Virtual Literacy Instruction Guide

For K-5 Teachers

August 2020

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State Board of Education Goals STRATEGIC PLAN

1 — **ALL** Students Proficient and Showing Growth in All Assessed Areas

2 — **EVERY** Student Graduates from High School and is Ready for College and Career

3 — **EVERY** Child Has Access to a High-Quality Early Childhood Program

4 — **EVERY** School Has Effective Teachers and Leaders

5 — **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 — **EVERY** School and District is Rated "C" or Higher

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Session Goals for Virtual Instruction

- Define **Synchronous vs. Asynchronous Instruction**
- Examine **Beginning of the Year (BOY) Checklist** and Instructional Descriptions
- Recommend Virtual **Student Engagement Support**
- Consider Sample Virtual **Weekly Schedule**
- Propose Example Virtual **Weekly Lesson Plan**
- Determine Ways for **Measuring and Assessing** Virtual Learning
- Identify **Teacher Priorities**

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Synchronous vs. Asynchronous

Instruction

Synchronous vs Asynchronous Instruction

Synchronous Real-Time Instructional Approach	Asynchronous Learner-Centered Approach
• Instruction delivered in a specific place, at a specific time for students • Includes collaboration and immediate feedback • Video conferencing, live webinars, virtual classrooms	• Content provided to students and accessed when they choose • Includes self-pacing • Discussion boards, online assignments, email, blogs, pre-recorded videos

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Synchronous vs Asynchronous Instruction: Motivation

Motivate with goal setting.

- Completing a certain amount of assigned activities each week
- Accessing all posted lesson content and providing a brief summary of understanding
- Transitioning to personal goals designed to inform progress and mastery

Synchronous vs Asynchronous Instruction: Motivation

Motivate with rewards and praise.

- Create a virtual reward chart or 'gold star' system.
- Give positive feedback messages that use fun videos, GIFs, and images.
- Let your virtual class out early (The timetable is more flexible than ever!) or add additional minutes for extended "off-topic" chats to increase classroom community.
- Email parents with student congratulations.

Synchronous vs Asynchronous Instruction: Motivation

- Motivate with meaningful feedback.

- Voice recording addressed to an individual student.

- Attach helpful online resources for students who are having difficulty.

- Keep the tone warm and personable.

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Synchronous vs Asynchronous Instruction: Communication

- Phone/Email/Learning Management System
- Relay clear and concise messages
- Remember less is more
- Be clear
- Use private communication for sensitive topics
- Check that students receive your messages
- Convey the right tone of voice

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Synchronous vs Asynchronous Instruction: Communication

- Emotive language
- GIFs and emojis
- Proper language and grammar
- Self-disclosure
- Off-topic chat
- Be yourself

BOY Checklist

and Descriptions

Recommended Planning, Academic Readiness, Social Emotional Learning (SEL) Factors, and Partnerships with Families

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Checklist: Planning for Instruction

- Collaborate with colleagues to discuss, share, and learn best practices for conducting virtual instruction.

- Identify and setup the physical location for virtual instruction.

- Identify the online and physical materials needed for instruction (student and teacher).

- Identify the virtual platform (Zoom, Microsoft Teams, Google Meets, etc.).

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Checklist: Planning for Instruction

- Explore the features which support the virtual platform for synchronous instruction.
- Explore the features which support the virtual platform for asynchronous instruction.
- Determine the method that will be used for collection of assignments during asynchronous and/or synchronous instruction.
- Identify the district or school contact who is responsible for supporting students and families with technical difficulties.

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Checklist: Guiding Academic Readiness

- Identify the universal screener administration window.

- Identify diagnostic assessments needed based on screener data.

- Identify opportunities to transfer traditional curriculum to include (or expand to) virtual opportunities for students.

- Provide the students materials needed prior to instruction.

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Checklist: Guiding Academic Readiness

Establish routines and procedures to ensure successful virtual instruction.

- Check social/emotional needs.
- Provide guidance to students and parents on virtual platform features.
- Establish students' engagement routines/procedures.
- Determine how students will display their work during whole- or small-group instruction.

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Checklist: Guiding Academic Readiness

Maintain consistency in a daily routine.

- Take attendance and establish routines for absent students.
- Conduct social/emotional student check-ins.
- Execute consistent ***instructional routines*** for synchronous and asynchronous learning.
- Track assignment submissions, provide feedback on assignments, and follow up with students as needed.
- Support students with technical issues.

