**ELA Guidelines for Distance Learning Models**

This resource describes adjustments teachers can make to their content and pedagogy to advance and preserve student learning during distance learning. Leaders can use this to guide teacher training, planning, and coaching.

The tables below are organized by the following learning aspirations:
- All Students Access Grade-level Content
- Unfinished Learning is Addressed in Service of Grade-level Content
- Teacher Checks for Understanding and Misconceptions
- Students Receive Feedback on Their Work
- Students Own Their Learning
- Tier 2 Supports Tier 1 Instruction

| All Students Access Grade-level Content | |
|---|---|
| **Content-specific Aspirations for Learning** | **Adjustments for Distance Learning** |
| The majority of each lesson focuses on listening to, reading, writing about, and discussing high-quality text that is appropriately complex for the grade level and builds knowledge of the world. There is a mix of informational text and literature. | Ensure that students have access to the texts. When possible, send students home with hard copies of the texts.<br><br>When hard copies are not available, consider digital access options such as:<br>• Audible: Access three free audiobook titles.<br>• Locate free eBooks or audiobooks through your local or school library using:<br>  ○ OverDrive<br>  ○ Kanopy Kids<br>  ○ Hoopla<br><br>For students who do not have internet access, share materials such as handouts or videos via DVDs or USBs that can be played on DVD players, PS4 consoles, XBox consoles, or on a television.<br><br>Prioritize unit texts that focus on knowledge-building. |

| | |
|---|---|
| | 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. |
| Lessons target grade-level standards and there is a clear and explicit purpose for the lesson. The lesson objectives are posted and referenced throughout the lesson. | 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.<br><br>Ensure students leave synchronous instructional time with a clear sense of the lesson objectives and success criteria for asynchronous learning.<br><br>Post lesson objectives and success criteria in work packets, PowerPoint slides, Google Docs videos, and any other asynchronous or synchronous learning platforms; reference these objectives and criteria throughout the lesson.<br><br>When necessary, alleviate pacing constraints by removing some lessons. |
| There are opportunities to read texts closely, examine textual evidence, and discern deep meaning. | During asynchronous instructional time, preview the learning expectations and the purpose for reading.<br><br>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. Refer to Equitable ELA Instruction for more context.<br><br>Offer instructionally vulnerable students who are not yet ready to independently access a particular grade-level text:<br>● Short articles, videos, pictures, and student-friendly explanations of key |

| | information that help build background knowledge that will aid comprehension;<br>● Longer readings chunked into short passages with accompanying text-dependent questions;<br>● Opportunities to annotate text with a defined purpose for reading (what they will learn from the reading);<br>● Opportunities to number lines whenever possible to support locating and referencing evidence from the text.<br><br>Provide sentence starters as needed for students with limited English proficiency to write about the text.<br><br>Provide an audio or video recording of a teacher read-aloud students can access when needed. |
| --- | --- |
| 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.<br>● At least 80% of all questions and tasks are text-dependent<br>● Frequent opportunities to support careful analyses, well-defended claims, and clear information about texts<br>● Students routinely draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument | Build discussion skills and habits by working with students to establish agreed-upon norms for virtual conversations.<br><br>Plan for virtual student discourse and peer feedback (e.g., leveraging virtual break-out rooms, chat functions, Zoom polls, shared Google Docs, surveys, and discussion boards).<br><br>Share transcripts of videos and audio recordings. Google Docs has a feature called Voice Typing that will dictate your voice using your computer's microphone. Other platforms and services like Zoom can transcribe video sessions.<br><br>During synchronous instruction, utilize chat to solicit quick answers from students and discussion protocols requiring students to take turns muting and unmuting.<br><br>During asynchronous time, solicit longer, more thoughtful responses on more complex questions. |

| | |
|---|---|
| There is a focus on building academic vocabulary in context throughout instruction. | As needed, refine or revise the list of vocabulary from the curriculum to prioritize a list of words and phrases worthy of instructional attention.<br><br>Supply brief definitions essential for understanding.<br><br>Provide a student-friendly glossary of key vocabulary.<br><br>Include visuals to support comprehension. |

