Remote Learning Guidance for Making Meaning

INTRODUCTION

GUIDANCE
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  Middle of the Year
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  Book Clubs

SAMPLE SCHEDULES
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**

**Kindergarten**

**Grade 1**

**Grade 2**

**Grade 3**

**Grade 4**

**Grade 5**

**Grade 6**

**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.

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**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

• 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

• 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).
Middle of the Year

In this section, we offer guidance for the middle of the school year (approximately weeks 11–20). For the middle of the year, *Making Meaning* and IDR instructional guidance and at-home activities are provided to support fully or blended remote learning. The guidance is organized by grade level.

**General Guidance**

**Kindergarten**

**Grade 1**

**Grade 2**

**Grade 3**

**Grade 4**

**Grade 5**

**Grade 6**

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**General Guidance**

- As we move into the middle of the school year, considerations may need to be made for instructional time and pacing. Note the suggestions for each grade level and unit to accommodate the need for reduced instructional time.

- 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
- 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.

- Include a Reading Strategies digital chart or other charts that readers can refer to to support their ongoing learning.
**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 4: Visualizing (3 weeks)**

- **Essential content:**
  - Visualizing with a familiar text
  - Visualizing to understand and enjoy poetry and stories
  - Discussing differences between poems and stories
  - Answering questions to understand key details

- **Considerations:**
  - This unit is Kindergarteners’ first experience with visualizing. Due to its short duration it should not be modified to be less than three weeks.
  - An important teaching point in this unit is learning and practicing the procedure “Think, Pair, Share.” This will need to be modified for a fully remote setting.
  - Students will need to continue having access to text for IDR and to practice their visualizing.

**Unit 5: Wondering (3 weeks)**

- **Essential content:**
  - Wondering about stories
  - Retelling key parts of a story
  - Answering questions to understand key details in a story

- **Considerations:**
  - Due to this unit’s short duration it should not be modified to be less than three weeks.
  - Students will need to continue having access to text for IDR and to practice their wondering.
Unit 6: Making Connections: Expository Nonfiction (4 weeks)

- Essential content:
  - Exploring the difference between fiction and nonfiction texts
  - Exploring text features
  - Making text-to-self and text-to-text connections
  - Identifying the main topic and retelling key details in a book
  - Comparing two books on the same topic

- Consideration:
  - Students must have access to nonfiction texts for IDR during this unit.

At-Home Activities

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

- All students should have a bank of books to choose from for IDR.
  - If you are in a blended model, consider how physical books from school can be used at home.
  - If you are 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, consider how to leverage the Small-Group Reading texts as a part of IDR.
Grade 1

Instructional Guidance

Making Meaning in grade 1 has three lessons per week in Units 4–6. Consider providing these lessons live (if possible) or in a recorded format in a fully remote scenario. If you are 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 strategy practice.

Unit 4: Visualizing (4 weeks)

- Essential content:
  - Learning a procedure for self-monitoring
  - Visualizing to understand and enjoy poems and stories
  - Drawing and writing about mental images
  - Connecting mental images to the text
  - Learning to use a reading journal

- Considerations:
  - The first lesson in this unit teaches a procedure for self-monitoring while reading. This is an essential skill for first graders and may need to be modified or emphasized for remote learning.
  - Students learn the procedure for “Think, Pair, Share” during this unit. These lessons may need to be modified for a fully remote setting.
  - Students will need access to a wide variety of texts for IDR. Continue to confer with students on a weekly basis.

Unit 5: Wondering (4 weeks)

- Essential content:
  - Wondering about stories
  - Answering questions to understand key details
  - Writing about their reading and wonderings
  - Referring to the text to support their thinking

- Considerations:
  - The students practice wondering in both fiction and nonfiction texts. Consider having a bank of both fiction and nonfiction texts for students to engage with during IDR.
  - If reduced instructional time is an issue, consider eliminating week 4 from this unit. The instruction in week 4 brings back other essential strategies for a review.
Unit 6: Making Connections: Expository Nonfiction (3 weeks)

- Essential content:
  - Making text-to-self and text-to-text connections in nonfiction texts
  - Retelling key details from the text
  - Make connections to prior knowledge
  - Referring to the text to support their thinking

- Considerations:
  - The students are focused on nonfiction texts in this unit. IDR selections should be done with nonfiction texts as well so that students can practice their strategies.
  - Due to the short duration of this unit and the focus on nonfiction text, it should be completed in its entirety.

At-Home Activities

- Students should continue to have a bank of books to choose from for IDR.
  - If you are in a blended model, consider how physical books from school can be used at home.
  - If you are 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, consider how the Small-Group Reading texts can be utilized in IDR.

- Consider recording all the Writing About Reading Activities and/or Extensions to be used as at-home activities to be completed at any time throughout a given week.
Grade 2

Instructional Guidance

Making Meaning in grade 2 has three lessons per week in Units 4–6. Consider providing these lessons live (if possible) or in a recorded format in a fully remote scenario. If you are in a blended scenario, consider recording the Day 1 lesson and then provide the Day 2 and 3 lessons live for students to continue their strategy practice.

Unit 4: Making Inferences: Fiction (3 weeks)

- Essential content:
  - Learning discussion prompts
  - Answering questions to understand key details
  - Using examples from the story to support their thinking
  - Making inferences about characters
  - Discussing characters’ feelings and points of view
  - Discussing ethical issues and the story’s message

- Considerations:
  - The first lesson in this unit teaches new discussion prompts. This may need to be modified to accommodate remote learning.
  - This is an essential unit for second graders as they learn to infer. It should be completed in its entirety.