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Checklist: Planning for Instruction (Asynchronous)

- Pre-record a video which introduces a new topic, vocabulary, or concepts, that students will watch (or listen to) such as:
  - Draw pictures or write sentences to retell
  - Complete sentences from words provided about the new concept
  - Use an online platform to review vocabulary from the text selections
  - Use sorting mats for vocabulary and/or knowledge concepts

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Checklist: Planning for Instruction (Asynchronous)

The Pre-Class Learning routine includes the following elements (K-5):

- ***Introduction*** of the unit focus
- ***Warm up*** with questions for activation
- ***Introduction to the*** **text** and core vocabulary with images
- ***Setting the purpose*** for reading
- ***Reading*** the text
- ***Responding*** to text

Checklist: Planning for Instruction (Synchronous Whole Group)

Whole-Group instruction should include complex texts and introduce **grade-level** language and reading comprehension standards.

- Introduce and review vocabulary
- Ask and answer questions about the text/video
- Complete graphic organizers and association maps about the topic
- Complete vocabulary notebook template for selected words

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Checklist: Planning for Instruction (Synchronous Whole Group)

Whole-Group routine includes the following elements for grades (K-5):

- *Warm up* with questions/ideas from the prework
- *Review* the purpose of reading the text and vocabulary words
- *Reread* the text or highlight sections of the text with guided questions, supports, and focus on vocabulary words

Checklist: Planning for Instruction (Synchronous Whole Group)

Whole-Group routine includes the following elements for grades (K-5):

- *Discuss* a portion of the read aloud that includes all 3 levels of questioning (recall, analysis, synthesis)
- *Complete a graphic organizer* with new information on the topic
- *Practice word work* that focuses on a phonics skill, vocabulary word, and/or phrase in the text
- *Close lesson* with an exit ticket and assignment to complete

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Checklist: Planning for Instruction (Synchronous Small Group)

- **Warm up:** Use a paper (or virtual) letter flip chart to review letters, sounds, phonics patterns. Review irregularly spelled high-frequency words.

- **Phonological Awareness:** Use phonological awareness continuum to sequence instruction based on data; skills will be differentiated and taught to mastery.

Checklist: Planning for Instruction (Synchronous Small Group)

- **Phonics:** Skills will be differentiated and taught to mastery.
  - o Introduce a new pattern(s)
  - o Code or mark pattern(s) within words
  - o Decode words with the new pattern
  - o Practice reading words or phrases fluently
  - o Practice sorting, phoneme-grapheme mapping, or chaining words with the new pattern
  - o Encode sounds, words, and sentences
- **Fluency**: Read decodable text or grade-level anchor text.

Checklist: Exploring Social Emotional Learning Factors

- Identify warning signs for social/emotional needs, academics, developmental milestones, and suspected neglect or abuse.
- Establish a plan with school leadership for reporting/addressing these concerns.
- Schedule a time for students to interact in an unstructured, monitored way throughout the day.
- Watch for students who may be absent, withdrawn, or struggling and connect with them one-on-one.
- Anticipate the types of support families will need to provide for students when planning weekly instruction.

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Checklist: Exploring Social Emotional Learning Factors

- 5-7-minute greeting or social-emotional check-in (K-5)
- Mood Meter
- Emotion Cards
- Zoom chat or emoji: How are you feeling?
- Hand greeting
- 1-minute show and tell
- Open-ended sentence tied to new instructional topic: "My favorite animal is... because …"

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Checklist: Building Partnerships with Families

- Collect student contact information.

- Develop a plan to track and sustain family communication.

- Connect with students' families via email, phone, or text.

- Administer a survey to gather information regarding which family member/caregiver will be supporting student learning at home.

Building Partnerships with Families

- Communicate family expectations for online learning.
- Communicate student expectations for online learning.
- Guide families through utilizing the virtual platform, family/teacher communication processes, teacher feedback and student assessment(s).

