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DEPARTMENT OF
EDUCATION

The Barksdale Reading Institute

VIRTUAL
LITERACY INSTRUCTION GUIDE
for K-5 Teachers

Table of Contents:

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Suggested Beginning of the Year (BOY) Checklist for Virtual Instruction:
Recommended Literacy Planning Guide, Academic Readiness,
Social Emotional Learning (SEL) Factors, and Partnerships with Families

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.).
    - ❏ Explore the features which support the virtual platform for synchronous (real-time) instruction. Features to explore may include mute, unmute, start video, stop video, chat functions, waiting rooms, breakout rooms, etc.
    - ❏ Explore the features which support the virtual platform for asynchronous (learner-centered) instruction. Features to explore may include sending messages and giving feedback.
- ❏ 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.

GUIDING ACADEMIC READINESS

- ❏ Identify the universal screener administration window (e.g., STAR, i-Ready, NWEA's MAP Assessment, etc.).
- ❏ 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.
- ❏ Establish routines and procedures to ensure successful virtual instruction.
    - ❏ Check social/emotional needs.
    - ❏ Provide guidance to students and parents on virtual platform features such as mute, unmute, start video, stop video, chat functions, waiting rooms, breakout rooms, etc.
    - ❏ Establish students' engagement routines/procedures (asking and answering questions, participation strategies, transitions).
    - ❏ Determine how students will display their work during whole- and small-group instruction.

- ❑ Maintain consistency in a daily routine:
    - ❑ Take attendance and establish routines for absent students. Identify reason(s) for absence(s) and address those with administration if needed.
    - ❑ 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.

Exploring Social Emotional Learning (SEL) 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.

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.

- ❑ Communicate family expectations for online learning (technical support, student learning expectations, teacher office hours, and teacher contact information).

- ❑ Communicate student expectations for online learning (attendance, participation, assignments, assessments, synchronous vs. asynchronous instruction, etc.).

- ❑ Guide families through utilizing the virtual platform, family/teacher communication processes, teacher feedback and student assessment(s) (e.g. virtual family night, family focus groups, email, pre-recorded video).

Sample Weekly Literacy Schedule for Virtual Instruction

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	**Schedule**	**Schedule**	**Schedule**	**Schedule**	**Schedule**
20 minutes 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 (time per group)	**SYNCHRONOUS** Whole Group: Language Comprehension (with teacher)	**SYNCHRONOUS** Whole Group: Language Comprehension (with teacher)	**SYNCHRONOUS** Whole Group: Language Comprehension (with teacher)	**SYNCHRONOUS** Whole Group: Language Comprehension (with teacher)	**SYNCHRONOUS** Whole Group: Language Comprehension; Enrichment (with teacher)
15-30 minutes	BREAK				
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 (with teacher) *Assessments may include:* Benchmark, Screeners, Progress Monitoring
20 minutes/group	Interventions	Interventions	Interventions	Interventions	Interventions

Schedule Descriptions

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

MON.–THURS.	GRADES K–2	GRADES 3–5
ASYNCHRONOUS Pre-Class Learning Language Comprehension	Students will watch (or listen to) a pre-recorded video (e.g. read aloud) which introduces a new topic, vocabulary, or concepts. • Draw pictures or write sentences to retell • Complete sentences from words provided about the new concept • Use an online platform (e.g. Seesaw, Flipgrid, Quizlet) to review vocabulary from the text selections • Use sorting mats for vocabulary and/or knowledge concepts 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	Students will watch (or listen to) a pre-recorded video (or read text) which introduces a new topic, vocabulary, or concepts. • Complete a graphic organizer tied to text • Use an online platform (e.g. Seesaw, Flipgrid, Quizlet) to review vocabulary from the text selections • Use sorting mats for vocabulary and/or knowledge concepts • Use a new topics journal or vocabulary notebook to respond to text (e.g. outline, summarize, respond to writing prompt or questions, etc.) to the text and vocabulary

Greet and SEL

Greeting and/or social-emotional check-in (K-5) such as:

- Mood Meter
- Emotion Cards
- Zoom chat or emoji: How are you feeling?
- Hand greeting
- 1-minute show and tell
- Open-ended sentences tied to new instructional topic: "My favorite animal is... because …"

SYNCHRONOUS
Whole Group: Language Comprehension

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

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 about the topic
- Conduct comprehension activity to ensure understanding
- Clear up misconceptions using an exit ticket

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

- *Warm up* with questions/ideas from the prework (e.g. think, pair, share with breakout group or chat response)
- *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
- *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

BREAK (15-30 minutes)

SYNCHRONOUS
Small Groups: Word Recognition

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.