Unit 5: Wondering: Fiction (3 weeks)

- Essential content:
  - Wondering about stories
  - Answering questions to understand key details
  - Writing about their reading and wonderings
  - Referring to the text to support their thinking
  - Discussing characters’ points of view and making inferences

- Considerations:
  - The students are extending their understanding of inferring within this unit as they transition to wondering.
  - Due to the short duration of the unit, it should be completed in its entirety.
Unit 6: Wondering: Fiction and Narrative Nonfiction (2 weeks)

- Essential content:
  - Making inferences about a character
  - Identifying what they learn from a book
  - Describing connections between a series of historical events
  - Wondering about the text
  - Referring to the text to support their thinking

- Considerations:
  - This short unit culminates in the orchestration of many of the strategies taught to date.
  - This unit also serves as a bridge between focusing on fiction texts and focusing on nonfiction texts in Unit 7 and beyond.
  - Due to the short duration of this unit, it should be completed in its entirety.

At-Home Activities

- Students should continue to have a bank of books to choose from for IDR. Units 4–6 focus on fiction text, so students should have fiction texts to choose from.
  - If you are in a blended model, consider how physical books from school can be used at home.
  - If you are 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, consider how the Small-Group Reading texts can be utilized in IDR.

- Consider recording all the Writing About Reading Activities and/or Extensions to be used as at-home activities to be completed at any time throughout a given week.
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 4: Wondering/Questioning: Fiction (4 weeks)

- Essential content:
  - Using wondering/questioning to understand a story
  - Using questions to discuss a story
  - Referring to the text to support your thinking
  - Making inferences about the story

- Consideration:
  - In week 2 of this unit, students will learn a procedure for “Stop and Ask Questions.” If you are using only digital text, this procedure will need to be modified.

Unit 5: Wondering/Questioning: Biography (3 weeks)

- Essential content:
  - Identifying what they learn from a book
  - Wondering about the book
  - Referring to the text to support their thinking

- Considerations:
  - Due to the short duration of this unit, it should be completed in its entirety.
  - Students should have various biographies to choose from for IDR. Alternatively, other narrative texts can be used.

Unit 6: Using Text Features: Expository Nonfiction (4 weeks)

- Essential content:
  - Identifying what they learn from a book, article, or functional text
  - Using text features to better understand the information in a book
Considerations:
- Expository nonfiction text will need to be available for students to use during IDR.
- All texts in weeks 3 and 4 are articles and are available as PDFs.

At-Home Activities

- Students should continue to have a bank of books to choose from for IDR.
  - If you are 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 4: p. 201, p. 214
  - Unit 5: p. 266, p. 300
  - Unit 6: p. 354, p. 379

- Consider using the Extensions:
  - Unit 4: p. 194
  - Unit 5: p. 268, p. 285
  - Unit 6: p. 327, p. 347, p. 355 (use Teacher Note), p. 376

- Consider using the Technology Extensions:
  - Unit 4: p. 229, p. 242
  - Unit 5: p. 268, p. 302, p. 305
  - Unit 6: p. 324, p. 372, p. 380
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 5: Making Inferences: Fiction and Poetry (3 weeks)

- **Essential content:**
  - Listening to confirm another person’s thinking
  - Learning to use clarifying questions and statements
  - Learn the procedure for “Heads Together”
  - Using questions to think about a story
  - Discussing conflict and theme
  - Building awareness of making inferences as they hear and read stories and poems
  - Comparing poems and stories
  - Visualizing and making inferences

- **Considerations:**
  - Due to the short duration of this unit, it should be completed in its entirety.
  - Poetry offers more challenges when making inferences than fiction text. Some students may need more support in weeks 2 and 3 of this unit.
  - Starting in week 2 of this unit, make poems available for students to engage with in IDR.
  - In week 3, students learn the procedure for “Heads Together.” This procedure will need to be modified for a fully remote setting.

Unit 6: Making Inferences: Fiction, Expository Nonfiction, and Narrative Nonfiction (4 weeks)

- **Essential content:**
  - Discussing setting and plot
  - Discussing character, character change, and conflict/problems
  - Discussing theme
- Making inferences about a character
- Exploring ethical issues
- Exploring causes of events

**Considerations:**
- The texts in this unit are carefully structured to build on each other. Consider teaching the unit in its entirety.
- In week 3 students will learn the procedure for “Group Brainstorming.” This may need to be modified for a fully remote setting.

**Unit 7: Analyzing Text Structure: Expository Nonfiction (4 weeks)**

**Essential content:**
- Identifying what they learn from an article, functional text, or expository text
- Analyzing how information in the text is organized
- Using text features to skim text and glean information
- Exploring organization of expository text

**Considerations:**
- If time is a consideration and you are using *Being a Writer*, you may consider removing week 2 (functional text) as students will also explore those in depth during their Functional Writing unit in *Being a Writer*.
- All texts in weeks 1 and 2 are available as PDFs.
- Students will need access to expository nonfiction as well as functional text to support their practice in this unit.

