



# Literacy Best Practices in the Virtual Classroom

Early Literacy Department  
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# Early Literacy



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# Virtual Norms

- Make sure you are in a quiet area.
- **Mute** your microphone when you are not speaking.
- When speaking, keep your points clear and concise.
- Use the **chat** feature to capture questions, when possible.
- Use the **Raise Hand** feature to signal that you'd like to comment verbally during the session. Once you've been called to share, please lower your hand.



# Objectives

Educators will

- **Know** the recommendations for literacy best practices in the virtual classroom
- **Understand** ways to implement the literacy best practices in the virtual classroom
- **Be able to** engage students in meaningful literacy teaching and learning in the virtual classroom

# Agenda

## I. Literacy Best Practices

- a. Explicit Whole Group Instruction
- b. Teacher-led Small Group Instruction
- c. Literacy Workstations or Centers

## II. Recommendations

- a. Classroom Teachers
- b. 2<sup>nd</sup> Grade Paraprofessionals
- c. Foundational Literacy Laureates

## III. Questions & Answers

# Icebreaker

**On this squirrel scale,  
how do you feel today?**



# Share Your Thoughts!



What are some key best practices that should be implemented in daily literacy instruction?

Enter your thoughts in the chat box.

# Literacy Best Practices

## 1. Explicit Whole Group Instruction

- Modeling & direct instruction
- Guided Practice
- Collaborative Practice
- Independent Practice

## 2. Teacher-led Small Group Instruction

- Text Reading Lesson
- Skills-Focused Lesson

## 3. Literacy Work Stations or Centers



# Quick Check!

Which of the following represents one of the 3 major components of the 120-minute comprehensive literacy block?

- a. Teacher-led small group instruction
- b. Explicit whole group instruction
- c. Literacy work stations or centers
- d. all of the above





# Classroom Teachers

Who work

1. dime
8. hide
9. ice
10. kite

## Class Rules

Rule #1  
Follow directions quickly

Rule #3  
Raise your hand for permission to leave your seat

Rule #2  
Use your hand for permission to speak

Rule #4  
Raise your voice

Rule #5  
Keep your feet

get and good  
use up Catch

# WHOLE GROUP INSTRUCTION

# Classroom Teachers (Whole Group)

	Whole Group ELA Instruction
Core Reading & Vocabulary	Utilize Microsoft TEAMS to <ul style="list-style-type: none"><li>• Display texts for read-alouds, shared reading, echo reading, whisper reading, etc.</li><li>• Explain &amp; model concepts using clear, direct language &amp; visuals</li><li>• Have students “raise hand” &amp; unmute to respond to comprehension questions</li></ul>
Word Work <ul style="list-style-type: none"><li>• Phonemic Awareness</li><li>• Phonics</li><li>• Structural Analysis</li><li>• Spelling</li><li>• HFWs</li><li>• Grammar</li></ul>	Utilize Microsoft TEAMS <ul style="list-style-type: none"><li>• Share your camera when articulating phonemes</li><li>• Have students “share screens”</li><li>• Have student unmute to engage in “call and response” or echo activities</li><li>• Have student unmute to engage in choral HFW &amp; Spelling routines</li></ul>

# Q&A: Whole Group Instruction

Is there a general schedule that teachers are expected to follow?

- The district published a Teacher Digital Guide that includes sample schedules and recommended instructional times for each content area. However, specific schedules will be established by each school.
- Teachers should engage students in 120 minutes of literacy daily.

How can the FLVS curriculum be utilized or incorporated?

- Teachers should first rely on the adopted curriculum to support instruction. FLVS can be used to supplement beyond core instruction as prescribed by the curriculum maps. (Ex. extra practice, extended support, homework, etc.)

# Tips & Tidbits: Microsoft TEAMS

1. Teach students to click the three dots beside your name and pin you, so you are the center of their attention.
2. Connect TEAMS to your document camera/smart board.
3. Add an extra screen so students can be seen while sharing your screen.
4. Don't forget to click the option for students to hear your sound when you're sharing videos.
5. When you start a meeting, click the three dots next to the participants, manage permissions, and change "who can present" to only me.
6. Take control of a student's device to troubleshoot.
7. If cameras being on is a requirement, show students how to use the backgrounds features or send the directions to parents.
8. Change your options when you first start the meeting, so you are the only one who can present.

# **SMALL GROUP INSTRUCTION**

# Share your thinking!

Which of the following is not an expectation for small group instruction during the 120-minute comprehensive literacy block?

- a. Literacy work stations or centers
- b. Skills-focused lesson
- c. Text-based lesson
- d. Intervention





# Small Group Recommendations

- Consider conducting small groups with different groups of students at varied times throughout the day
  - 10:00-10:20 Group 1
  - 10:20-10:40 Group 2
  - 10:40-11:00 Group 3
- Consider conducting small groups on different days of the week
  - Mondays-Group 1
  - Tuesdays-Group 2
  - Wednesdays-Group 3
- Teachers should use breakout rooms via Microsoft TEAMS to conduct small groups.

