



# IDEAS FOR VIRTUAL INSTRUCTION

## ELAR Grades 6-12

### STEP 1: Student reads and annotates a portion of a text.

Pre-select a section of text for students to read each day. If photocopied, mark stopping points ahead of time in the margins. If digital, let students know the paragraphs after which to stop. *(If students have access to an audio version of the text through the textbook resources, include that information.)*

### STEP 2: Student responds to the text.

<i>If student has access to their own device and internet:</i>	<i>If student has limited access to a device and/or internet:</i>	<i>If student does not have access to any devices or internet:</i>
<p><b>Students sign on to Zoom or Google Hangouts once a day for 45 minutes.</b></p> <p>Lead a class lesson on the text. Activities could include:</p> <ul style="list-style-type: none"> <li>Rereading the text aloud until a stopping point (to model fluency) and then holding a whole class discussion.</li> <li>Using breakout rooms in Zoom or Google Hangouts to have students discuss the text in small groups and/or write a group summary of what they read. Bring everyone together and have each group share with the class.</li> <li>Online <a href="#">Chalk Talk</a>: Create a <a href="#">Google document</a> with a different response question on each page. Give students four minutes per page to respond to each question (assign groups of students different pages to start on to mimic actual Chalk Talk rotations). Then, give the class five additional minutes to use the “comment” feature to respond to two comments per page.</li> </ul>	<p><b>Record a 5- to 15-minute video each day and upload it to Google classroom or send the link to students.</b></p> <p>Students watch the video and complete the corresponding assignment. The teacher video could include:</p> <ul style="list-style-type: none"> <li>A mini-lesson on a specific reading strategy or literary device.</li> <li>A think-aloud of how to annotate and draw conclusions about a particular section of the text.</li> <li>An explanation of the day’s assignment for students to complete individually and at their own pace (e.g., the Online Chalk Talk could be done by students throughout the day, with a deadline of 9pm to finish responding to all comments).</li> <li>An explanation of the day’s reading (to be watched after students completed the reading on their own).</li> <li>A read-aloud of the day’s reading (to model fluency).</li> </ul>	<p><b>Response questions will need to be determined ahead of time and added to the photocopied handouts.</b></p> <p>Students write responses on the provided handout and bring it to school once classes resume. Alternatively, the parent can email or text a picture of the completed handout to the teacher.</p>
<p>Students are given small group assignments to discuss specific aspects of a text. They prepare a 4-minute video with their groupmates (Facetime or Zoom can be used for this) and submit it to the teacher for feedback or grading.</p>	<p>Create a blog (e.g., on edublogs.org) and make one post per day containing the response questions for that day’s text.</p> <p>Students quickly sign on to read the teacher’s daily post and then think about their responses offline. Later that day, they sign on to the blog to type their responses and respond to the comments of two other students.</p> <p>The next day, in addition to doing these steps, the student also revisits the prior day’s posts to read any peer responses to his comments.</p>	<p>After reading a group of texts (or after revisiting a group of texts from a previous unit), students complete a research essay on a topic that is common to the texts (e.g., after revisiting their notes on Hamlet and Macbeth, students write an essay on the Globe Theater, life during the Elizabethan Age, or the use of soliloquies in the two texts).</p>
	<p>If all students have an Instagram account, create your own account and post each day’s assignment as a separate picture (<a href="#">see sample here</a>). Students comment on each picture with their response to the prompt and respond to at least two other comments. You can also use the “stories” and “live” feature to provide video support to students.</p>	<p>Schedule a group phone call with a small group of students at a time when students have access to a telephone. Discuss the text and review answers to the response questions.</p>

### TO CHECK IN WITH STUDENTS REGULARLY:

*If student has access to their own device and internet:*

**Schedule a 5- or 10-minute one-on-one video call with each student on a weekly or biweekly basis.**

To keep you on schedule, have students sign up for 15-minute slots (three students per slot). Pull each student (individually) into a breakout room with you to talk about how they are doing while the others wait their turn.

*If student has limited access to a device and/or internet:*

**Schedule a time to have a quick video call with the students on a weekly or biweekly basis.**

*If student does not have access to any devices or internet:*

**Schedule a time to talk with the students on the phone once a week to see how they are doing and answer any questions about the assignments.**

#### OPTIONS

- Text students regularly (using a service such as Remind).
- Provide students with your work email address and email them regularly.
- Hold regular office hours on Zoom or Google Hangouts and allow students to log in as they are able to (vary times of days to encourage more students to attend).

OPTION 1

OPTION 2

OPTION 3

OPTION 1