**At-Home Activities**

- Students should continue to have a bank of books to choose from for IDR.
- If you are in a **blended model**, consider how physical books from school can be used at home.
- If you are 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 5: p. 296, p. 315
  - Unit 6: p. 397, p. 414
  - Unit 7: p. 445, p. 513
• Consider using the Extensions:
  - Unit 5: p. 289, p. 307, p. 316, p. 319
  - Unit 6: p. 392, p. 411,

• Consider using the Technology Extensions:
  - Unit 5: p. 332, p. 335, p. 338
  - Unit 6: p. 359, p. 392
  - Unit 7: p. 435, p. 447, p. 462, p. 466, p. 481
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 5: Making Inferences: Fiction and Poetry (2 weeks)

- Essential content:
  - Learning a prompt to help confirm another person's thinking
  - Learning the procedure for “Heads Together”
  - Building awareness of making inferences as they hear and read stories and poems
  - Using questioning to think about the story

- Considerations:
  - Due to the short duration of this unit, it should be taught in its entirety.
  - All of the poems used in week 2 are available as PDFs.
  - Also in week 2, students learn the procedure for “Heads Together.” This may need to be modified for a fully remote setting.

Unit 6: Making Inferences: Fiction and Expository Nonfiction (3 weeks)

- Essential content:
  - Learning prompts to extend a conversation
  - Learning the procedure for “Group Brainstorming”
  - Making inferences about the story’s plot, setting, and characters
  - Making inferences to explore the causes of events
  - Exploring causes and effects
  - Exploring first- and third-person points of view

- Considerations:
  - Due to the short duration of this unit, it should be completed in its entirety.
  - In week 2, students learn the procedure for “Group Brainstorming.” This may need to be modified for a fully remote setting.
Unit 7: Analyzing Text Structure: Expository Nonfiction (5 weeks)

- Essential content:
  - Identifying what they learn from an article or functional text
  - Analyzing how information in the text is organized
  - Using text features to skim text and glean information
  - Exploring organization of expository text
  - Exploring how articles can inform by highlighting pros and cons, investigating one side of an issue
  - Exploring an author’s opinion

- Considerations:
  - If time is a consideration and you are using Being a Writer, you may consider removing week 3 (functional text) as students will also explore those in depth during their Functional Writing unit in Being a Writer.
  - All texts in weeks 1–3 of this unit are available as PDFs.
  - Students will need access to expository nonfiction as well as functional text to support their practice in this unit.

At-Home Activities

- Students should continue to have a bank of books to choose from for IDR.
  - If you are in a blended model, consider how physical books from school can be used at home.
  - If you are 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 5: p. 258, p. 284
  - Unit 6: p. 321, p. 330
  - Unit 7: p. 463, p. 481

- Consider using the Extensions:
  - Unit 5: p. 259, p. 270, p. 286
  - Unit 6: p. 321, p. 332

- Consider using the Technology Extensions:
  - Unit 5: p. 259, p. 287
  - Unit 6: p. 310, p. 358
  - Unit 7: p. 381, p. 389, p. 423, p. 449
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 5: Making Inferences: Fiction, Poetry, and Drama (3 weeks)

- Essential content:
  - Learning to confirm another person’s thinking
  - Learning to use clarifying questions and statements
  - Learning to use a double-entry journal
  - Learning the procedure for “Heads Together”
  - Discussing themes in the story
  - Making inferences to understand a story, poem, or play
  - Exploring the narrator’s point of view
  - Exploring the differences between plays and prose

- Considerations:
  - Due to the short duration of this unit, it should be completed in its entirety.
  - All of the poems used in week 2 are available as PDFs.
  - In week 3 students learn the procedure for “Heads Together.” This may need to be modified for fully remote settings.

Unit 6: Making Inferences: Narrative and Expository Nonfiction (2 weeks)

- Essential content:
  - Learning prompts to extend a conversation
  - Making inferences to understand biography and expository nonfiction text
  - Exploring causes and effects
  - Identifying causes and effects
Considerations:
- Due to the short duration of this unit, it should be completed in its entirety.
- Students should have access to nonfiction texts for IDR throughout this unit.

Unit 7: Analyzing Text Structure: Expository Nonfiction (5 weeks)

Essential content:
- Identifying what they learn from an article or functional text
- Analyzing how information in the text is organized
- Using text features to skim text and glean information
- Identifying causes and effects
- Exploring how articles can inform by highlighting pros and cons, investigating one side of an issue
- Thinking about the author’s purpose for writing
- Discussing how readers may use information from text
- Comparing first- and second-hand accounts of events
- Exploring sequence, cause-and-effect relationships
- Comparing/contrasting relationships in the text

Considerations:
- If time is a consideration and you are using Being a Writer, you may consider removing week 3 (functional text) as students will also explore those in depth during their Functional Writing unit in Being a Writer.
- All texts in weeks 1–3 of this unit are available as PDFs.
- Students will need access to expository nonfiction as well as functional text to support their practice in this unit.

At-Home Activities

- Students should continue to have a bank of books to choose from for IDR.
  - If you are in a blended model, consider how physical books from school can be used at home.
  - If you are 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 5: p. 248, p. 286
  - Unit 6: p. 308
  - Unit 7: p. 362
• Consider using the Extensions:
  − Unit 6: p. 309, p. 313, p. 322
  − Unit 7: p. 349, p. 364, p. 382, p. 401, p. 440

• Consider using the Technology Extensions:
  − Unit 5: p. 157, p. 260, p. 263, p. 275
  − Unit 6: p. 314, p. 327, p. 331
  − Unit 7: p. 358, p. 401, p. 430
End of the Year

In this section, we offer guidance for the end of the school year (approximately weeks 21–30). For the end of the year, Making Meaning and IDR instructional guidance and at-home activities are provided to support fully or blended remote learning. The guidance is organized by grade level.

