## Purpose

Raz-Plus Connected Classroom combines the comprehensive, blended learning platform of Raz-Plus with a library of tools and resources curated specifically to ensure that accelerated, standards-based learning can happen anytime, anywhere. Each student's experience is differentiated to help educators create a student-centered learning path for learners of all reading and ability levels in Grades K–5.

The core of Connected Classroom is a series of research-based teaching practices, aligned to national standards, which are grouped into seven instructional goals. Integrating these practices into instruction, whether in a digital class environment, traditional school, or a hybrid model, will help accelerate student learning, fill in learning gaps, and foster social-emotional development. By positioning teacher and student as co-designers of a personalized learning journey, Connected Classroom enables instructional needs to be identified and differentiated early, and helps ensure that student engagement remains active during learning and practice.

## Overview

Four of the instructional goals include assignable readings and activities that provide practice opportunities for students to deeply engage with a variety of grade-level texts. Both printable and digital components are provided to ensure equitable access.

To accelerate learning, Lesson Guides help teachers scaffold instruction so all students can access grade-level texts. Specific teacher actions are clearly identified within the Lesson Guides and on the main landing page, so educators can be assured that they are focusing students on tasks that will have an impact on academic growth. Likewise, observable student behaviors are provided within the Lesson Guides so teachers will have measurable guideposts for student engagement and success.

The Student Self-Evaluation promotes student voice and choice by automatically populating digital assignments based upon student responses, while also providing teachers baseline data upon which to further build students' personalized learning pathways. Educators may also skip the Student Self-Evaluation and manually populate digital assignments based on their assessment of each student's instructional needs.

Additionally, Connected Classroom contains a detailed guide to social, emotional, and academic development (SEAD). Now more than ever, social and emotional learning is being recognized as a necessary and fundamental part of school curriculum. Our SEAD Guide explains the key skills within social and emotional learning and provides tips and guidelines for integrating these into academic development. Tips and guidelines are grouped by grade band to help educators find relevant strategies at a glance.

## Time/Duration

The instructional goals in Raz-Plus Connected Classroom are practices that can be integrated into instruction over the entire school year. Each instructional goal set contains multiple resources and tasks and is accompanied by a Lesson Guide.

Reviewing the Lesson Guides will help educators better understand the amount of instructional time required by the teacher, as well as the amount of independent work required by the student.

## How to Use

Connected Classroom resources have two paths of entry to allow for maximum flexibility.

Instructional goal sets are either auto-assigned once students complete the Student Self-Evaluation, or they are manually assigned by the teacher. Ideally, this is done at the beginning of the year to allow for maximum impact, and then the instructional goal sets can be assigned or reassigned as needed. Some teachers may wish to assign instructional goal sets one by one throughout the year in order to more strategically target areas where students need extra practice. The Student Self-Evaluation may be reassigned once a student completes all the assignments that were auto-assigned.

Navigate to the appropriate grade tab to review the instructional goals, teacher actions, Lesson Guides, and instructional goal sets available to assign. Before or soon after goal sets have been assigned, review the associated Lesson Guides for tips on integrating the resources into your specific learning situation.

Instructional goal sets can be assigned, unassigned, or reassigned at any point during the school year to individual students, groups of students, or the whole class. Teachers can see which students were assigned which goals on the main instructional goal landing page.

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## Student Self-Evaluation Path

Completing the Student Self-Evaluation will give students immediate access to Connected Classroom resources on Kids A–Z. Once assigned, the digital Student Self-Evaluation will appear in the Student Portal.

### Grades K and 1

- Students self-select books based on personal interest to curate their own custom assignment in Kids A–Z. This set of books is intended for independent reading and will only be made available to students who complete the Student Self-Evaluation.

### Grades 2–5

- Students self-select books based on personal interest to curate their own custom assignment in Kids A–Z. This set of books is intended for independent reading

and will only be made available to students who complete the Student Self-Evaluation.

- Students self-evaluate reading behaviors associated with one or more instructional goals. Based on each student's responses, specific instructional goal sets are auto-assigned for targeted practice. Most instructional goal sets require teacher instruction and peer support.

## Teacher-Directed Path

From the Connected Classroom landing page, educators can view all of the instructional goals and the assignable instructional goal sets.

Use your knowledge of student academic needs to identify which instructional goal sets to assign. You can track student progress in the Student Activity Reports page or on the Assignments page.

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## Key Instructional Goals

Each of the seven instructional goals is addressed by teacher resources, student resources, or a combination of both. Instructional goals 1–4 include both teacher and student resources. Instructional goals 5–7 are organized differently, as described below.

### Instructional Goal 1: Regular Close Reading of Complex Texts

Students will complete three readings of the same grade-level text and answer questions at increasing levels of complexity after each reading.

