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Instructional  
Guidelines for  
eLearning

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# Distance Learning

# Elementary English Language Arts (ELA)

K-5

## Elementary Learning Department English Language Arts (ELA) Guidelines for eLearning

This resource describes adjustments teachers can make to their content and pedagogy to advance and preserve student learning during eLearning. It can be used to guide teacher training, planning, and coaching.

The tables below are organized by the following learning aspirations:

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<b>All Students Access Grade-level Content</b>	
<b>Content-specific Aspirations for Learning</b>	<b>Adjustments for eLearning</b>
<p>The majority of each lesson focuses on listening to, reading, writing about, and discussing high-quality text that is appropriate for the grade level. There is an equal emphasis of literature and informational text to support students in vocabulary development and building background knowledge.</p>	<ul style="list-style-type: none"> <li>● Ensure that students have access to the texts. When possible, send students home with hard copies of the texts.</li> <li>● When hard copies are not available, consider digital access options such as:               <ul style="list-style-type: none"> <li>○ <a href="#">Audible</a>: Access three free audiobook titles.</li> <li>○ Locate free eBooks or audiobooks through your local or school library using:                   <ul style="list-style-type: none"> <li>- <a href="#">OverDrive</a></li> <li>- <a href="#">Kanopy Kids</a></li> <li>- <a href="#">Tumblebooks</a></li> <li>- See additional links in Elementary Learning Canvas Course</li> <li>- <a href="#">SafeYouTube</a></li> <li>- <a href="#">Openlibrary.org</a></li> <li>- <a href="#">United for Literacy</a></li> </ul> </li> </ul> </li> <li>● Prioritize unit texts that focus on building the instructional priority standards.</li> <li>● Systematically order texts from less to more complex, by topic, to help build the background knowledge necessary for instructionally vulnerable students to access the core text.</li> </ul>
<p>Lessons target grade-level standards and there is a clear and explicit purpose for the lesson. The lesson objectives are available and referenced throughout the lesson. Teachers identify teaching and learning gaps and address them along the way. Increase teacher clarity in an eLearning environment:</p> <ul style="list-style-type: none"> <li>● Clarity of organization - Lessons, tasks, assignments, activities are clearly related to the learning outcome/objective/standard.</li> </ul>	<ul style="list-style-type: none"> <li>● Determine whether lesson objectives can reasonably be accomplished in a distance learning scenario. If not, segment and sequence traditional, in-person lessons into smaller segments to reach the depth of expectations of the grade-level standard.</li> <li>● Ensure students leave synchronous instructional time with a clear sense of the lesson objectives and success criteria for asynchronous learning.</li> <li>● Include lesson objectives and success criteria in work sent home, PowerPoint slides, videos, and</li> </ul>

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<ul style="list-style-type: none"> <li>• Clarity of explanation – Information in instructional materials is accurate, relevant and comprehensible to students.</li> <li>• Clarity of examples and guided practice – The lesson includes information that gradually moves students to independence, making progress with less support from the teacher.</li> <li>• Clarity of assessment – Teacher is regularly providing constructive feedback through verbal or written responses.</li> </ul>	<p>any other asynchronous or synchronous learning platforms; reference these objectives and criteria throughout the lesson.</p> <ul style="list-style-type: none"> <li>• When necessary, alleviate pacing constraints by removing some lessons. Digestible bites and chunking the content will be necessary in some cases.</li> </ul>
<ul style="list-style-type: none"> <li>• There are opportunities to read texts closely, examine textual evidence, and discern deep meaning.</li> <li>• There are several, meaningful opportunities for students to engage in discourse about a text being read.</li> </ul>	<ul style="list-style-type: none"> <li>• During asynchronous instructional time, preview the learning expectations and the purpose for reading.</li> <li>• Provide the opportunity for students to engage in a cycle of repeated readings, in particular the passages most pertinent to the day’s lesson. Students will develop fluency with the text, clarify confusion, summarize through annotation, comprehend the text at a general level, and finally synthesize and/or analyze the text for a deeper understanding of its structure, implicit meaning, and nuance.</li> <li>• Offer instructionally vulnerable students who are not yet ready to independently access a particular grade-level text:             <ul style="list-style-type: none"> <li>○ Short articles, videos, pictures, and student-friendly explanations of key information that help build background knowledge that will aid comprehension;</li> <li>○ Longer readings chunked into short passages with accompanying text-dependent questions;</li> <li>○ Opportunities to annotate text with a defined purpose for reading (what they will learn from the reading);</li> <li>○ Opportunities to number lines in the text whenever possible to support locating and referencing evidence from the text.</li> </ul> </li> <li>• Provide sentence starters as needed for students with limited English proficiency to write about the text.</li> <li>• Provide an audio or video recording of a teacher read-aloud students can access when needed.</li> </ul>
<p>There are opportunities for rigorous evidence-based discussions and writing about texts. Questions and tasks address the features of the text that make it qualitatively complex.</p> <ul style="list-style-type: none"> <li>• At least 80% of all questions and tasks are text-dependent</li> </ul>	<ul style="list-style-type: none"> <li>• Build discussion skills and habits by working with students to establish agreed-upon norms for virtual conversations.</li> <li>• Plan for virtual student discourse and peer feedback (e.g., leveraging virtual break-out rooms, chat functions, polls, shared documents,</li> </ul>