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

Phonological Awareness if needed.

*Advanced Phonics: Skills will be differentiated and taught to mastery.

Phonics: Skills will be differentiated and taught to mastery.

- Introduce a new pattern(s)
- Code or mark pattern(s) within words
- Decode words with the new pattern
- Practice reading words or phrases fluently
- Practice sorting, phoneme-grapheme mapping, or chaining words with the new pattern
- Encode sounds, words, and sentences

Fluency: Read decodable text or grade-level anchor text.

- Introduce a new pattern(s)
- Code or mark pattern(s) and syllables within words
- Decode words with the new pattern and spelling
- Practice reading words, phrases, sentences fluently
- Practice sorting, phoneme-grapheme mapping, or chaining words with the new pattern
- Encode multisyllabic words and sentences

Fluency: Read decodable text or grade-level anchor text.

*Advanced Phonics may include advanced vowel/spelling patterns; affixes- prefixes and suffixes; etymology and morphology; syllable types; encoding and decoding multisyllabic words with sounds and spelling.

ASSIGNMENT
Word Recognition & Language Comprehension

- Review, write, or sort previously learned letters (upper- and lowercase)
- Read decodable text
- Review and practice high-frequency words
- Complete assignment using provided materials (like felt squares, color tiles) from school
- Complete word sort
- Complete and update a graphic organizer
- Complete and update a vocabulary journal template
- Draw pictures or write sentences to retell or summarize
- Complete word learning strategies using vocabulary words

- Practice sorting, phoneme-grapheme mapping, or chaining words with the new pattern
- Read a related short passage that connects to the read aloud of the day
- Respond to comprehension questions pertaining to the text
- Record/write an oral summary to upload and email to the teacher
- Complete a graphic organizer (timeline of events, map of setting, vocabulary)
- Create riddles using vocabulary and key concepts from the read aloud

ASYNCHRONOUS
Work Resources

Word Recognition
This list consists of some possible online resources for teachers to incorporate into word recognition practice.

Phonological Awareness, Phonics & Handwriting:

- UURC Tracing Board in the App Store
- Alphabet Streets in the App Store
- Letter Formation in the App Store
- Short Vowels in the App Store
- Reading Intervention Videos

Language Comprehension
This list consists of some possible online resources for teachers to incorporate into language comprehension practice.

Vocabulary, Fluency, & Comprehension:

- Root Words
- Root Word Games & Exercises - Teaching Root Words to Kids
- Storyline Online - Online read alouds
- ..:: My Capstone Library ::.. - Online library, interactive e-books
- Kids Stories

- OG Card Deck in the App Store
- Starfall Education
- Starfall.com: Talking Library
- Digital Library for Kids
- Rhyme & Climb
- PhonicBursts (satpinmd) in the App Store
- 26 Letters in the App Store
- Seesaw Assignment
- i-Ready assignments
- Instant Phrases by Teach Speech Apps in the App Store
- Morpheme Dictionary in the App Store
- Cursive Writing Wizard - Handwriting - Apps on Google Play
- Learn Cursive Handwriting with 'Cursive Writing LetterSchool' - LOWERCASE ABC
- Prefixes Suffixes & Root Word
- Heart Word Magic - Really Great Reading
- ABCKids - Tracing & Phonics in the App Store
- Bob Books Reading Magic: https://apps.apple.com/us/app/id405995002?ign-mpt=uo%3D4
- HOMER Reading: Learn to Read in the App Store
- Simplex Spelling Light in the App Store
- Wonster Words Learning Games in the App Store
- Articulation Station in the App Store

- Fluency Level 1 in the App Store Fluency app
- Instant Phrases by Teach Speech Apps in the App Store
- BookRecorder in the App Store (record a read aloud or story retell)
- Starfall Education
- Digital Library for Kids
- Vocabulary City
- Flocabulary.com
- Time for Kids
- Quizlet.com
- Etymology | Definition of Etymology by Oxford Dictionary on Lexico.com also meaning of Etymology
- Word Study Resources: https://uurc.utah.edu/Educators/Resources-T1WS.php
- Bluster! in the App Store
- Home » TextProject
- Online library Educators Resources
- Comprehension Builder: Reading Skills Support... in the App Store (comprehension, inference, and main idea)
- Best Note Taking App - Organize Your Notes with Evernote (note taking, organizing, task management, and archiving)

INTERVENTIONS
20 minutes

These groups should be differentiated according to diagnostic data.
Instruction should follow a systematic and explicit lesson format.
These lesson components ensure that students receive direct instruction on the focus skills,
practice decoding and encoding, and build fluency through connected text.