### Instructional Goal 2: Text-Based Questions, Tasks, Discussion, and Writing

Students will read a series of grade-level texts organized around an engaging and standards-aligned topic, answer text-dependent questions, take a vocabulary quiz, and write a response to a Key Question about the topic.

### Instructional Goal 3: Regular Research, Discussion, and Writing About Topics

Pairs or groups of students will build knowledge on an engaging, standards-aligned topic by exploring multiple grade-level texts, discussing their thinking, and writing about what they learned.

### Instructional Goal 4: Fluency Practice With Grade-Appropriate Texts

Students will listen to fluent models of reading and practice fluent reading behaviors across multiple reads of a set of grade-level texts.

### Instructional Goal 5: Facilitate Social, Emotional, and Academic Development (SEAD)

There are no Connected Classroom student resources in this instructional goal set. Teachers should review the detailed SEAD Guide.

- The guide includes practical tips and suggestions for integrating social and emotional learning into academic instruction appropriate to the different cognitive and developmental levels of the K-1, 2-3, and 4-5 grade bands.
- A Tips for Parents and Caregivers sheet is included as a support resource for easy distribution to family and community members who are engaging in important discussions with students around topics such as social justice and inequality.

### Instructional Goal 6: Systematic, Explicit Foundational Skills With Ample Time for Practice

There are no Connected Classroom student resources in this instructional goal set. Teachers should review the Lesson Guide.

- The Lesson Guide for K–2 outlines how to implement the existing Raz-Plus Foundation Skills Scope and Sequence into daily phonics and phonological awareness instruction.
- An easy-to-use weekly lesson sequence is included.

### Instructional Goal 7: Regular Reading of Multiple Texts and Media on a Range of Conceptually Related Topics

Through the Student Self-Evaluation, students self-select books, resulting in a curated independent reading list in their Assignment Portal on Kids A–Z.

**Reading A-Z**

## Tips and Strategies to Support Remote Learning

Learning situations vary. For example, your students may be physically in class, remote, or in a hybrid situation. Aim for the success of all students by integrating these tips and strategies into your planning.

### Assess Access

- Collect information about the student's access to a device that connects to the Internet. When is it available to them to use? How reliable is the Internet connection? Do they need to share the device with other members of the household? What are the options if they do not have reliable Internet or device access?

- Collect information about the student's remote working environment. Do they have access to a quiet space for doing schoolwork? Are they expected to take care of siblings during normal school hours? Are they comfortable using video conferencing if it means others will see their home?

- Connect with a parent or guardian to discuss when and how students are expected to engage with the class. Offer them a way to check students' progress, such as through a digital platform or via weekly email.

### Maintain Connection

- Establish a consistent routine for when and how students will check in while remote, and make sure their parent or guardian is also aware of the expectation. Do they need to check their email daily? Where will they see assignments posted? How do they contact you with questions?

- Make time to establish rapport and maintain a personal connection. Spend a few minutes at the start of each check-in to ask what the student's current experience is. Consider having open office hours for drop-ins or scheduling a weekly class social time.

- Set up rotating student study groups for accountability so that students can turn to peers for help with assignments and to maintain connection with classmates.

- Reach out to parents to see if one or more trusted adults or older siblings would be able to support the students in the home, over the phone, or online, to provide additional practice opportunities and accountability.

### Encourage Engagement

- Give students more time to finish assignments. Students may need extra time to review assignments and ask questions, especially if they need to complete schoolwork after normal hours or on the weekend.

- Make active remote student participation a requirement and be explicit about what that means for each assignment. For example, after completing the weekly reading, ask students to add two questions to the class Google doc and write an answer to one classmate's question.

- Keep assignment emails brief and to the point. Use bullets to prevent information overload. Clearly list next steps for students.

- Keep instructional videos short (3–5 minutes) and keep learning active by asking students to do something with the new information during pause points in the video and/or after watching the video.

- Limit synchronous virtual activities to 10 minutes for Grade K, 20 minutes for Grades 1 and 2, 30 minutes for Grade 3, and 40 minutes for Grades 4 and 5. Allow 5–10 minutes for students to sign in, address audio/video difficulties, and settle down.

### Make Learning Equitable

- Offer synchronous and asynchronous options for student discussions and collaboration. For example, use video conferencing or phone calls for synchronous discussions. Asynchronous discussions can take place on a message board, through real time collaboration documents, or via email.

- Provide a variety of types of instructional content. Use videos, slide shows, interactive polls, audio recordings, and virtual quizzes to engage students in a range of media.

- Provide students choice and alternatives in how they deliver work. For example, allow students to record videos, create slideshows, or write a blog post. Allow students to use technological tools that they are already comfortable with.

- Remember that not all students will have Internet access or consistent Internet access, so always prepare a printed option. Determine beforehand how and when printed options will be collected for scoring.

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