General Guidance

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

General Guidance

- As we move into the end of the school year, considerations may need to be made for instructional time and pacing. Note the suggestions in each grade level and unit to accommodate the need for reduced instructional time. Also, note that the last unit in each grade level is a culmination of learning for the year. That unit should be completed in its entirety.

- 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.

- Include a Reading Strategies digital chart or other charts that readers can refer to to support their ongoing learning.
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 7: Wondering: Expository Nonfiction (3 weeks)

- Essential content:
  - Wondering about the text
  - Identifying the main topic and retelling key details from the text
  - Exploring text features
  - Comparing two texts on the same topic

- Considerations:
  - This unit is a continuation of expository nonfiction from Unit 6 and builds on wondering from Unit 5.
  - Due to the short duration of this unit, it should be completed in its entirety.

Unit 8: Using Text Features: Expository Nonfiction (4 weeks)

- Essential content:
  - Identifying the main topic and retelling key details from the text
  - Using text features to better understand the information in the text
  - Wondering about the text

- Considerations:
  - Students continue to wonder in this unit (building on Unit 7) as they use text features to deepen their comprehension.
  - Students will need access to nonfiction text throughout this unit to support their transfer of the strategy to independent reading.

Unit 9: Revisiting the Writing Community (1 week)

- Essential content:
  - Thinking about the ways they understand their reading
  - Reflecting on their contributions to the reading community
• Consideration:
  − This unit should be completed very close to the end of the school year.

At-Home Activities

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

• All students should have a bank of books to choose from for IDR.
  − If you are in a **blended model**, consider how physical books from school can be used at home.
  − If you are 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**, consider how to leverage Small-Group Reading texts as a part of IDR.
Grade 1

Instructional Guidance

*Making Meaning* in grade 1 has three lessons per week in Units 7–9. Consider providing these lessons live (if possible) or in a recorded format in a fully remote scenario. If you are in a blended scenario, consider recording the Day 1 lesson and then providing the Days 2 and 3 lessons live for students to continue their strategy practice.

Unit 7: Wondering: Expository Nonfiction (4 weeks)

- **Essential content:**
  - Wondering about the topic of a text
  - Identifying what they learn from a book and retelling key details
  - Exploring text features in nonfiction

- **Considerations:**
  - This unit builds from the initial Wondering unit (Unit 5) and prepares students for the following unit focused on text structure.
  - Students should have access to nonfiction text throughout this unit to support the transfer of the strategy to independent reading.

Unit 8: Using Text Features: Expository Nonfiction (4 weeks)

- **Essential content:**
  - Identifying what they learn and retelling key details from a text
  - Wondering, making connections, and visualizing to make sense of a text
  - Using text features to better understand information in the text
  - Discussing information in words and pictures

- **Considerations:**
  - If time is a consideration and the number of lessons for this unit needs to be reduced, you may consider transforming the Independent Strategy lessons in weeks 3 and 4 into at-home activities.
  - Students will need access to nonfiction books for IDR during this unit.
Unit 9: Revisiting the Reading Community (1 week)

- Essential content:
  - Thinking about the story’s message
  - Thinking about books they like
  - Discussing and writing about the reading community

- Consideration:
  - This week should be completed during the last three weeks of the school year.

At-Home Activities

- Students should continue to have a bank of books to choose from for IDR.
  - If you are in a blended model, consider how physical books from school can be used at home.
  - If you are 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, consider how the Small-Group Reading texts can be utilized in IDR.

- Considering recording all the Writing About Reading Activities and/or Extensions to be used as at-home activities to be completed at any time throughout a given week.
Grade 2

Instructional Guidance

Making Meaning in grade 2 has three lessons per week in Units 7–10. 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 Days 2 and 3 lessons live for students to continue their strategy practice.

Unit 7: Wondering: Expository Nonfiction (3 weeks)

- Essential content:
  - Wondering about the text
  - Identifying what they learn from a text
  - Answering questions about key details
  - Describing how reasons support specific points the author makes
  - Referring to the text to support their thinking

- Considerations:
  - In week 1 students learn and practice previewing books before reading independently. This may need to be modified to accommodate remote learners.
  - If time is a consideration and the number of days in this unit needs to be reduced, you may consider transforming the Independent Strategy Practice lessons into at-home activities.

Unit 8: Using Text Features: Expository Nonfiction (3 weeks)

- Essential content:
  - Using text features to locate key information
  - Identifying the main purpose and what they learned from a text
  - Answering questions about key details
  - Describing how reasons support specific points the author makes
  - Visualizing and making a labeled diagram

- Considerations:
  - The texts in weeks 1 and 3 are all available as PDFs.
  - If time is a consideration and the number of days in this unit needs to be reduced, you may consider transforming the Independent Strategy Practice lesson in week 2 into an at-home activity.
Unit 9: Determining Important Ideas: Expository Nonfiction and Fiction (4 weeks)

• Essential content:
  – Exploring important ideas in articles
  – Identifying what they learn from an article
  – Describing how reasons support specific points in articles
  – Visualizing, making text-to-self connections to help understand and enjoy the story
  – Making inferences to explore the story’s message

• Considerations:
  – This unit supports the orchestration of many of the strategies taught to date. It should be completed in its entirety.
  – The texts in weeks 1 and 2 are all available as PDFs.