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<ul style="list-style-type: none"> <li>● Frequent opportunities to support careful analyses, well-defended claims, and clear information about texts</li> <li>● Students routinely draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument</li> </ul>	<ul style="list-style-type: none"> <li>● surveys, and discussion boards).</li> <li>● Share transcripts of videos and audio recordings. PowerPoint has a feature that will record your voice on slides using your computer's microphone. YouTube can translate a recorded session. Other platforms and services can transcribe video sessions.</li> <li>● During synchronous instruction, utilize chat to solicit quick answers from students and discussion protocols requiring students to take turns muting and unmuting.</li> <li>● During asynchronous time, solicit longer, more thoughtful responses on more complex questions.</li> </ul>
<ul style="list-style-type: none"> <li>● There is a focus on building academic vocabulary in context throughout instruction.</li> <li>● Provide opportunities for students to use academic vocabulary across content areas and in a variety of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>● As needed, refine or revise the list of vocabulary from the curriculum to prioritize a list of words and phrases worthy of instructional attention.</li> <li>● Supply brief definitions essential for understanding.</li> <li>● Provide a student-friendly glossary of key vocabulary.</li> <li>● Include visuals to support comprehension.</li> </ul>

### Unfinished Learning is Addressed in Grade-level Content

<b>Content-specific Aspirations for Learning</b>	<b>Adjustments for eLearning</b>
<ul style="list-style-type: none"> <li>● Provide scaffolds to address unfinished learning and to accommodate students with special learning or language needs.</li> <li>● The question sequences focus on the features that make the text complex and that spiral up through the standards to arrive at grade level.</li> <li>● The teacher helps students build vocabulary and knowledge and provides opportunities for fluency practice as a means to increase access to text and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>● Prioritize instructionally vulnerable students for small group and one-on-one time with the teacher either face-to-face or via a computer platform or phone app.</li> <li>● Use short, topically related texts and other media to introduce grade-level texts for instructionally vulnerable students who are at home. Use time with the teacher to focus on grade-level texts.</li> <li>● Engage in daily fluency practice, ideally using excerpts from the text under study for which the teacher has modeled speed, accuracy, and prosody.</li> <li>● Offer time to support student learning.</li> <li>● Meet with small groups of students outside of the whole group to support instructionally vulnerable student learning.</li> </ul>

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<b>Teacher Checks for Understanding and Misconceptions</b>	
<b>Content-specific Aspirations for Learning</b>	<b>Adjustments for eLearning</b>
<ul style="list-style-type: none"> <li>● Use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures.</li> <li>● All students can engage in the lesson in ways that allow teachers to check for understanding and provide feedback.</li> <li>● The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding.</li> <li>● Assessment plans:               <ul style="list-style-type: none"> <li>○ Are aligned with state content standards</li> <li>○ Have clear measurement criteria</li> <li>○ Measure student performance authentically in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test)</li> <li>○ Require extended written tasks</li> <li>○ Are portfolio-based with clear illustrations of student progress toward state content standards</li> </ul> </li> <li>● Include descriptions of how assessment results will be used to inform future instruction</li> <li>● Refer to <a href="#">Instructional Strategies for Virtual Learning</a> for more context.</li> </ul>	<ul style="list-style-type: none"> <li>● Leverage small formative assessments often, if not daily (e.g., daily question, exit ticket, or discussion prompt of the day). Use the information to intentionally plan scaffolds and reteach moments for instructionally vulnerable students.</li> <li>● Gather evidence of student understanding from a variety of sources, including video presentations, audio recordings, and different formats for writing assignments (including the production of multimedia texts).</li> <li>● Leverage formative and summative assessments tied to specific curricula that can be implemented under various circumstances.</li> <li>● Provide opportunities for students to present assessments in the form of a project (e.g., audio/video, photograph, experiment, graphs, charts, presentation, essay, short answer, or multiple choice).</li> <li>● Leverage virtual tools like a whiteboard, PowerPoint, chat, or surveys for students to show their thinking and solutions in real time.</li> <li>● Create learner surveys, polls, and check-in calls to check for understanding and misconceptions.</li> </ul>