FRI.	GRADES K–5

ASYNCHRONOUS
Pre-Class Learning
Language
Comprehension

Students will listen to a pre-recorded video with instructions for review with vocabulary or concepts.

- Use sorting mats for vocabulary and/or knowledge concepts
- Complete a graphic organizer about the text
- Draw pictures or compose sentences to retell or summarize
- Compose sentences about the new concept using words provided
- Review concepts by using an online platform (e.g. Seesaw, Flipgrid, Quizlet)
- Utilize a knowledge or vocabulary notebook to draw, summarize, retell, outline, or respond to questions about the text and vocabulary
- Respond to a text-dependent prompt about the text by writing or drawing
- Check for understanding using an online quiz (e.g. Nearpod) or quiz provided by the teacher

Greet and SEL

Social-emotional check-in such as:

- Mood Meter, Emotion Cards
- Hand greeting (e.g. thumbs up, thumbs down, clapping hands)
- Virtual High Fives
- Zoom chat or emoji: How are you feeling?
- Open-ended sentences: "If your mood was a weather, what would it be?" or "If your mood was a song, what would it be?"

SYNCHRONOUS
Whole Group:
Language
Comprehension

- Introduce an enrichment text, video, or slideshow
- Participate in a vocabulary game
- Complete graphic organizers and association maps about the topic
- Complete virtual learning survey (e.g. what worked, what did not work, what was most complicated, what needs more clarification)

BREAK (15-30 minutes)

SYNCHRONOUS Small Groups: Word Recognition	- Assess or progress monitor - Reteach/remediate as needed - Practice reading words or phrases fluently - Practice sorting, phoneme-grapheme mapping, or chaining words with the new pattern - Encode sounds, words, and sentences
ASYNCHRONOUS After Learning Word Recognition	- Practice using a digital platform – assigned skill (e.g. i-Ready or Lexia) - Use sorting mats for phonological awareness skills - Utilize word maps for advanced phonics concepts: etymology, morphology, multisyllabic words with prefixes and suffixes - Review sounds/spellings by making and sorting words - Review and practice reading and spelling high-frequency words (HFW) - Blend and read decodable text - Decode and encode multisyllabic words with sound-spelling and include affixes: prefixes and suffixes

Example Weekly Lesson Plan Using *Core Knowledge Curriculum*

FIRST GRADE SAMPLE VIRTUAL PLAN– ELA *Examples and units of study from CKLA 1/Domain 2

	LANGUAGE COMPREHENSION				
	Day 1 **Introduce**	**Day 2** **Review/Expand**	**Day 3** **Review/Add**	**Day 4** **Review/Synthesize**	**Day 5** **Enrichment/ Assessment**
Standards	**RI.1.1,7; W.1.2,8; SL.14,5; L.1.1,5**	**RI.1.7; SL.1.4; L.1.4,5,6**	**RI.1.2; W.1.2,8; SL.1.4,5; L.1.5**	**RI.1.2,7,9; W.1.8; SL.1.4; L.1.5,6**	
Text and Vocabulary from Core Knowledge	**Lesson 1:** *"Everybody Has a Body"* human, network, organs, oxygen, systems	**Lesson 2:** *"The Body's Framework"* joint, skeletal system, skeleton, skull, spine, support	**Lesson 3:** *"Marvelous Moving Muscles"* involuntary, muscles, muscular system, tendons, voluntary	**Lesson 4:** *"Chew, Swallow, Squeeze, and Churn"* digestion, digestive system, esophagus, intestine, stomach	
ASYNCHRONOUS Pre-Class Learning 20 minutes or less	**1. Introduce Unit:** The next few weeks we will learn about our own bodies and how they work. **2. Warm up:** Ask KWL questions about how their bodies work. **3. Introduce text and core vocabulary** with images. *Show image 1A-1: Meet Dr. Welbody. Tell students that Dr. Welbody is going to help them understand their bodies.* **4. Set purpose.** Tell students to listen carefully to find out what is in their bodies beneath their skin that keeps them alive and healthy. **5. Read the text.**	**1. Review:** Remind students that Dr. Welbody said that she was going to teach them about all of the systems at work inside their bodies. **2. Warm up:** Tell students that today they are going to learn about the skeletal system. **3. Introduce text and core vocabulary** with images. **4. Set purpose.** Tell students to listen carefully to find out the names of different parts of the skeletal system. **5. Read the Text** using images and watch Skeletal System Video.	**1. Review:** Remind students that Dr. Welbody is teaching how the body systems are all tied together in a network to keep the human body alive and healthy. **2. Warm up:** Tell them that today they are going to learn about the muscular system. **3. Introduce text and core vocabulary** with images. **4. Set purpose.** Tell students to listen carefully to see if their predictions about the most important muscle are correct. **5. Read the Text** using images and watch Muscular System Video.	**1. Review:** Remind students that Dr. Welbody is teaching how the body systems are all tied together in a network to keep the human body healthy. **2. Warm up:** Tell students that the process of breaking food down into energy for their bodies is called digestion. **3. Introduce text and core vocabulary** with images. **4. Set Purpose.** Tell students to listen carefully to find out if their predictions are correct. **5. Read the Text** using PowerPoint and watch Digestive System Video.	**1. Check** for understanding. **2. Assess** using online sources like Nearpod or a short quiz provided by the teacher.