Unit 10: Revisiting the Reading Community (1 week)

• Essential content:
  – Discussing the story’s message
  – Discussing and writing about the reading community

• Consideration:
  – This week should be completed during the last three weeks of the school year.

At-Home Activities

• Students should continue to have a bank of books to choose from for IDR. Each of these units focuses on fiction text so students should have fiction texts to choose from.
  – If you are in a blended model, consider how physical books from school can be used at home.
  – If you are 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, consider how the Small-Group Reading texts can be utilized in IDR.

• Consider recording all the Writing About Reading Activities and/or Extensions to be used as at-home activities to be completed at any time throughout a given week.
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 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 7: Wondering/Questioning: Expository Nonfiction (3 weeks)

- Essential content:
  - Using wondering/questioning to make sense of text
  - Identifying what they learn from the text
  - Using schema to tell what they think they know about a topic
  - Referring to the text to support their thinking
  - Using “Stop and Ask Questions” to think about the text

- Considerations:
  - This unit builds from Units 4 and 5, and supports students transferring those skills into expository texts.
  - Expository nonfiction text will need to be available for students to use during IDR.

Unit 8: Determining Important Ideas: Expository Nonfiction, Fiction, and Drama (5 weeks)

- Essential content:
  - Learning the procedure for “Think, Pair, Write”
  - Identifying what they learn from the text
  - Thinking about important ideas in the text
  - Sharing their own opinions about the topic
  - Distinguishing their own opinions from those of the authors
  - Comparing and contrasting two texts on the same topic
  - Thinking about themes in the text
  - Exploring the differences between plays and prose
  - Making inferences from the text, visualizing, using wondering/questioning, and making text-to-text and text-to-self connections
Considerations:
- This is an essential unit for third graders. It supports students in orchestrating the strategies learned to date. This unit should be taught in its entirety.
- All the texts in week 1 are available as PDFs.

**Unit 9: Revisiting the Reading Community (1 week)**

- Essential content:
  - Selecting books to recommend, and writing and sharing book recommendations
  - Reflecting on the comprehension strategies they are using
  - Reflecting on their contributions to the reading community and how they have benefitted from the reading community

- Consideration:
  - This unit should be completed during the last three weeks of the school year.

**At-Home Activities**

- Students should continue to have a bank of books to choose from for IDR.
  - If you are in a **blended model**, consider how physical books from school can be used at home.
  - If you are 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 7: p. 435, p. 442
    - Unit 8: p. 473, p. 550

- Consider using the Extensions:
  - Unit 8: p. 491, p. 495, p. 513, p. 543

- Consider using the Technology Extensions:
  - Unit 7: p. 421, p. 444
  - Unit 8: p. 474, p. 517
Grade 4

Instructional Guidance

Making Meaning in grade 4 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 lessons labeled “Read-Aloud” and then provide 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 8: Determining Important Ideas and Summarizing: Narrative Nonfiction (5 weeks)

- Essential content:
  - Making inferences about the text
  - Discussing point of view, plot, and setting
  - Thinking about what is important in the story
  - Determining important ideas and supporting details
  - Hearing, reading, and discussing summaries
  - Taking notes about important ideas
  - Building summaries

- Considerations:
  - This unit is essential for fourth grade students. The unit focuses on orchestrating all the strategies taught to date.
  - If time is a consideration, you may transform all of the lessons in week 5 into at-home activities.

Unit 9: Revisiting the Reading Community (1 week)

- Essential content:
  - Selecting books to recommend and writing and sharing book recommendations
  - Reflecting on the comprehension strategies they are using
  - Reflecting on their contributions to the reading community and how they have benefitted from the reading community

- Consideration:
  - This unit should be completed during the last three weeks of the school year.
At-Home Activities

- Students should continue to have a bank of books to choose from for IDR.
  - If you are in a **blended model**, consider how physical books from school can be used at home.
  - If you are 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 8: p. 540, p. 559

- Consider using the Extensions:
  - Unit 8: p. 555, p. 572, p. 582, p. 599, p. 604

- Consider using the Technology Extensions:
  - Unit 8: p. 526, p. 549, p. 589
Grade 5

Instructional Guidance

Making Meaning in grade 5 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 lessons labeled “Read-Aloud” and then provide 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 8: Determining Important Ideas and Summarizing: Narrative Nonfiction and Fiction (4 weeks)

- Essential content:
  - Making inferences about the text
  - Thinking about what is important in the story
  - Determining important ideas and supporting details
  - Hearing, reading, and discussing summaries
  - Taking notes about important ideas
  - Building summaries

- Considerations:
  - This unit is essential for fifth grade students. The unit focuses on orchestrating all the strategies taught to date.
  - If time is a consideration, you may transform all of the lessons in week 4 into at-home activities.

Unit 9: Synthesizing: Fiction and Expository Nonfiction (4 weeks)

- Essential content:
  - Learning what a review is
  - Hearing, reading, and discussing reviews
  - Learning to write a review
  - Forming opinions about a story
  - Finding evidence that supports their opinion
  - Considering pro and con arguments
  - Integrating information across texts in order to speak knowledgeably about a topic
• Considerations:
  − This unit is an extension and deepening of the strategies taught in Unit 8.
  − All the texts used in this unit are available as PDFs.