Sample Weekly Schedule

PURPOSE:	DAY 1: INTRODUCTION	DAY 2: REVIEW AND EXPAND	DAY 3: REVIEW AND ADD	DAY 4: REVIEW AND SYNTHESIZE	DAY 5: CHECK FOR MASTERY, ENRICHMENT & REMEDIATION
TIME 20 mins or less	**SCHEDULE** **ASYNCHRONOUS** Pre-Class Learning	**SCHEDULE** **ASYNCHRONOUS** Pre-Class Learning	**SCHEDULE** **ASYNCHRONOUS** Pre-Class Learning	**SCHEDULE** **ASYNCHRONOUS** Pre-Class Learning	**SCHEDULE** **ASYNCHRONOUS** Pre-Class Learning
10 minutes K: 15-20 minutes GRADE 1: 15-20 minutes GRADE 2: 15-20 minutes GRADES 3-5: 20-30 minutes	Greet and SEL **SYNCHRONOUS** Whole Group: Language Comprehension	Greet and SEL **SYNCHRONOUS** Whole Group: Language Comprehension	Greet and SEL **SYNCHRONOUS** Whole Group: Language Comprehension	Greet and SEL **SYNCHRONOUS** Whole Group: Language Comprehension	Greet and SEL **SYNCHRONOUS** Whole Group: Language Comprehension (Enrichment)
15-30 minutes		Break			
K: 20 minutes GRADE 1: 30 minutes GRADE 2: 25 minutes GRADES 3-5: 20 minutes (time per group)	**SYNCHRONOUS** Word Recognition: Small Groups (with teacher)	**SYNCHRONOUS** Word Recognition: Small Groups (with teacher)	**SYNCHRONOUS** Word Recognition: Small Groups (with teacher)	**SYNCHRONOUS** Word Recognition: Small Groups (with teacher)	**ASSESSMENT** *Weekly:* Check for Mastery *As needed each week:* Benchmark, Screeners, Progress Monitoring Small Groups may be used for reteaching or interventions.
20 minutes/group	Interventions	Interventions	Interventions	Interventions	

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Sample Weekly Schedule

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Time	Schedule	Schedule	Schedule	Schedule	Schedule
20 mins or less	**ASYNCHRONOUS** Pre-Class Learning	**ASYNCHRONOUS** Pre-Class Learning	**ASYNCHRONOUS** Pre-Class Learning	**ASYNCHRONOUS** Pre-Class Learning	**ASYNCHRONOUS** Pre-Class Learning
10 minutes	Greet and SEL	Greet and SEL	Greet and SEL	Greet and SEL	Greet and SEL
K: 15-20 minutes GRADE 1: 15-20 minutes GRADE 2: 15-20 minutes GRADES 3-5: 20-30 minutes	**SYNCHRONOUS** Whole Group: Language Comprehension	**SYNCHRONOUS** Whole Group: Language Comprehension	**SYNCHRONOUS** Whole Group: Language Comprehension	**SYNCHRONOUS** Whole Group: Language Comprehension	**SYNCHRONOUS** Whole Group: Language Comprehension (Enrichment)
K: 20 minutes GRADE 1: 30 minutes GRADE 2: 25 minutes GRADES 3-5: 20 minutes (time per group)	**SYNCHRONOUS** Small Groups Word Recognition: (with teacher)	**SYNCHRONOUS** Small Groups Word Recognition: (with teacher)	**SYNCHRONOUS** Small Groups Word Recognition: (with teacher)	**SYNCHRONOUS** Small Groups Word Recognition: (with teacher)	**ASSESSMENT** Weekly: Check for Mastery As needed each week: Benchmark, Screeners, Progress Monitoring Small Groups may be used for reteaching or interventions.
20 minutes/group	Interventions	Interventions	Interventions	Interventions	

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Example Weekly

Lesson Plan

Example Weekly Lesson Plan

Core Knowledge

- First Grade Sample Virtual Plan- ELA *Examples and units of study from CKLA 1/Domain 2

- Third Grade Sample Virtual Plan- ELA *Examples and units of study from CKLA 3/Unit 2