LANGUAGE COMPREHENSION| VIRTUAL WHOLE GROUP| SYNCHRONOUS

WHOLE GROUP 20-30 minutes (approximately)				
1. Warm up: Think, pair, and share the information learned from the asynchronous activity in breakout rooms. **2. Review:** State purpose and review vocabulary words. **3. Reread text:** *"Everybody Has a Body"* **4. Begin the discussion:** Include vocabulary, main idea of text, and details from the read aloud. **5. Graphic Organizer (GO):** Use a graphic organizer (e.g. GO Chart, KWL) and begin to fill in information about the body. *(Students should take a screenshot to refer to GO for daily assignments.)* **6. Word Work:** Use Vocabulary Template in the read-aloud, *Multiple Meaning* activity. *(Students should take a screenshot to refer to vocabulary template for daily assignments.)* **7. Closing:** Name an organ system.	**1. Warm up:** Think, pair, and share the information learned from the asynchronous activity in breakout rooms. **2. Review:** State purpose and review vocabulary words. **3. Read text:** *"The Body's Framework"* **4. Begin the discussion:** Include vocabulary, main idea of text, and details from the read-aloud. Ask *literal questions.* **5. Graphic Organizer (GO):** Add new information about skeleton to GO. *(Students should take a screenshot to refer to GO for daily assignments.)* **6. Word Work:** Think of something that *supports* people or things. Discuss. *(Students should take a screenshot to refer to vocabulary template for daily assignments.)* **7. Closing:** State a new fact you learned about the skeleton.	**1. Warm up:** Think, pair, and share the information learned from the asynchronous activity in breakout rooms. **2. Review:** State purpose and review vocabulary words. **3. Read text:** *"Marvelous Moving Muscles"* **4. Begin the discussion:** Include vocabulary, main idea of text, and details from the read-aloud. Ask *Inferential* questions. **5. Graphic Organizer (GO):** Add new information about muscles to GO. *(Students should take a screenshot to refer to GO for daily assignments.)* **6. Word Work:** *Voluntary* means thinking and choosing to do something. Use an *antonyms* activity. *(Students should take a screenshot to refer to vocabulary template for daily assignments.)* **7. Closing:** What surprised you about your muscle*?*	**1. Warm up:** Think, pair, and share the information learned from the asynchronous activity in breakout rooms. **2. Review:** State purpose and review vocabulary words. **3. Read text** *"Chew, Swallow, Squeeze, and Churn"* **4. Begin the discussion:** Include vocabulary, main idea of text, and details from the read-aloud. Ask *Inferential* questions. **5. Graphic Organizer (GO):** Add new information about digestion to GO. *(Students should take a screenshot to refer to GO for daily assignments.)* **6. Word Work:** Digestion is the process of breaking down food. Use an *antonyms* activity. *(Students should take a screenshot to refer to vocabulary template for daily assignments.)* **7. Closing:** List some things that you like to put in your digestive system.	**1. Review** GO. **2. Facilitate** students discussion. **3. Word work:** Complete vocabulary work using a matching game (online platform). **4. Assess:** Complete quiz and discuss answers. **Students respond to Q&A about Zoom.** 1. What worked or did not work? 2. What did you like or did not like? 3. What would you like to change? 4. What was the biggest challenge?
ASYNCHRONOUS Tasks for Language Comprehension	**Assignment for Feedback:** 1. Complete & Update GO. *Refer to screenshots.* 2. Complete vocabulary template. *Refer to screenshots.* 3. Create different types of sentences based on what you see in the picture. **Family Letter:** Complete Instructional Masters 1B-1 and 1B-2.	**Assignment for Feedback:** 1. Complete & Update GO. *Refer to screenshots* 2. Complete vocabulary template. *Refer to screenshots.* 3. Make a *"My Body Systems"* Booklet (Instructional Master 2B-1) 4. Use Dr. Welbody's skeleton as a model for drawing their own body skeletons.	**Assignment for Feedback:** 1. Complete & Update GO. *Refer to screenshots.* 2. Complete vocabulary template. *Refer to screenshots.* 3. *"My Body Systems"* Booklets: Complete the second page in booklet. Write a sentence using the word *muscle.*	**Assignment for Feedback:** 1. Complete & Update GO. *Refer to screenshots.* 2. Complete vocabulary template. *Refer to screenshots.* 3. *"My Body Systems"* Booklets: Complete the third page of the booklet. Write a sentence using the word *digestion.* 4. Play: Food Plate "Blast Off Game".	