**Unit 10: Revisiting the Reading Community (1 week)**

• Essential content:
  − Selecting books to recommend and writing and sharing book recommendations
  − Reflecting on the comprehension strategies they are using
  − Reflecting on their contributions to the reading community and how they have benefitted from the reading community

• Consideration:
  − This unit should be completed during the last three weeks of the school year.

**At-Home Activities**

• Students should continue to have a bank of books to choose from for IDR.
  − If you are in a **blended model**, consider how physical books from school can be used at home.
  − If you are 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 8: p. 514, p. 538
  − Unit 9: p. 642, p. 667

• Consider using the Extensions:
  − Unit 8: p. 506, p. 515, p. 539, p. 547, p. 563
  − Unit 9: p. 591, p. 612, p. 643, p. 668

• Consider using the Technology Extensions:
  − Unit 9: p. 643, p. 656, p. 669
Grade 6

Instructional Guidance

Making Meaning in grade 6 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 lessons labeled “Read-Aloud” and then provide 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 8: Determining Important Ideas and Summarizing: Narrative Nonfiction and Fiction (5 weeks)

- Essential content:
  - Making inferences about the text
  - Determining important ideas and supporting details
  - Taking notes about important ideas
  - Building and writing summaries

- Considerations:
  - This unit is essential for sixth grade students. The unit focuses on orchestrating all the strategies taught to date.
  - If time is a consideration, you may transform all of the lessons in week 5 into at-home activities.
  - The texts used in week 1 are available as PDFs

Unit 9: Synthesizing: Fiction, Narrative Nonfiction, and Expository Nonfiction (4 weeks)

- Essential content:
  - Learning what a review is
  - Hearing, reading, and discussing reviews
  - Learning to write a review
  - Forming opinions about a text
  - Finding evidence that supports their opinions
  - Identifying points of view and supporting evidence in a text
• Considerations:
  - All the text used in this unit are available as PDFs.
  - If time is a consideration, you may transform the Independent Strategy Practice lessons in week 2 into at-home activities.

**Unit 10: Revisiting the Reading Community (1 week)**

• Essential content:
  - Selecting books to recommend and writing and sharing book recommendations
  - Reflecting on the comprehension strategies they are using
  - Reflecting on their contributions to the reading community and how they have benefitted from the reading community

• Consideration:
  - This unit should be completed during the last three weeks of the school year.

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**At-Home Activities**

• Students should continue to have a bank of books to choose from for IDR.
  - If you are in a **blended model**, consider how physical books from school can be used at home.
  - If you are 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 8: p. 508, p. 529
  - Unit 9: p. 642, p. 664

• Consider using the Extensions:
  - Unit 8: p. 485, p. 497, p. 518, p. 544, p. 558
  - Unit 9: p. 590, p. 643

• Consider using the Technology Extensions:
  - Unit 8: p. 479, p. 536
  - Unit 9: p. 644, p. 656
Book Clubs

Instructional Guidance

The Book Clubs program provides the opportunity for students to develop independent reading and social skills and establish the discussion and organizational skills needed to participate in independent book clubs. For fully remote or blended models, students must be able to engage in book club discussions via a virtual platform without a teacher. Students must have access to books to engage in book clubs. Collaborative Classroom is not seeking the digital rights to these texts at this time.

- Two sets of six Setting the Foundation lessons are designed to be taught to each group of students.
  - For blended models, prioritize teaching the Setting the Foundation lessons during in-person instruction to prepare students to engage in book clubs during remote learning.
  - For fully remote models, determine if you will teach the fiction or nonfiction set of lessons, identify a grade-appropriate book (fiction or nonfiction) accessible to all students in the group, and teach the Setting the Foundation lessons with the selected book to prepare students to engage in book clubs during remote learning.

- Once groups are prepared to engage in book study, establish a process for students to engage in independent reading and in book club discussions.
  - For blended models, have students engage in independent reading during their at-home activities time. Schedule time for groups to engage in book discussions via your virtual platform. Consider when you might have book clubs meet during in-person instruction so that you can observe and support discussions.
  - For fully remote models, have students engage in independent reading during their at-home activities time. Schedule time for groups to engage in book discussions via your virtual platform. Consider when you will join book clubs remotely so that you can observe and support discussions.

- Determine when you will engage students in mini-lessons to support their engagement in book clubs. See the Book Clubs Teacher’s Manual to access the Setting the Foundation and optional mini-lessons.
At-Home Activities

- Ask students to engage in the in-between independent reading to prepare for the book club discussion.
- Ask students to use their reading journals to record their thinking about the in-between reading to support their book club discussions.
- Consider when to ask students to use their reading journal to write about their reading.
- Consider when you might use an exit ticket. Locate on the Learning Portal the exit ticket aligned with each mini-lesson and the seven exit tickets that can be used after any book club discussion.
### Collaborative Literacy Sample Schedule: Blended Model for Kindergarten, Week 6

