HPS Family Learning Institute
K-5 English Language Arts
12-3-20

Vanessa Diaz Valencia
Melissa Rivera
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Agenda

- Overview of Literacy Block
- Curriculum Guides for Families
- Parent Digital Literacy resource Guide
- I-Ready
- Question & Answer time
Agenda

Overview of Literacy Block

Curriculum Guides for Families

Parent Digital Literacy resource Guide

I-Ready

Question & Answer time
Read Aloud

Foundational Skills

Writing

Small Group Instruction

Independent Reading
3rd Grade

- Interactive Read Aloud Mini-Lesson
- Foundational Skills
- Writing
- Small Group Instruction
- Independent Reading
Interactive Read Aloud Mini-Lesson

Writing

Small Group Instruction

Independent Reading
## K-2: Read Aloud

<table>
<thead>
<tr>
<th>Teachers will</th>
<th>Students will</th>
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</thead>
<tbody>
<tr>
<td>• Introduce a learning target with a specific skill that they will be practicing together (i.e. I can...)</td>
<td>• Listen and follow along with the teacher as they read</td>
</tr>
<tr>
<td>• Read aloud from a text</td>
<td>• Ask and answer questions connected to the text</td>
</tr>
<tr>
<td>• Pause to think through the text with students</td>
<td>• Use information from the text to discuss the text and practice the strategy and skill introduced by the teacher</td>
</tr>
<tr>
<td>• Ask questions and encourage students to ask and answer questions about the text</td>
<td>• Complete follow up work in google classroom connected to the text (i.e. filling in a graphic organizer)</td>
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</table>
## 3rd-5th: Interactive Read Aloud Mini Lesson

<table>
<thead>
<tr>
<th>Teacher will</th>
<th>Students Will</th>
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</table>
| * Read aloud from a text from the Reader's Workshop Benchmark program *  
| * Models fluent reading with mentor text to the whole class *  
| * Model thinking, discuss vocabulary and ask text dependent questions *  
| * Create anchor chart during the model and then gradually release responsibility to the student throughout the lesson to practice strategy and skill *  
| * Post follow up work in their google classrooms or Benchmark Universe connected to the specific practiced skills *  | * Listening to modeled fluent reading *  
| * Observe teacher think aloud *  
| * Answer text dependent questions using textual evidence through speaking and listening protocols *  
| * Observe teacher model the skill and then apply their learning in a guided practice with peers *  
| * Complete follow up work in google classroom or Benchmark Universe connected to the text (i.e. filling in a graphic organizer) *  |
## K-3: Foundational Skills

<table>
<thead>
<tr>
<th>Teacher will</th>
<th>Students will</th>
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</thead>
<tbody>
<tr>
<td>• Lead students through a series of exercises explicitly teaching and reinforcing sound/symbol correspondence</td>
<td>• Use their at-home or in-school kits, manipulate letter tiles to form words</td>
</tr>
<tr>
<td>• Introduce new concepts connected to how we read, write, and spell specific patterns and irregularities in the English language</td>
<td>• Use their white boards and notebooks to write letters/words/sentences dictated by the teacher</td>
</tr>
<tr>
<td>• Read decodable stories with students to help them practice reading fluently</td>
<td>• Participate in call and response letter name/sound drills with Mama and Baby Echo</td>
</tr>
<tr>
<td>• Post follow up work in their google classrooms connected to the specific practiced skills</td>
<td>• Complete follow up work in google classroom connected to the text (i.e. recording themselves on Flipgrid reading CVC words)</td>
</tr>
</tbody>
</table>
### Writing

<table>
<thead>
<tr>
<th>Teacher will</th>
<th>Students will</th>
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<tbody>
<tr>
<td>• Support students in analyzing the craft of a complex mentor text and leads students through a shared writing experience</td>
<td>• Engage in the writing process as they practice writing strategies to reach unit goals</td>
</tr>
<tr>
<td>• Provide mini-lessons that introduce students to writing goals and explicit teach strategies to reach the unit goals</td>
<td>• Engage in independent writing time daily and receive ongoing feedback</td>
</tr>
<tr>
<td>• Confer with students on their writing progress</td>
<td>• Transfer the knowledge learned from unit goals to write about content learned within reading</td>
</tr>
<tr>
<td>• Post follow-up work in their google classroom for students to complete</td>
<td>• Complete follow-up work in their google classrooms and/or Benchmark Universe connected to lessons (i.e. independent writing task)</td>
</tr>
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</table>
# Small Group Instruction

<table>
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<tr>
<th>Teacher will</th>
<th>Student will</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meet with small group of 3-6 (virtual) 3-4 (in-person) to provide targeted instruction</td>
<td>• Spending the majority of the lesson engaged in reading exercise based on their individual academic need</td>
</tr>
<tr>
<td>• Use decodable text or a text at the students' instructional reading level</td>
<td>• Practice skill of focus for the lesson</td>
</tr>
<tr>
<td>• Listens to students read and takes anecdotal notes on student progress</td>
<td>• Engaged in opportunities to discuss the text</td>
</tr>
<tr>
<td>• Progress monitor</td>
<td></td>
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## Independent Reading

<table>
<thead>
<tr>
<th>Teacher will</th>
<th>Students will</th>
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</thead>
<tbody>
<tr>
<td>• Offer students access to familiar texts used during lessons to choose from in addition to library selections</td>
<td>• Read independently</td>
</tr>
<tr>
<td>• Confer with students based on their independent reading goals</td>
<td>• Connect their reading to their personal reading goals</td>
</tr>
<tr>
<td>• Post follow up work in the Google Classroom</td>
<td>• Complete follow up work in their google classroom (i.e. Reading log)</td>
</tr>
</tbody>
</table>
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- I-Ready
- Question & Answer time
Coming soon!
Introducing the Family Learning Guide

WHAT IS A FAMILY LEARNING GUIDE?