BREAK (15-30 minutes)

WORD RECOGNITION | VIRTUAL SMALL GROUPS | SYNCHRONOUS

	Day 1 Introduce	Day 2 Review/Expand	Day 3 Review/Add	Day 4 Review/Synthesize	Day 5 Enrichment/ Assessment
Standards	RF.K.1,2, L.K.1	RF.K.1,2, L.K.1	RF.K.1,2, L.K.1	RF.K.1,2, L.K.1	
Group 1: 30 min **Group 2: 30 min** **Group 3: 30 min** **Group 4: 30 min**	**1. Warm up:** Complete vowel flip chart & identify letters. **2. Phonological Awareness :** Identify ending sounds and categorize. **3. Phonics:** Focus on short vowel sounds. **4. Dictation:** Phoneme-Grapheme Mapping (PGM) short vowel words. **5. Fluency:** Read *Tug's Pup.* **6. Closing:** Assignment for Feedback pages P1.1,3.	**1. Warm up:** Complete vowel flip chart & identified letters. **2. Phonological Awareness:** Identify ending sounds and categorize. **3. Phonics:** Focus on short vowel sounds. **4. Dictation:** PGM short vowel words. **5. Fluency:** Read *Tug's Pup.* **6. Closing:** Assignment for Feedback pages P1.2.2.	**1. Warm up:** Complete vowel flip chart & identified Letters. **2. Phonological Awareness:** Identify ending sounds and categorize. **3. Phonics:** Focus on short vowel sounds. **4. Dictation:** PGM short vowel words. **5. Fluency:** Read *Tug's Pup.* **6. Closing:** Assignment for Feedback pages P1.3,3.	**1. Warm up:** Complete vowel flip chart & identified Letters. **2. Phonological Awareness:** Identify ending sounds and categorize. **3. Phonics:** Focus on short vowel sounds. **4. Dictation:** PGM short vowel words. **5. Fluency:** Read *Tug's Pup.* **6. Closing:** Assignment for Feedback pages P1.4,3.	**1. Assess:** Benchmark Screeners Progress Monitoring **2. Reteach** (if needed)
ASYNCHRONOUS Tasks for Word Recognition **(Tasks may differ on a daily basis.)**	**Assignment for Feedback:** • Practice handwriting (e.g. ABC's/specific upper- and lowercase letters, first and last name). • Complete Family letter pages: Materials may include felt squares, color tiles. • Read decodable book based on current phonics skill. • Practice High-Frequency Words (HFW). • Phonological Awareness Practice: Review previously learned sounds. • Phonics Practice: Specific skills based on screener and/or diagnostic data.	**Assignment for Feedback:** • Practice handwriting (e.g. ABC's/specific upper- and lowercase letters, first and last name). • Complete Family letter pages: Materials may include felt squares, color tiles. • Read decodable book based on current phonics skill. • Practice High-Frequency Words (HFW). • Phonological Awareness Practice: Review previously learned sounds. • Phonics Practice: Specific skills based on screener and/or diagnostic data.	**Assignment for Feedback:** • Practice handwriting (e.g. ABC's/specific upper- and lowercase letters, first and last name). • Complete Family letter pages: Materials may include felt squares, color tiles. • Read decodable book based on current phonics skill. • Practice High-Frequency Words (HFW). • Phonological Awareness Practice: Review previously learned sounds. • Phonics Practice: Specific skills based on screener and/or diagnostic data.	**Assignment for Feedback:** • Practice handwriting (e.g. ABC's/specific upper- and lowercase letters, first and last name). • Complete Family letter pages: Materials may include felt squares, color tiles. • Read decodable book based on current phonics skill. • Practice High-Frequency Words (HFW). • Phonological Awareness Practice: Review previously learned sounds. • Phonics Practice: Specific skills based on screener and/or diagnostic data.	

