

Leveraging EL Language Arts Materials during the COVID-19 Shutdown

March 2020

As districts and schools take the difficult but necessary step of closing schools while the country works to slow the spread of COVID-19, supporting student learning at home is a top priority. Below are suggestions to consider as you determine how to continue your literacy implementation work while students are out of school. We have outlined three scenarios but know you may have a hybrid of these scenarios; if you'd like to brainstorm around your options, please reach out to TNTP!

General Guidance

Set reasonable expectations for home literacy learning. Our goal is to help students retain the knowledge they've already gained and to prevent as much learning loss as possible. It's likely not reasonable to expect parents to teach new skills and topics; rather, focus on reviewing content that has already been taught or introducing content you will teach once students come back to school.

Identify current materials (sets of student texts, workbooks, etc.) to send home. Once teachers and leaders have identified units to study at home, assess current materials and identify where you might be able to send home student materials or help students access current instructional materials digitally. This should be content that is reviewing past or previewing future instruction. As you approach shifting instruction, consider your goals and context. Equity of access is a major consideration as are federal and state guidelines and regulations on students with IEPs and 504s. Many districts can only make distance or online learning optional so are choosing carefully whether to push forward with new content via the methods described below or aiming to keep children engaged with previously learned content.

Where possible, send home supplemental texts and materials. This is a great time to clear out old texts that teachers no longer use. Allow parents to pick up books or send some home with students who may not have any books at home to read.

Consider how you're maximizing the impact of your strong instructional staff. This might include teachers, leaders, coaches who are willing and able to record lessons, create packets, or provide students virtual feedback. You may want to prioritize available instructional staff to support students with diverse learning needs (such as English Language Learners and/or those who have learning and thinking differences that impact their reading and writing skills).

Consider what students can do independently and what requires an adult. Many parents are attempting to juggle working from home for the first time with keeping their child occupied and engaged in educational activities. When possible, prioritize guidance and activities that children can work on relatively independently while providing parent-friendly guidance for how to best support students diverse learning needs that impact their reading and writing skills.

Defer to district and state guidelines for providing accommodations and modifications for students with IEPs. Any guidance coming from your district should adhere to state guidance for students with IEPs. [This article](#) also provides useful information.

EL-Specific Guidance

Scenario: "Live" Teaching: If teachers are working and can teach virtually or create pre-recorded lessons AND students have internet access on a smartphone or computer or TV

- **Live Teaching:** Zoom is currently offering free accounts for educators and students. Go to https://zoom.us/docs/ent/school-verification.html?zcid=1231&_ga=2.228851412.995105639.1583699918-735451631.1546545079 to learn how to set up this service for your district.
- **Recording Lessons:** It is easy to record lessons via Zoom and post them to a Google drive for students to access. If you have questions about how to do this, reach out to your TNTP lead.

- **Managing Assignments:** To create common daily tasks, have teachers consider using Google Classroom to create daily writing prompts for students or Google Forms with quick response questions for students to answer from each lesson.