<table>
<thead>
<tr>
<th>Monday In Person</th>
<th>Tuesday Remote</th>
<th>Wednesday In Person</th>
<th>Thursday Remote</th>
<th>Friday In Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being a Reader Shared Reading, Week 6, Day 1</td>
<td>Being a Reader Handwriting, Week 6: Recorded</td>
<td>Being a Reader Shared Reading, Week 6, Day 2</td>
<td>Being a Reader Learning Letter Names, Lesson 20: Recorded</td>
<td>Being a Reader Shared Reading, Week 6, Day 3</td>
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<td>Being a Reader Learning Letter Names, Lesson 17</td>
<td>Being a Reader Learning Letter Names, Lesson 18: Recorded</td>
<td>Being a Reader Learning Letter Names, Lesson 19</td>
<td>Making Meaning Vocabulary, Week 6: Recorded</td>
<td>Being a Reader Independent Work, Week 6, combine Days 3 and 4</td>
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<td>Being a Reader Independent Work, Week 6, Day 1</td>
<td><strong>At-Home Activities:</strong></td>
<td>Being a Reader Independent Work, Week 6, Day 2</td>
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<td>Being a Writer Unit 2, Week 2, Day 3</td>
</tr>
<tr>
<td>Making Meaning Unit 1, Week 6, Day 1</td>
<td>• Listen to the song “Open, Shut Them”; talk to a family member about how that song is like the book <em>Hands Can</em></td>
<td>Making Meaning Unit 1, Week 6, Day 2</td>
<td>• Complete Handwriting Notebook pp. 1–4</td>
<td></td>
</tr>
<tr>
<td>Being a Writer Unit 2, Week 2, Day 1</td>
<td>• Find high-frequency words around your house</td>
<td>Being a Writer Unit 2, Week 2, Day 2</td>
<td>• Make your page for the class book based on <em>Hands Can</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Writing Throughout the Week Activities Unit 2, Week 2</td>
<td></td>
<td>• Writing Throughout the Week Activities Unit 2, Week 2</td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<tr>
<td>Being a Reader</td>
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<td>Being a Reader</td>
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<td>Learning Letter</td>
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<td>Week 6, Day 1: Live via remote platform</td>
<td>Week 6, Day 2: Live via remote platform</td>
<td>Names, Lesson 17: Recorded</td>
<td>Names, Lesson 19: Live via remote platform</td>
<td>Names, Lesson 20: Recorded</td>
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<td>Being a Reader</td>
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<td>Being a Reader</td>
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<td>Learning Letter</td>
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<td>Handwriting</td>
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<td>Names, Lesson 17: Recorded</td>
<td>Names, Lesson 18: Recorded</td>
<td>Week 6: Recorded</td>
<td>Names, Lesson 19:</td>
<td>Names, Lesson 20: Recorded</td>
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<td>Being a Writer</td>
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<td>Being a Writer</td>
<td>Making Meaning</td>
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<td>Unit 2, Week 2,</td>
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<td>Unit 2, Week 2,</td>
<td>Unit 1, Week 6,</td>
<td>Unit 1, Week 6,</td>
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<td>Day 1: Live via remote platform</td>
<td>Day 2: Live via remote platform</td>
<td>Day 2: Live via remote platform</td>
<td>Day 1: Recorded</td>
<td>Day 2: Live via remote platform</td>
</tr>
</tbody>
</table>

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

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<tr>
<th>Monday In Person</th>
<th>Tuesday Remote</th>
<th>Wednesday In Person</th>
<th>Thursday Remote</th>
<th>Friday In Person</th>
</tr>
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<tbody>
<tr>
<td>Being a Reader Shared Reading, Week 7, Day 1</td>
<td>Being a Reader Handwriting, Week 7: Recorded</td>
<td>Being a Reader Shared Reading, Week 7, Day 2</td>
<td>Being a Reader Small-Group Reading</td>
<td>Being a Reader Shared Reading, Week 7, Day 3</td>
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<td>Being a Reader Small-Group Reading</td>
<td>Being a Reader Shared Reading, Week 7, Day 1</td>
<td>Being a Reader Small-Group Reading</td>
<td>Being a Writer Unit 2, Week 2, Day 2: Live or recorded</td>
<td>Being a Reader Small-Group Reading</td>
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<td>Being a Writer Unit 2, Week 2, Day 1</td>
<td>Making Meaning Unit 2, Week 3, Day 1</td>
<td>Making Meaning Unit 2, Week 3, Day 2</td>
<td>Making Meaning Unit 2, Week 3, Day 3: Live or recorded</td>
<td>Making Meaning Unit 2, Week 3, Day 4</td>
</tr>
</tbody>
</table>

**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)

**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

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

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<thead>
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<th>Monday</th>
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<td>Being a Reader Shared Reading, Week 7, Day 1: Live via remote platform</td>
<td>Being a Reader Shared Reading, Week 7, Day 2: Live via remote platform</td>
<td>Being a Reader Shared Reading, Week 7, Day 3: Live via remote platform</td>
<td>Being a Reader Handwriting, Week 7: Recorded</td>
<td>Individual Check-Ins</td>
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<tr>
<td>Being a Reader Small-Group Reading: Live or recorded</td>
<td>Being a Reader Small-Group Reading: Live or recorded</td>
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<td>Being a Reader Small-Group Reading: Live or recorded</td>
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<td>Making Meaning Vocabulary, Week 6, Day 1: Recorded</td>
<td>Making Meaning Vocabulary, Week 6, Day 2: Recorded</td>
<td>Making Meaning Vocabulary, Week 6, Day 3: Recorded</td>
<td>Making Meaning Unit 2, Week 3, Day 1: Recorded</td>
<td>Making Meaning Unit 2, Week 3, Day 2: Live or recorded</td>
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<tr>
<td></td>
<td>Being a Writer Unit 2, Week 2, Day 1: Recorded</td>
<td>Being a Writer Unit 2, Week 2, Day 2: Live or recorded</td>
<td>Being a Writer Unit 2, Week 2, Day 3: Live or recorded</td>
<td>Being a Writer Unit 2, Week 2, Day 4: Live or recorded</td>
</tr>
</tbody>
</table>