ASYNCHRONOUS TASKS MAY BE DONE WHILE OTHER SMALL GROUPS ARE PARTICIPATING IN SESSIONS WITH THE TEACHER.

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

	Day 1 Introduce	Day 2 Review/Expand	Day 3 Review/Add	Day 4 Review/Synthesize	Day 5 Enrichment/Assessment
LANGUAGE COMPREHENSION					
Standards	RI.3.1,7; W.3.2,8; SL.3.4,5; L.3.5	RI.3.7; SL.3.4; L.3.4,5,6	RI.3.2; W.3.2,8; SL.3.4,5; L.3.5	RI.3.2,7,9; W.3.8; SL.3.4; L.3.5,6	
Text and Vocabulary from Core Knowledge	**Lesson 1:** *"Classifying Animals by Characteristics"* characteristics, classify, invertebrates, kingdom, organisms, taxonomy, vertebrates	**Lesson 2:** *"Cold-Blooded and Warm-Blooded Animals"* bask, cold-blooded, constant, estivate, huddle, internal, regulate, warm-blooded	**Lesson 3:** *"Vertebrate Animals"* cartilage, column+, crustacean, exoskeleton, nerves, slither, spine, vertebra	**Lesson 4:** *"Fish: Fins and Gills"* aquatic, fertilizes, gills, lungs, respiratory, scales, spawn	
ASYNCHRONOUS Pre-Class Learning 20 minutes or less	**1. Introduce Unit:** The next few weeks we will learn about classifying animals and their characteristics. **2. Warm up:** Ask KWL questions about characteristics of animals. **3. Introduce text** with images. *Show image 1A-1 – "It is helpful to put animals into groups based on their characteristics."* **4. Set purpose.** Tell students to listen carefully to identify the names of the 5 animal groups and why scientists group them as they do. **5. Read the text.** Watch video.	**1. Review:** Remind students of the 5 animal groups and their characteristics. **2. Warm up:** Tell students that today they are going to learn about cold and warm-blooded animals. **3. Introduce text and core vocabulary** with images. **4. Set purpose.** Ask students to listen and identify whether the animal is cold-blooded or warm-blooded. **5. Read the Text.** Students will make predictions using a graphic organizer (GO).	**1. Review:** Remind students of the 5 animal groups and their vocabulary using online platform (e.g. Seesaw). **2. Warm up:** Tell them that today they are going to learn about animals that are classified as vertebrates. **3. Introduce text and core vocabulary** with images. **4. Set purpose.** Tell students to listen carefully and identify why the backbone is so important to animals that are classified as vertebrates. **5. Read the Text.** Use image cards.	**1. Review:** Remind students of the 5 animal groups and their vocabulary using word sort. **2. Warm up:** Tell students that they are going to learn about fish. **3. Introduce text and core vocabulary** with images. **4. Set Purpose.** Tell students to listen carefully and identify characteristics of fish. **5. Read the Text.** Watch video on fish.	**1. Assess:** Check for understanding. **2. Short quiz:** Use online sources (e.g. Nearpod) or a quiz provided by the teacher.