K-2 Grade Band	3-5 Grade Band
<p><i>Module Lessons</i></p> <ul style="list-style-type: none"> ● Have teachers identify close read alouds and other reading-specific lessons to record and make available virtually. These could be lessons that are previously taught or new lessons (keeping in mind that new content will still need to be taught when students return to school). ● Identify writing prompts that students can work on at home from selected Modules and provide guidance for parents on how students can respond in writing to the close reads they have accessed virtually. ● Teachers may want to consider using a generic text-specific writing prompt that can be used every day (<i>What did you learn about today? Use examples from the text.</i>) or create an activity that can be done with a key vocabulary word (<i>draw and label the vocabulary word and use it in a sentence</i>). ● Consider setting up a Google classroom or Google form for students to submit writing so that teachers can provide feedback on student writing. ● You may want to consider building a list of websites and digital activities that align to your selected topics that students can complete to continue building knowledge of topics. These could be pulled from sites such as ReadWorks, NewsELA, and CommonLit, among others. 	<ul style="list-style-type: none"> ● Have teachers identify close read alouds and other reading-specific lessons to record and make available virtually. These could be lessons that are previously taught or new lessons (keeping in mind that new content will still need to be taught when students return to school). ● Provide scanned copies of texts for the close read to students digitally as appropriate. ● Identify writing prompts that students can work on at home from selected modules and provide guidance for parents on how students can respond in writing to the close reads they have accessed virtually. ● Teachers may want to consider using a generic text-specific writing prompt that can be used every day (<i>What did you learn about today? Use examples from the text.</i>) or create an activity that can be done with a key vocabulary word (<i>draw and label the vocabulary word and use it in a sentence</i>). ● Consider setting up a Google classroom or Google form for students to submit writing so that teachers can provide feedback on student writing. ● If students have workbooks at home (see below), have students text or email pictures of their writing to teachers to get virtual feedback. ● You may want to consider building a list of websites and digital activities that align to your selected topics that students can complete to continue building knowledge of topics. These could be pulled from sites such as ReadWorks, NewsELA, and CommonLit, among others.
<p><i>Foundational Skills</i></p> <ul style="list-style-type: none"> ● Provide worksheets from previously taught microphases for students to review and re-dO at home. ● Make digital copies of decodable readers available to students to practice reading at homes. ● Consider recording audiobook versions of the decodables for students who need additional support. 	<p><i>ALL Block</i></p> <ul style="list-style-type: none"> ● Post Student Task Cards from previously taught modules to a central location. These should be pulled from content that students have previously learned and are practicing for additional review. ● In your instructions, note that these can be completed independently and that students should ignore guidance to “work in groups” or “share with a partner.” ● Provide guidance that students should complete 1-2 assignments daily. ● Consider creating a schedule or order for students to complete ALL Block assignments.

Considerations:

- Do you have central office staff with skill and capacity who can support recording of lessons?
- Audit your teachers' capacity and technological expertise to determine who can offer support in recording of lessons?
- How can you store and share recorded lessons to be shared across schools?
- What additional and ongoing support and communication can you provide to parents/caregivers to answer their questions and troubleshoot challenges?
- Do you need parental consent forms to engage in live virtual teaching? Check your district and state policies.

Scenario: Home Internet and Tech: If most students have access to technology and internet at home, but teachers are not working

<i>K-2 Grade Band</i>	<i>3-5 Grade Band</i>
<p><i>Module Lessons</i></p> <ul style="list-style-type: none"> • If students have access to technology at home, you may wish to consider recording lessons and making them available via Google Drive/social media. See guidance above. • EL lessons are difficult for parents to lead at home because the structure changes day to day. Consider guiding parents to follow the structure of "Read, Discuss, Write" so that students are reading every day. You might also structure guidance for students to have a "Read, then Write" structure each day for more independent student work. • Consider posting or printing Module Guiding Questions to guide discussion and writing at home. • Curate a set of texts aligned to selected Module topics that can be accessed via free sites or uploaded to a Google Drive. This may include some of the texts from the modules where they are available online. Other resources could be pulled from sites such as ReadWorks, NewsELA, and CommonLit, among others. • Consider posting daily writing prompts aligned to a text that students can respond to at home or via a Google form. • You may want to consider using a generic text-specific writing prompt that can be used every day (<i>What did you learn about today? Use examples from the text.</i>) or create an activity that can be done with a key vocabulary word (<i>draw and label the vocabulary word and use it in a sentence</i>). • EL notes that students shouldn't attempt the constructed responses in the modules at home; thus, don't include those in at-home guidance. 	<p><i>Module Lessons</i></p> <ul style="list-style-type: none"> • If students have access to technology at home, you may wish to consider recording lessons and making them available via Google Drive/social media. See guidance above. • EL lessons are difficult for parents to lead at home because the structure changes day to day. Consider guiding parents to follow the structure of "Read, Discuss, Write" so that students are reading every day. You might also structure guidance for students to have a "Read, then Write" structure each day for more independent student work. • Curate a set of texts aligned to selected module topics that can be accessed via free sites or uploaded to a Google Drive. This may include some of the texts from the modules where they are available online. Other resources could be pulled from sites such as ReadWorks, NewsELA, and CommonLit, among others. • Consider posting daily writing prompts aligned to a text that students can respond to at home or via a Google form. • You may want to consider using a generic text-specific writing prompt that can be used every day (<i>What did you learn about today? Use examples from the text.</i>) or create an activity that can be done with a key vocabulary word (<i>draw and label the vocabulary word and use it in a sentence</i>). • EL notes that students shouldn't attempt the constructed responses in the modules at home; thus, don't include those in at-home guidance.
<p><i>Foundational Skills</i></p> <ul style="list-style-type: none"> • Make student decodable readers and accompanying comprehension worksheets available via Google Drive. 	<p><i>All Block</i></p> <ul style="list-style-type: none"> • Post Student Task Cards from previously taught modules to a central location. These should be pulled from content that students have

