

Scenario Plan: PreK-8 ELA

Chair: Melissa Newell

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ELA	Full In-Person	Hybrid	Full Remote
Curriculum	<p>Revised curriculum map to account for pacing regardless of which scenario to allow for additional time to set dispositions, build routines, and get to know kids. Approved by committee and shared with their school-based colleagues for feedback. Revisions account for in person learning and additional time to sanitize, hand-wash, etc, as well as hybrid scenarios, and fully remote. The pacing would be the same across the scenarios so that students and teachers could seamlessly adapt as needed. Some units have been removed or will be truncated to ensure all standards are addressed given the reduction in time on ELA learning.</p>		
Instructional Model	<p>In a full in-person model, instruction should continue according to a workshop model. Mini-lesson, independent practice time, and a share. Teachers may also supplement their instruction and support students with the electronic resources we already own, as well as those suggested for the hybrid or remote learning groups in a station rotation or as needed.</p> <p>Conferring will need to adjust so that a teacher can view the student's work and have a conversation from an appropriate distance. To account for safety and distancing measures, teachers may provide feedback or confer using Google Classroom or Seesaw instead or in addition to conferences.</p> <p>Shared reading in grades K-2 will happen whole class at students' seats, as well as interactive read alouds. When possible, teacher will project the books on a large screen to account for accessibility and viewing from all seats.</p> <p>A plexiglass divider for kidney tables or round tables for guided reading/small groups or book club discussions will be essential to continue to support students at different levels and encourage discourse.</p>	<ul style="list-style-type: none"> ● Priority for working time, conferring, small groups, book clubs, guided reading, and feedback during in person or live meetings. ● Flipped classroom for Writing Mini-lesson and Reading Mini-lessons (Watch teaching video before in person learning or live Zoom meeting) Station learning as a support in classrooms or for small groups ● Shared reading: During morning meeting in person or during live meetings ● IRA- first read during in person or live meetings, 2nd and 3rd readings using flipped model with recordings and suggested stopping points to stop and jot ● Phonics - in-person or live for the beginning of the year and then can switch to flipped model ● All parts of balanced literacy to remain flexible as needed to support students, scaffold to support all striving readers and writers ● Some teaching videos will be via purchase from TCRWP, others will need to be created in-district* (Literacy/Instructional Specialists created & teacher created videos to be negotiated with the UTL) 	

Integrated Kindergarten Centers	<ol style="list-style-type: none"> 1. Creating addendum of adjustments for scenarios to accompany the current Teacher’s Guide 2. Individual center boxes for each student needed (Materials to come but include things like playdough, streamers, etc.) These will change as the units change and new purchases will need to be made. 3. Suggested schedule for center focused time 4. Interactive read aloud videos to support deeper comprehension 	
Physical Materials Required	<p>The committee made the following recommendations based on the assumption that all students would also have a digital device. Physical materials are also needed across the scenarios. The committee recommends a box for each child so that they can bring their materials back and forth, or a separate box for the classroom and a separate box for home. All students need access to the following materials in either their 1 box, or both boxes. The ELA committee is unsure if this would be a parent, school, or district obligation.</p> <ul style="list-style-type: none"> ● Pencils, paper choice, notebooks (already purchased by district), crayons/markers, scissors, glue sticks, hand held pencil sharpener ● Individual whiteboard and skinny markers ● Sticky notes ● Durable headphones ● Letter tiles in lower grades (K-2) - could be made out of paper and laminated, but would need time to prepare ● Highlighters in upper grades (3-8) ● Large ziploc bags (for books) ● Handwriting without Tears manipulatives for students (in classrooms already) ● Center Materials for K and a budget to purchase additional materials for the forthcoming units ● Books (including paper to copy books from Reading A-Z) 	
Electronic Materials	<p>In person learning will benefit from the resources suggested for hybrid or virtual so that students can have access to the same high quality materials and incorporate some aspects of a flipped classroom as well, however the tools listed here are vital if we are hybrid or remote only. For ELA we already have confirmed access to:</p> <ul style="list-style-type: none"> ● Learning A-Z (Reading A-Z, Raz Kids, Science A-Z, and EL A-Z) Currently at previous status - 182 teacher licenses, 6,552 students total) - teacher lessons & books for kids to read ● Lexia - 4,160 Licenses (increase of 2,500 for remote learning) - lessons online/reading tasks ● Epic - Free book access IF teachers create a class and share with students during school hours 7am-3pm and 2 hours per week outside of school hours per student ● Tumblebooks & Tumblebooks Teen - online books 	<p>ELA Specific Needed still- In order of priority for ELA</p> <ul style="list-style-type: none"> ● TCRWP Virtual Writing Lessons for K-8 ● TCRWP Reading Lessons for grades 1, 2, 3, and 5 (only grades we currently own the real units for-a requirement to purchasing the online component) ● TCRWP Phonics for select grades at select schools/grade levels ● CommonLit Pro for Grades 5-8 ● Pioneer Valley - Literacy Footprints for lowest readers ● Flocabulary for Grades 5-8 <p>Non-ELA Specific</p> <ul style="list-style-type: none"> ● Screencastify or some screen recording program ● Padlet for students in grades 3-8 (captures student learning in a way they can see each other’s thinking to encourage discourse)