LANGUAGE COMPREHENSION| VIRTUAL WHOLE GROUP| SYNCHRONOUS

WHOLE GROUP 20-30 minutes (approximately)					
	1. Warm up: Think, pair, and share the information learned from the asynchronous activity in breakout rooms. **2. Review:** State purpose and review vocabulary words. **3. Reread text:** *"Classifying Animals by Characteristics"* characteristics*, classify*, invertebrates kingdom*, organisms taxonomy, vertebrates **4. Begin the discussion:** Include vocabulary, main idea of text, and details from the text. **5. Graphic Organizer (GO):** Use a classification GO and fill in information about the 5 animal groups. *(Students should take a screenshot to refer to GO for daily assignments.)* **6. Word Work:** Complete the vocabulary template using words from the text: *Multiple Meaning Activity*. *(Students should take a screenshot to refer to GO for daily assignments.)* **7. Closing:** Name an animal group and a characteristic of that group. *"After hearing today's read aloud and comprehension questions and answers, do you have any remaining questions?"*	**1. Warm up:** Think, pair, and share the information learned from the asynchronous activity in breakout rooms. **2. Review:** State purpose and review vocabulary words. Students compose one question based on text. **3. Read text:** *"Cold-Blooded and Warm-Blooded Animals"* **4. Begin the discussion:** Include vocabulary, main idea of text, and details with 3 levels of questions. **5. Graphic Organizer (GO):** Add new information about cold and warm-blooded animals to GO. *(Students should take a screenshot to refer to GO for daily assignments.)* **6. Word Work:** Use Vocabulary Template and think of animals that will bask. *(Students should take a screenshot to refer to GO for daily assignments.)* **7. Closing:** State a fact you learned about cold- or warm-blooded animals. *If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images.*	**1. Warm up:** Think, pair, and share the information learned from the asynchronous activity in breakout rooms. **2. Review:** State purpose and review vocabulary words. **3. Read text:** *"Vertebrate Animals"* **4. Begin the discussion:** Include vocabulary, main idea of text, and details with 3 levels of questions (recall, analysis, synthesis). **5. Graphic Organizer (GO):** Add new information about vertebrate animals to GO. *(Students should take a screenshot to refer to GO for daily assignments.)* **6. Word Work:** *Slither* means... Conduct a word study from words in the text. Show students images of animals on cards. *(Students should take a screenshot to refer to GO for daily assignments.)* **7. Closing:** List two facts about vertebrates from the text.	**1. Warm up:** Think, pair, and share the information learned from the asynchronous activity in breakout rooms. **2. Review:** State purpose and review vocabulary words. **3. Read text:** *"Fish: Fins and Gills"* **4. Begin the discussion:** Include vocabulary, main idea of text, and details with 3 levels of questions (recall, analysis, synthesis). **5. Graphic Organizer (GO):** Add new information about fish to GO. *(Students should take a screenshot to refer to GO for daily assignments.)* **6. Word Work:** Complete sentence frame "Aquatic is...". Expand with an *antonym* activity. *(Students should take a screenshot to refer to GO for daily assignments.)* **7. Closing:** List facts about fish from the text.	**1. Review** GO. Ask: "What have we learned this week?" **2. Facilitate** students discussion. **3. Word work:** Complete vocabulary work using a matching game (online platform). **4. Assess:** Complete quiz and discuss answers. **Students respond to Q&A about Zoom.** 1. What worked or did not work? 2. What did you like or did not like? 3. What would you like to change? 4. What was the biggest challenge?

| ASYNCHRONOUS
Tasks for Language Comprehension

(Tasks may differ on a daily basis.) | Assignments for Feedback:
• Complete and update the GO.
• Complete the vocabulary template.
• Compose (complex and compound) sentences based on the images.
• Read a related short passage that connects to the read aloud of the day.
• Respond to comprehension questions pertaining to the text.
• Use a knowledge or vocabulary notebook to write summaries.

Refer to screen shots and images as needed. | Assignments for Feedback:
• Complete and update the GO.
• Complete vocabulary template.
• Record (or write) an oral summary. Upload and email to the teacher.
• Create a drawing to connect character traits.
• Respond to questions about the text and vocabulary.
• Use a knowledge or vocabulary notebook to write summaries.

Refer to screen shots and images as needed. | Assignments for Feedback:
• Complete and update the GO (timeline of events, map of setting, vocabulary).
• Complete vocabulary template.
• Use an online platform (e.g. Seesaw, Flipgrid, Quizlet) to review vocabulary from the text selections.
• Outline an important event in the text.

Refer to screen shots and images as needed. | Assignments for Feedback:
• Complete and update the GO.
• Complete vocabulary template.
• *My Body Systems* Booklets: complete the third page of their booklets. Write a sentence using the word *digestion*.
• Students create riddles using vocabulary and key concepts from the read aloud.
• Write a newspaper article on one or two of the events or what people discussed in the read aloud.