CKLA®
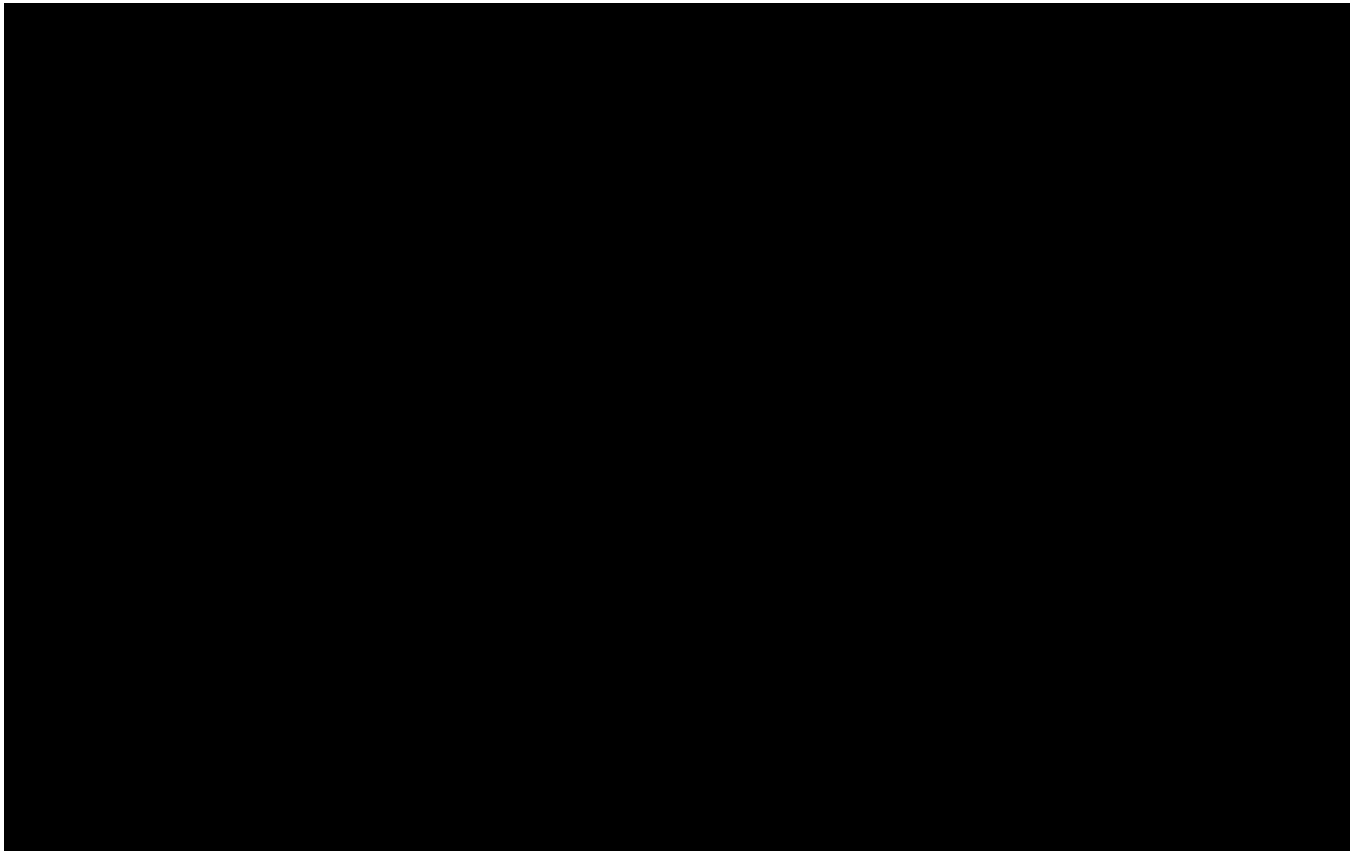Core Knowledge
LANGUAGE ARTS

Example Weekly Lesson Plan: Video

- First Grade Sample Virtual Plan – ELA read aloud with comprehension component using Google Slides, Flipgrid, and Padlet

- Third Grade Sample Virtual Plan – ELA vocabulary and phonics lesson using Whiteboard, Immersive Reader, and Breakout Rooms