This is a resource developed by the team at Hartford Public Schools to provide you – our families – with an advance look at what your children will be learning in the coming weeks. Learning requires partnership between families and schools. During the pandemic, this is even more true and we want to be your partner in this challenging time.

HOW SHOULD YOU USE IT?

1. Review the sample learning objectives so that you can reinforce them at home;
2. Review the resources to support at-home learning so that you can make sure your children have the right supplies;
3. Reach out to your school or the team at the Harford Public schools if you have any questions!
# Family Learning Guide: Kindergarten Literacy

## Fundations Unit Topics:
**Unit 1:** Lowercase letter formation and sounds for p, j, i, h, k, v, w, y, z, q
**Unit 2:** Tapping to read words, read CVC words beginning with the consonants f, l, m, n, r, s, Uppercase letter formation for l, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

## Read Aloud Unit Topics:
**Unit 3 Topic:** Money and Economics  
**Unit 4 Topic:** Characters and the Lessons they Teach Us

### What are our learning goals for your children?

**Fundations Goals**
1. I can follow words from left to right, top to bottom, and page by page.
2. I can understand that words are separated by spaces in print.
3. I can recognize and name all upper- and lowercase letters of the alphabet.
4. I can demonstrate understanding of spoken words, syllables, and sounds.
5. I can recognize and produce rhyming words.
6. I can blend and segment onsets and rimes of single syllable spoken words.
7. I can associate the long and short sounds with the common spellings for the five major vowels.
8. I can distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Read Aloud Goals**
1. With prompting and support, I can ask and answer questions about unknown words in a text.
2. With prompting and support, I can ask and answer questions about key details in a text.

### How will we teach your children?
- Whole-group read alouds to engage students in complex text.
- Discussion about the texts, specifically around unknown words and key details in a text.
- Discussion around the lessons we can learn from characters in texts we read.
- Using the Fundations Letter Formation Guide to help students write the letters.
- Using sound cards to help students connect each letter to the sound it makes using a visual representation.
- Using the tapping strategy to isolate each sound in a spoken word and begin to read CVC words such as fan.

### What resources will be needed to support at-home learning?
- Access to a device and internet to follow along with the class and the teacher
- Access to Google Classroom and CLEVER
- Fundations At Home Kit with Dry Erase Marker
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Parent Digital Resource Guide

• Helps parents know where to go to find:
  • Information about the Distance Learning Schedule
  • I-Ready
  • How to access Clever
  • Digital Books to read online
Distance Learning Resources

Pre-Kindergarten
PreK Family Guide for Distance Learning- English
Guía Familiar de PreK de para Aprendizaje a Distancia 2020-2021

Grades K – 5
Family Literacy Guide for Grades K-5 Distance Learning 2020-2021- English
Guía familiar para educación a distancia de grados K-5 2020-2021 – Español

Free Virtual Tutoring
All HPS students can receive extended support at home through free virtual tutoring provided by over 100 certified HPS teachers. Our Hartford Public Schools Tutoring Program offers academic support and homework help to all interested students and families. Learn more at https://www.hartfordschools.org/tutoring/.

Family Learning Guides

Assessments/Testing
i-Ready Diagnostic Assessment Dates for Grades K-5
At-Home Learners Only
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• I-Ready is an online program for reading that will help your child’s teacher(s) determine your child’s needs, personalize their learning, and monitor progress throughout the school year.

• I-Ready Instruction provides students with lessons based on their individual skill level and needs, so your child can learn at a pace that is just right for them. These lessons are fun and interactive to keep your child engaged as they learn.
## Diagnostic Window

<table>
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<tr>
<th>Grade</th>
<th>Windows</th>
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| **Kindergarten** | October 5-16  
                          | February 1-11  
                          | May 17-28      |
| **Grades 1-5** | September 21-October 9  
                          | January 25-February 5  
                          | May 17-28      |
Teachers Need Your Help This Fall

Let your child show what they know on i-Ready.
i-Ready Diagnostic Assessment Dates for Grades K-5
At-Home Learners Only

The i-Ready Diagnostic Assessment window will open for **AT-HOME LEARNERS ONLY** in Grades 1 through 5 on Monday, September 21 and close on Friday, October 9.

For **AT-HOME LEARNERS ONLY** in Kindergarten, the assessment window opens on Monday, October 5 and closes on Friday October 16.

This message is to provide background, resources, and information **for families that opted into full distance learning** on how to give the i-Ready Diagnostic Assessment at-home.
Question & Answer