Book Access	<p>Book shopping when in-person:</p> <ol style="list-style-type: none"> 1. Look at options - online, book trailers, spread out on a desk to view with eyes only 2. Don't touch 3. Students choose via a form or communication 4. Teachers gather resources to give to students <ul style="list-style-type: none"> ○ K-2 - exchange bookbags weekly when in person. Books must sit for 72 hours per ALA guidelines and 96 hours for shiny page books. ○ 3-8 exchange books by unit or as needed, no more frequent than every 2 weeks for independent reading books when in-person (longer books); read online if finish book early 	<p>Book Shopping/Distribution for full remote learners:</p> <p>Book distribution from their homeroom/homeschool via parent pickup or school buses delivering or whatever method food services will be using</p> <p>Question: If students are not assigned to a specific school and instead to an "online" school, where will the books come from? There is no central repository of books. All are housed at each building.</p>	
	<ul style="list-style-type: none"> ● Utilize online tools like Epic!, Raz Kids, Tumblebooks and Tumblebook Teen ● Teachers will need time to create a digital catalog of books in their classrooms & a way to "check out" books ● Schools will need to create a digital catalog of school based books in their building & a way to "check out" books ● Paper copies of A-Z books K-6 and as needed ● Book trailers for students in grades 3-8 and teacher will curate book bags based on likes and requests ● Book bag inventories for K-2. Students will choose entire bags curated by teachers vs. individual books. ● Teacher read alouds posted in Lowell domain only via Seesaw or Google Classroom. Youtube page will become private to comply with copyright infringement. ● Budget for 2021-2022 to replace books not returned (both school owned and teacher personally owned) during the 2020-2021 		
Time on Learning	<p>Account for the added time for transitions, hand hygiene, etc.</p> <p><u>Elementary:</u> Reading Workshop</p> <ul style="list-style-type: none"> ● 45-60 minutes (includes independent reading time) <p>Interactive Read Aloud 15-20 minutes 4 days /week</p> <ul style="list-style-type: none"> ● 15-20 minutes <p>Writing About Reading</p> <ul style="list-style-type: none"> ● 20-30 minutes 1 day a week during Reading Workshop <p>Shared Reading (K-2)</p> <ul style="list-style-type: none"> ● 10 minutes daily during morning meeting <p>Writing Workshop</p> <ul style="list-style-type: none"> ● 20-30 minutes, minimum of 3 days a week grade K ● 30-45 minutes, minimum of 3 days a week grades 1-4 	<ul style="list-style-type: none"> ● Hybrid of in-person and remote 	<p>Follow the Remote Learning Committee's recommendation for time on learning.</p> <p>Consistent frame of hours based on DESE guidance for live teaching and consultation with teachers</p> <ul style="list-style-type: none"> ● 4 instructional days every week ● 1 day for students to focus solely on assignments (no new instruction) with support from teachers available during established frame <p>Staff is required to be on duty until 3PM (leaving the 1-3PM timeframe available for collaboration, training, and meetings as needed)</p> <p>If safe to do so, provide teachers with the option of teaching from their classrooms if that is their preference.</p> <p><u>Elementary:</u></p> <ul style="list-style-type: none"> ● ELA (70 minutes), Math (60 minutes) and Specials (30 minutes) scheduled daily and Science or Social Studies (30 minutes)