<ul style="list-style-type: none"> • Consider making audio recordings of student readers for students who are not reading independently. • Provide guidance for parents/caregivers on which activities students should complete at home. • Focus on review rather than new skills. 	<p>previously learned and are practicing for additional review.</p> <ul style="list-style-type: none"> • In your instructions, note that these can be completed independently and that students should ignore guidance to “work in groups” or “share with a partner.” • Provide guidance that students should complete 1-2 assignments daily. • Consider creating a schedule or order for students to complete ALL Block assignments.
---	--

Considerations:

- Do you have central office staff with skill and capacity who can support in setting up Google Classroom and/or Google Forms for each lesson?
- How can you provide parents with a day-by-day breakdown of lessons with where to access information, helpful links, and step-by-step directions on how to support their child?

Scenario: Hard Copy Materials: If you need to print materials for families to pick up

<i>K-2 Grade Band</i>	<i>3-5 Grade Band</i>
<p><i>Module Lessons</i></p> <ul style="list-style-type: none"> • Follow the guidance in Scenario 2 for selecting texts and creating prompts but print and collate packets for students to take home. 	<p><i>Module Lessons</i></p> <ul style="list-style-type: none"> • Follow the guidance in Scenario 2 for selecting texts and creating prompts but print and collate packets for students to take home.
<p><i>Foundational Skills</i></p> <ul style="list-style-type: none"> • Print student decodable readers and accompanying comprehension worksheets for students to pick up • Provide a schedule or timeline for how many activities students should complete each day • Focus on review rather than new skills 	<p><i>ALL Block</i></p> <ul style="list-style-type: none"> • Print Student Task Cards from previously taught modules. These should be pulled from content that students have previously learned and are practicing for additional review. • In your instructions, note that these can be completed independently and that students should ignore guidance to “work in groups” or “share with a partner.” • Provide guidance that students should complete 1-2 assignments daily • Consider creating a schedule or order for students to complete ALL Block assignments

Considerations:

- Does central office staff, school leadership, and/or teachers have capacity to help plan out a day-by-day guide to send home with parents/caregivers with step-by-step directions for how to support their child?

Resources

- **[Detroit Public Schools ModEL PowerPoints](#)**: If teachers are going to record or live-teach virtual lessons, these PPTs are a strong resource to use as a visual aid.
- **[LearnZillion](#)**: LearnZillion has opened access to their version of EL, which may be of interest to teachers who are recording lessons.
- **[Parental Support for Struggling Readers](#)**: This simple, yet robust parent-friendly guide for helping children who are struggling readers.
- **[Additional Resources from EL](#)**: EL has compiled a list of additional resources for Module 3 in each grade that may be helpful as you consider your distance learning approach.
- **Access to eBooks:**
 - **[EL Text Links](#)**: We're adding links to this doc as we find them.
 - You can get free access to books through the end of the school year at *Epic*:
<https://www.getepic.com/learn/freeremotestudentaccess/>
 - You can currently access three free book titles at www.audible.com
 - If your school has an account with *myON* you can access their books here:
<https://www.myon.com/index.html>
 - You can access free Ebooks or audiobooks through local and school libraries using:
 - *Overdrive*: <https://www.overdrive.com/>
 - *Libby*: <https://www.overdrive.com/apps/libby/>
 - *Kanopy Kids*: <https://www.kanopy.com/kids>
 - *Hoopla*: <https://www.hoopladigital.com/my/hoopla>
 - *Tumble*: <https://www.tumblebooklibrary.com/Register.aspx>