Small-Group Reading: Live or recorded

Making Meaning Unit 2, Week 3, Day 1: Recorded

Being a Writer Unit 2, Week 2, Day 3: Live or recorded | Individual Check-Ins

Being a Reader Small-Group Reading: Live or recorded

Making Meaning Unit 2, Week 3, Day 2: Live or recorded

Being a Writer Unit 2, Week 2, Day 4: 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	
	At-Home Activities:		**At-Home Activities:**	
	• IDR		• IDR	
	• Independent Writing		• Independent Writing	
	• Vocabulary review from Week 5		• Making Meaning Writing About Reading, p. 112	
	• Respond to Blog (Making Meaning Technology Extension, p. 83)			

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	

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

• Making Meaning

  – IDR: To be completed daily

  – Respond to Class Reading Blog (see Technology Extension, p. 83)

  – Writing About Reading: Write an opinion on *The Paper Bag Princess*

  – Vocabulary Review from Week 5

• Being a Writer

  – Independent Writing: To be completed daily

  – Listen to and write about the music of *Grandma's Records* (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 Making Meaning Unit 2, Week 2, Day 1 Making Meaning Vocabulary, Week 4, Day 1	Being a Writer Unit 2, Week 1, Day 2: Recorded Making Meaning Unit 2, Week 2, Day 2: Recorded Making Meaning Vocabulary, Week 4, Day 2 **At-Home Activities:** • IDR • Independent Writing • Vocabulary review from Week 3 • Being a Writer Extension, p. 76	Being a Writer Unit 2, Week 1, Day 3 Making Meaning Unit 2, Week 2, Day 3 Making Meaning Vocabulary, Week 4, Day 3	Being a Writer Unit 2, Week 1, Day 4: Recorded Making Meaning Unit 2, Week 2, Day 4: Recorded Making Meaning Vocabulary, Week 4, Day 4 **At-Home Activities:** • IDR • Independent Writing • Making Meaning Extension, p. 77 • Being a Writer Extension, p. 87	Being a Writer Unit 2, Week 1, Day 5 Making Meaning Vocabulary, Ongoing Review, Day 5

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 Making Meaning Unit 2, Week 2, Day 1: Live or recorded Making Meaning Vocabulary, Week 4, Day 1	Being a Writer Unit 2, Week 1, Day 2: Recorded Making Meaning Unit 2, Week 2, Day 2: Recorded Making Meaning Vocabulary, Week 4, Day 2	Being a Writer Unit 2, Week 1, Day 3: Live or recorded Making Meaning Unit 2, Week 2, Day 3 Making Meaning Vocabulary, Week 4, Day 3	Being a Writer Unit 2, Week 1, Day 4: Recorded Making Meaning Unit 2, Week 2, Day 4: Recorded Making Meaning Vocabulary, Week 4, Day 4	Being a Writer Unit 2, Week 1, Day 5: Live or recorded

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

• Making Meaning

  − IDR: To be completed daily

  − Vocabulary Review from Week 3

• Being a Writer

  − Independent Writing: To be completed daily

  − Extension Activity, p. 76

  − Extension Activity, p. 87