	<p>Phonics/Phonological & Phonemic Awareness/Word Work/Language Use</p> <ul style="list-style-type: none"> Grades K & 1: up to 15 minutes of direct instruction and practice/reinforced in all reading & writing Grades 2-4: up to 10 minutes of direct instruction and practice/reinforced in all reading & writing <p><u>Middle:</u></p> <ul style="list-style-type: none"> Grades 5 & 6: 80-95 Minutes daily for ELA Grades 7 & 8: 55 Minutes daily for ELA 		<ul style="list-style-type: none"> Additional independent reading time recommended per grade level: <ul style="list-style-type: none"> K-2: 15-20 minutes daily 3-4: 20-30 minutes daily 5-8: 30 minutes daily <p><u>Middle School:</u></p> <ul style="list-style-type: none"> 2 subject areas per day (85 minutes each) <ul style="list-style-type: none"> Grades 5 & 6 utilize their 2 blocks to cover their content as needed as most teach both ELA/SS or Math/Science; does NOT have to be ELA one day, SS the next, but flexibility
Assessment	<p>Follow the district ELA Assessment Schedule across all models.</p> <p>To prevent diagnostic assessments using valuable in-person time during the hybrid model, we recommend the iReady diagnostic be administered remotely.</p> <p><u>K-8:</u></p> <ul style="list-style-type: none"> Students will complete 4 Writing about Reading responses that will be scored with the district rubric across the year. Students will complete additional responses as well to be used formative by the teacher. Students will complete process writing in 3 genres: informational, opinion, and narrative at each grade level. Responses will be scored with the TCRWP rubrics. Students will complete their writing on paper or online. 		
	<ul style="list-style-type: none"> iReady will be administered K-8 in person ONLY if students are attending school full time in-person. Fountas and Pinnell will be administered in person for full in-person with social distancing in November, February & May for grades 1-4, February and May for Grade K, and as needed in November & May for certain students in grades 5-8. Fountas and Pinnell sub-assessments for Grade K will be administered in-person following the district's schedule to comply with the DESE Screener requirements. 	<ul style="list-style-type: none"> iReady will be administered K-8 remotely for hybrid and full remote. Fountas and Pinnell will be administered in-person or remotely as determined for each child by the teacher in November, February & May for grades 1-4, February and May for Grade K, and as needed in November & May for certain students in grades 5-8. Fountas and Pinnell sub-assessments for Grade K will be administered in-person or online following the district's schedule to comply with the DESE Screener requirements. 	<ul style="list-style-type: none"> iReady will be administered K-8 remotely for hybrid and full remote. Fountas and Pinnell will be administered remotely in November, February & May for grades 1-4, February and May for Grade K, and as needed in November & May for certain students in grades 5-8. Fountas and Pinnell sub-assessments for Grade K will be administered online following the district's schedule to comply with the DESE Screener requirements.

Professional Development/ Training	PD will be needed across content for how to use Google Classroom & Seesaw, as well as screen recording software like Screencastify and Padlet. ELA PD: <ul style="list-style-type: none">● Administering the Fountas and Pinnell Benchmark Assessment System for new elementary teachers and new to middle EL and SPED teachers, as well as new tutors.● Administering the F & P remotely for teachers as needed.● Grade level specific unit PD for new units:<ul style="list-style-type: none">○ Grade 1 Meeting Characters and select units for schools that did not implement last year○ Kindergarten Persuasive Writing unit for Grade 1 teachers○ Grade 2 Series Book Clubs○ Grade 3 Mystery Book Clubs○ Grade 5 Reading Workshop and Nonfiction Reading Unit○ Grade 7 Book Clubs beginning with Memoir		