<b>Students Receive Feedback on Their Work</b>	
<b>Content-specific Aspirations for Learning</b>	<b>Adjustments for eLearning</b>
<ul style="list-style-type: none"> <li>● Use checklists and rubrics as success criteria to help students monitor against expectations.</li> <li>● Provide supportive, specific, constructive, and timely oral and written feedback on students' work.</li> </ul>	<ul style="list-style-type: none"> <li>● Use checklists and rubrics as success criteria to help students monitor against expectations.</li> <li>● Provide supportive, specific, constructive, and timely feedback on students' written and oral work via computer or phone.</li> <li>● Use submitted written work to provide annotated feedback with sufficient detail to address a reduction in real-time verbal feedback.</li> <li>● Provide written feedback in a timely manner through email, discussion platforms, or a collaborative document tool.</li> <li>● Provide regular time for students to receive feedback and support synchronously.</li> <li>● Record narration of the analysis of an exemplar referring to success criteria.</li> <li>● Provide opportunities for students to share or</li> </ul>

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	<p>post work for an audience through an online submission tool and/or a video.</p> <ul style="list-style-type: none"> <li>• Have each student share work with another student for peer feedback prior to submission.</li> </ul>
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<b>Students Own Their Learning</b>	
<b>Content-specific Aspirations for Learning</b>	<b>Adjustments for eLearning</b>
<ul style="list-style-type: none"> <li>• Students understand the objectives of their work, participate actively, and persevere through struggles and challenges.</li> <li>• Instruction is designed to progressively challenge student thinking and performance at a greater level.</li> </ul>	<ul style="list-style-type: none"> <li>• Share materials with students in the order in which students will need to complete them.</li> <li>• Supply a reading calendar at the beginning of longer-term reading assignments so that families can plan for pacing.</li> <li>• Create checklists so that students can self-monitor their progress.</li> <li>• Create clear guidelines for students on how and when to submit work.</li> <li>• Provide students with choice.</li> <li>• Provide self-assessment and peer-assessment tools.</li> <li>• Students are highly supported as they are encouraged to take risks and challenge themselves in learning.</li> </ul>

<b>Tier 2 Supports Tier 1 Instruction</b>	
<b>Content-specific Aspirations for Learning</b>	<b>Adjustments for eLearning</b>
<p>Tier 2 instruction focuses on authentic reading and writing opportunities using high-quality grade-level texts that build knowledge of the world. Tier 2 should not equate to isolated skills practice (e.g., teaching main idea using “main idea worksheets”), but instead focus on preparing students to engage during core instruction by providing more time on task, engaging in additional background knowledge–building or vocabulary work, or providing additional opportunities for fluency practice.</p>	<ul style="list-style-type: none"> <li>• When face-to-face Tier 1 instruction time is limited, be intentional about prioritizing Tier 1 instruction over Tier 2.</li> <li>• Prioritize instructionally vulnerable students who need the most instructional support and face the greatest access challenges for additional touchpoints during the week.</li> <li>• Consider using wellness touchpoints as opportunities for one-on-one discussion of work.</li> </ul>

### References and Resources:

- **Council of Great City Schools:** *Unfinished Learning*
- **Instruction Partners:** *Reentry Toolkit*
- **National Institute on Effective Student Teaching:** *Instructional Strategies for Virtual Learning: A Companion Tool to the NIET Teaching Standards Rubric - What effective teaching looks and sounds like in a virtual setting*
- **Student Achievement Partners:** *Priority Instructional Content in ELA/Literacy and Mathematics*