| Unfinished Learning is Addressed in Service of Grade-level Content | |
|---|---|
| **Content-specific Aspirations for Learning** | **Adjustments for Distance Learning** |
| Provide scaffolds in service of addressing unfinished learning and to accommodate students with special learning or language needs.<br><br>The question sequences focus on the features that make the text complex and that spiral up through the standards to arrive at grade level.<br><br>The teacher helps students build vocabulary and knowledge and provides opportunities for fluency practice as a means to increase access to text and knowledge. | 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.<br><br>Use short, topically related knowledge-building 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.<br><br>Engage in daily fluency practice, ideally using excerpts from the text under study for which the teacher has modeled speed, accuracy, and prosody. If not possible, fluency packets are available from Student Achievement Partners.<br><br>Offer regular office hours to support student learning.<br><br>Meet with small groups of students outside of the whole group to support instructionally vulnerable student learning. |

## Teacher Checks for Understanding and Misconceptions

| Content-specific Aspirations for Learning | Adjustments for Distance Learning |
|---|---|
| Use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures.<br><br>All students can engage in the lesson in ways that allow teachers to check for understanding and provide feedback.<br><br>The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding.<br><br>Assessment plans:<br>● Are aligned with state content standards<br>● Have clear measurement criteria<br>● Measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test)<br>● Require extended written tasks<br>● Are portfolio-based with clear illustrations of student progress toward state content standards<br>● Include descriptions of how assessment results will be used to inform future instruction<br>Refer to Instructional Strategies for Virtual Learning for more context. | 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.<br><br>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).<br><br>Leverage formative and summative assessments tied to specific curricula that can be implemented under various circumstances. Refer to How Should Education Leaders Prepare for Reentry and Beyond for more information.<br><br>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).<br><br>Leverage virtual tools like a Zoom whiteboard, Google Docs, chat, or surveys for students to show their thinking and solutions in real time.<br><br>Create learner surveys, polls, and check-in calls to check for understanding and misconceptions. |

## Students Receive Feedback on Their Work

| Content-specific Aspirations for Learning | Adjustments for Distance Learning |
|---|---|
| Use checklists and rubrics as success criteria to help students monitor against expectations.<br><br>Provide supportive, specific, and timely oral and written feedback on students' work. | Use checklists and rubrics as success criteria to help students monitor against expectations.<br><br>Provide supportive, specific, and timely feedback on students' written and oral work via computer, phone, or face-to-face.<br><br>Use submitted written work to provide annotated feedback with sufficient detail to address a reduction in real-time verbal feedback.<br><br>Provide written feedback in a timely manner through email, discussion platforms, or a collaborative document tool.<br><br>Provide regular virtual office hours for students to receive feedback and support synchronously.<br><br>Record narration of the analysis of an exemplar referring to success criteria.<br><br>Provide opportunities for students to share or post work for an audience through an online submission tool and/or a video.<br><br>Have each student share work with another student for feedback prior to submission. |

## Students Own Their Learning

| Content-specific Aspirations for Learning | Adjustments for Distance Learning |
|---|---|
| Students understand the objectives of their work, participate actively, and persevere through struggles and challenges. | Share materials with students in the order in which students will need to complete them.<br><br>Supply a reading calendar at the beginning of longer-term reading assignments so that families can plan for pacing.<br><br>Create checklists so that students can self-monitor their progress.<br><br>Create clear guidelines for students on how and when to submit work.<br><br>Provide students with choice.<br><br>Provide self-assessment and peer-assessment tools. |

## Tier 2 Supports Tier 1 Instruction

| Content-specific Aspirations for Learning | Adjustments for Distance Learning |
|---|---|
| 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. | If face-to-face Tier 1 instruction time is limited, be intentional about prioritizing Tier 1 instruction over Tier 2.<br><br>Prioritize instructionally vulnerable students who need the most instructional support and face the greatest access challenges for additional touchpoints during the week.<br><br>Consider using wellness touchpoints as opportunities for one-on-one discussion of work. |