First Grade Lesson Sample
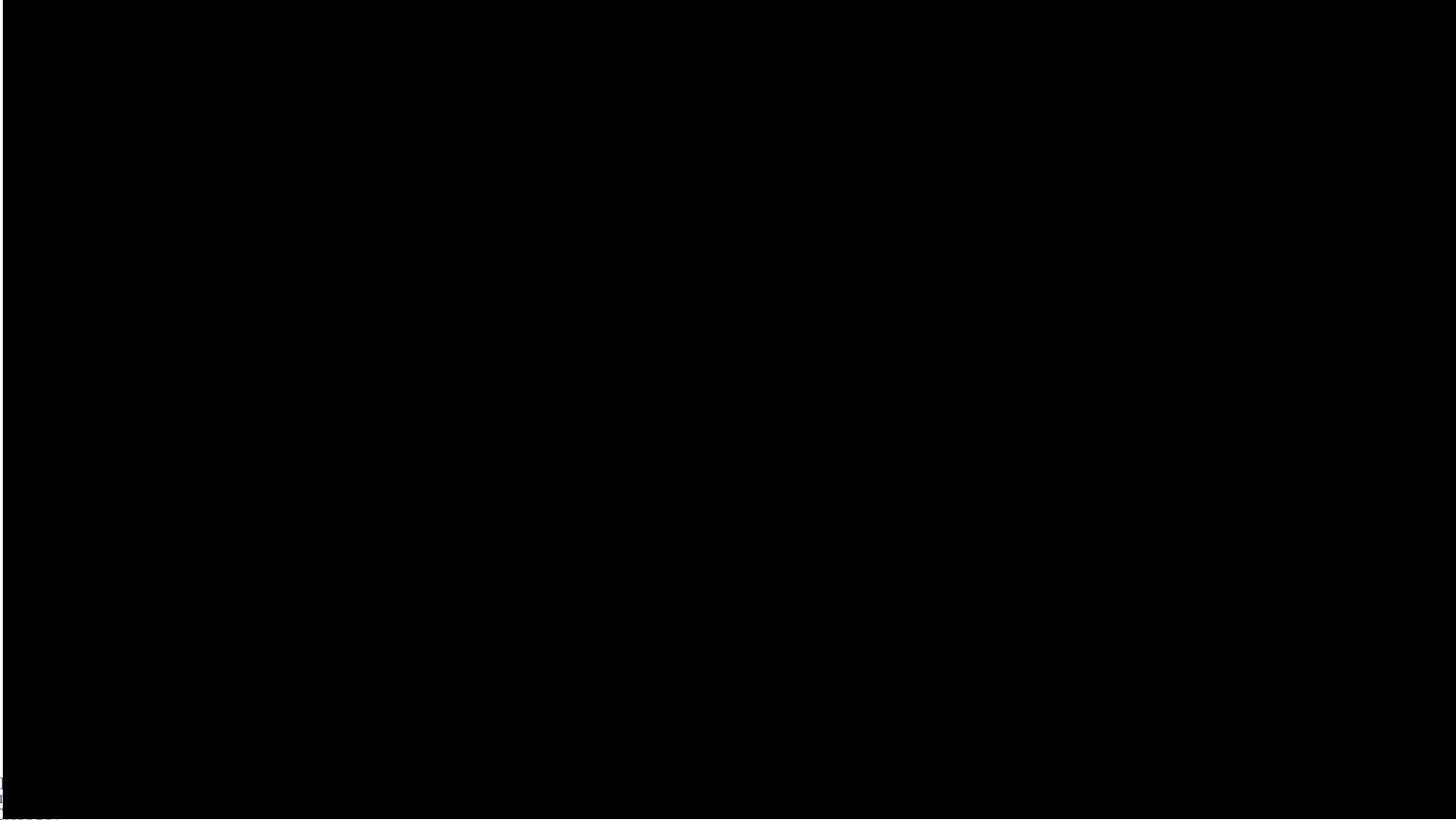
Third Grade Lesson Sample

Measuring and Assessing
Virtual Learning

Mentimeter Quick Check

- Go to **www.menti.com**

- Enter the code **40 74 05**

- Answer the question "In the word *characteristic,* the ch digraph is pronounced like which other word?"

Measuring and Assessing Virtual Learning

- Find sustainable modes of formative assessment

- Encourage self-assessment and reflection

- Identify exit tickets

- Utilize real-time classroom strategies

- Engage with parents

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Teacher Priorities and Resources

Teacher Priorities: Thriving During Virtual Instruction

- Use technology wisely

- Engage with parents

- Hold tight to classroom management standards

- Plan for more than you need

- Maintain student communication

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Teacher Priorities: Thriving During Virtual Instruction

- Follow up and hold students accountable

- Prioritize activities to keep students accountable

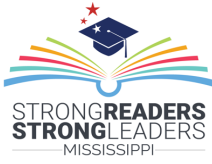- Be realistic about what you can achieve and adjust your programming accordingly

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Teacher Priorities: Thriving During Virtual Instruciton

- Be kind to yourself.

- Focus on the positives.

- Draw clear boundaries around work time.

- Stay connected with colleagues.

- Remember that you've got this!

Resources

- [3P Learning](#) ![3P Learning logo]

- [Barksdale Reading Institute](#) ![The Barksdale Reading Institute logo]

- [Strong Readers](#) ![Strong Readers Strong Leaders Mississippi logo]

- [Achieve the Core](#): Student Achievement Partners ![Achieve the Core logo]

- [University of Floriday Literacy Institute](#) ![UFLI logo]

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https://www.mdek12.org/Literacy

mdek12.org

Ask a Literacy Coach