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

*This sample schedule can also be used for grade 2. Replace Shared Reading with Word Study instruction for second grade.*
Collaborative Literacy Sample Schedule: Blended Model for Grade 3, Week 6

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<tr>
<th>Monday In Person</th>
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<tbody>
<tr>
<td>Being a Writer Personal Narrative, Week 1, Day 1</td>
<td>Being a Writer Personal Narrative, Week 1, Day 2: Recorded</td>
<td>Making Meaning Unit 3, Week 1, Day 3</td>
<td>Making Meaning Unit 3, Week 1, Day 4: Recorded</td>
<td>Being a Writer Personal Narrative, Week 1, Day 5</td>
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<td>Making Meaning Unit 3, Week 1, Day 1</td>
<td>Making Meaning Unit 3, Week 1, Day 2: Recorded</td>
<td>Making Meaning Vocabulary, Week 6, Day 3</td>
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<td>Making Meaning Vocabulary, Week 6, Day 2</td>
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<td><strong>At-Home Activities:</strong></td>
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<td><strong>At-Home Activities:</strong></td>
<td><strong>At-Home Activities:</strong></td>
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<td>• Vocabulary review from Week 5</td>
<td>• Making Meaning Writing About Reading, p. 112</td>
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Collaborative Literacy Sample Schedule: Fully Remote Model for Grade 3, Week 6

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being a Writer</td>
<td>Being a Writer</td>
<td>Being a Writer</td>
<td>Being a Writer</td>
<td>Being a Writer</td>
</tr>
<tr>
<td>Personal Narrative, Week 1, Day 1: Live or recorded</td>
<td>Personal Narrative, Week 1, Day 2: Recorded</td>
<td>Personal Narrative, Week 1, Day 3: Live or recorded</td>
<td>Personal Narrative, Week 1, Day 4: Recorded</td>
<td>Personal Narrative, Week 1, Day 5: Live or recorded</td>
</tr>
<tr>
<td>Making Meaning Unit 3, Week 1, Day 1: Live or recorded</td>
<td>Making Meaning Unit 3, Week 1, Day 2: Recorded</td>
<td>Making Meaning Unit 3, Week 1, Day 3</td>
<td>Making Meaning Unit 3, Week 1, Day 4</td>
<td>Making Meaning Unit 3, Week 1, Day 5</td>
</tr>
<tr>
<td>Making Meaning Vocabulary, Week 6, Day 1</td>
<td>Making Meaning Vocabulary, Week 6, Day 2</td>
<td>Making Meaning Vocabulary, Week 6, Day 3</td>
<td>Making Meaning Vocabulary, Week 6, Day 4</td>
<td>Making Meaning Vocabulary, Week 6, Day 5</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Monday In Person</th>
<th>Tuesday Remote</th>
<th>Wednesday In Person</th>
<th>Thursday Remote</th>
<th>Friday In Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being a Writer Unit 2, Week 1, Day 1</td>
<td>Being a Writer Unit 2, Week 1, Day 2: Recorded</td>
<td>Being a Writer Unit 2, Week 1, Day 3</td>
<td>Being a Writer Unit 2, Week 1, Day 4: Recorded</td>
<td>Being a Writer Unit 2, Week 1, Day 5</td>
</tr>
<tr>
<td>Making Meaning Unit 2, Week 2, Day 1</td>
<td>Making Meaning Unit 2, Week 2, Day 2: Recorded</td>
<td>Making Meaning Unit 2, Week 2, Day 3</td>
<td>Making Meaning Unit 2, Week 2, Day 4: Recorded</td>
<td>Making Meaning Vocabulary, Ongoing Review, Day 5</td>
</tr>
<tr>
<td>Making Meaning Vocabulary, Week 4, Day 1</td>
<td>Making Meaning Vocabulary, Week 4, Day 2</td>
<td>Making Meaning Vocabulary, Week 4, Day 3</td>
<td>Making Meaning Vocabulary, Week 4, Day 4</td>
<td>At-Home Activities:</td>
</tr>
<tr>
<td><strong>At-Home Activities:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDR</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Independent Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary review from Week 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being a Writer Extension, p. 76</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Remote Learning Guidance for Making Meaning: Sample Schedules
Collaborative Literacy Sample Schedule: Fully Remote Model for Grade 5, Week 4

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being a Writer Unit 2, Week 1, Day 1: Live or recorded</td>
<td>Being a Writer Unit 2, Week 1, Day 2: Recorded</td>
<td>Being a Writer Unit 2, Week 1, Day 3: Live or recorded</td>
<td>Being a Writer Unit 2, Week 1, Day 4: Recorded</td>
<td>Being a Writer Unit 2, Week 1, Day 5: Live or recorded</td>
</tr>
<tr>
<td>Making Meaning Unit 2, Week 2, Day 1: Live or recorded</td>
<td>Making Meaning Unit 2, Week 2, Day 2: Recorded</td>
<td>Making Meaning Unit 2, Week 2, Day 3</td>
<td>Making Meaning Unit 2, Week 2, Day 4: Recorded</td>
<td>Making Meaning Unit 2, Week 2, Day 5: Live or recorded</td>
</tr>
</tbody>
</table>

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

This sample schedule can also be used for grades 4 or 6.