Refer to screen shots and images as needed. | |

⏰ **BREAK** (15-30 minutes)

WORD RECOGNITION | VIRTUAL SMALL GROUP | SYNCHRONOUS

Word Recognition	Day 1 Introduce	Day 2 Review/Expand	Day 3 Review/Add	Day 4 Review/Synthesize	Day 5 Enrichment/ Assessment
Group 1: 30 min Group 2: 30 min Group 3: 30 min Group 4: 30 min	**1. Warm up:** Review High-Frequency Words (HFW) and affixes/root words. **2. Phonological Awareness (*as needed):** Substitute sounds in words with 3 or 4 syllables (e.g. pro<u>tection</u>: change <u>tection</u> to /<u>viding</u>/ to make providing). **3. Phonics:** Focus on advanced vowel pattern /au/ /aw/ and spelling. **4. Dictation:** Focus on Phoneme-Grapheme Mapping (PGM) focus pattern.	**1. Warm up:** Review HFW and affixes/root words. **2. Phonological Awareness:** Substitute sounds in words with 3 or 4 syllables. **3. Phonics:** Focus on advanced vowel pattern /aw/ /au/ and spelling. **4. Dictation:** Sort words in focus pattern. **5. Fluency:** Read *Claus Claws*. **6. Closing:** Complete assignment for feedback.	**1. Warm up:** Review HFW and affixes/root words. **2. Phonological Awareness:** Substitute sounds in words with 3 or 4 syllables. **3. Phonics:** Focus on multisyllabic words. **4. Dictation:** Focus on Phoneme-Grapheme Mapping (PGM) focus pattern. **5. Fluency:** Read *Claus Claws*. **6. Closing:** Complete assignment for feedback.	**1. Warm up:** Review HFW and affixes/root words. **2. Phonological Awareness:** Substitute sounds in words with 3 or 4 syllables. **3. Phonics:** Focus on multisyllabic words. **4. Dictation:** Sort words in focus pattern. **5. Fluency:** Read *Claus Claws*. **6. Closing:** Complete assignment for feedback.	**Assessment:** **Benchmark, Screeners, Progress Monitoring** Reteach as needed.

	5. Fluency: Read *Claus Claws*. **6. Closing**: Complete assignment for feedback.				
ASYNCHRONOUS Tasks for Word Recognition **(Tasks may differ on a daily basis.)**	**Assignment for Feedback:** • Review previously learned sounds, spelling patterns, or morphemes using practice sheets or online platform. • Create/build words with sounds/spelling using FCRR.org resources. • Play online word/sound wall game(s). • Complete word/phrase fluency activities. • Use materials (e.g. felt squares, color tiles) to complete assigned activities. • Compose sentences with previously taught words (e.g. sight words or words with specific phonics patterns). • Play games with word cards to identify letter patterns/ sounds/ affixes/ words in text.	**Assignment for Feedback:** • Review previously learned sounds, spelling patterns, or morphemes using practice sheets or online platform. • Create/build words with sounds/spelling using FCRR.org resources. • Play online word/sound wall game(s). • Complete word/phrase fluency activities. • Use materials (e.g. felt squares, color tiles) to complete assigned activities. • Compose sentences with previously taught words (e.g. sight words or words with specific phonics patterns). • Play games with word cards to identify letter patterns/ sounds/ affixes/ words in text.	**Assignment for Feedback:** • Review previously learned sounds, spelling patterns, or morphemes using practice sheets or online platform. • Create/build words with sounds/spelling using FCRR.org resources. • Play online word/sound wall game(s). • Complete word/phrase fluency activities. • Use materials (e.g. felt squares, color tiles) to complete assigned activities. • Compose sentences with previously taught words (e.g. sight words or words with specific phonics patterns). • Play games with word cards to identify letter patterns/ sounds/ affixes/ words in text.	**Assignment for Feedback:** • Review previously learned sounds, spelling patterns, or morphemes using practice sheets or online platform. • Create/build words with sounds/spelling using FCRR.org resources. • Play online word/sound wall game(s). • Complete word/phrase fluency activities. • Use materials (e.g. felt squares, color tiles) to complete assigned activities. • Compose sentences with previously taught words (e.g. sight words or words with specific phonics patterns). • Play games with word cards to identify letter patterns/ sounds/ affixes/ words in text.	

ASYNCHRONOUS TASKS MAY BE DONE WHILE OTHER SMALL GROUPS ARE HAVING SESSIONS WITH THE TEACHER.

Core Knowledge is a free, high-quality, and aligned open-educational resource.