# Classroom Teachers (Small Group)

	Small Group ELA Instruction
Teacher-led Small Group	Utilize Breakout rooms in Microsoft TEAMS to <ul style="list-style-type: none"><li>• Meet with small groups of students</li><li>• Explain &amp; model concepts using clear, direct language &amp; visuals</li><li>• Display texts for read-aloud, echo reading, whisper reading, etc.</li><li>• Have students “share screens” &amp; unmute to respond individually or chorally to prompting or questioning</li></ul>
Workstations <ul style="list-style-type: none"><li>• Independent OR</li><li>• Led by a Paraprofessional</li></ul>	Other students in “general/main classroom” Microsoft TEAMS <ul style="list-style-type: none"><li>• Display Wonders station activity cards on PPT slide</li><li>• Display a choice board on PPT slide</li><li>• Complete an assignment in the Reading and Writing Companion book</li><li>• Students practice handwriting (letter formation, cursive)</li><li>• Students engage with web-based programs (Wonders, iReady, Book Nook, etc.)</li><li>• Paraprofessional engages remaining students in an activity</li></ul>

# How are Literacy Workstations or Centers defined in SCS?

- Opportunities for students to *independently* engage in a variety of meaningful, standards-aligned literacy tasks while the teacher works with a small group of students



# Same & Different

## What's the same?

- Students engage in meaningful literacy tasks.
- Tasks are standards-aligned.
- Students should be able to complete the tasks independently—without teacher support.
- Specific tasks can be assigned to particular groups of students.
- Teacher circulates before or during literacy stations/tasks to ensure accurate practice.

## What's different?

- Students do not physically rotate or move from station to station.
- Teachers do not physically circulate from station to station.
- Differentiating literacy tasks is already done with the *Wonders Activity Cards*.



# Small Group Options

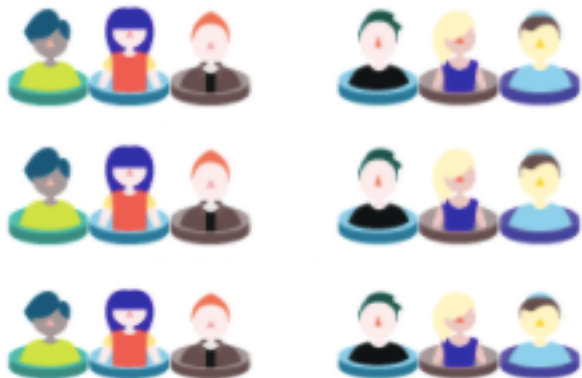
- Option 1: Teacher in breakout room, students independently complete meaningful, objective-aligned literacy tasks until pulled into a breakout session w/teacher
- Option 2: Teacher in breakout room, all students work with paraprofessional on the same lesson or activity
- Option 3: Teacher in a breakout room, paraprofessional in a breakout room, other students work independently (in or out of the classroom)



# Option 1



Teacher provides direct instruction to a small group of students in a breakout room.



All other students complete varied assignments independently (in the general/main classroom) until called to a breakout room.

# Option 2



Teacher provides direct instruction to a small group of students in a breakout room.



Paraprofessional engages all other students in an activity (in the general/main classroom).

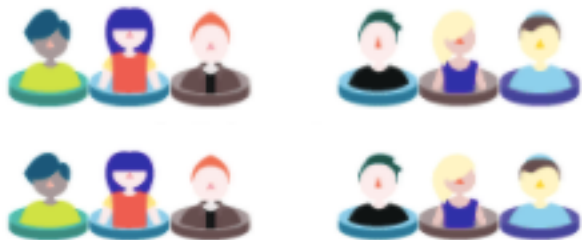
# Option 3



Teacher provides direct instruction to a small group of students in a breakout room.



Paraprofessional provides direct instruction to a small group of students in a breakout room.



All other students complete varied assignments independently (within or outside of the general/main classroom).

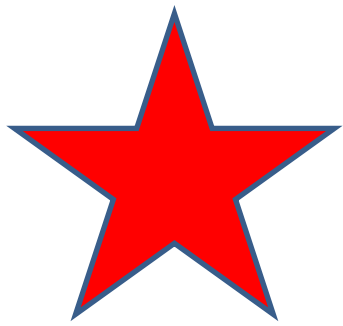


# Share your thinking!

Which of the three small group options will your virtual classroom most likely and most often resemble?

- a. Option 1 (Teacher & whole class)
- b. Option 2 (Teacher, parapro with class)
- c. Option 3 (Teacher, parapro, few in class)

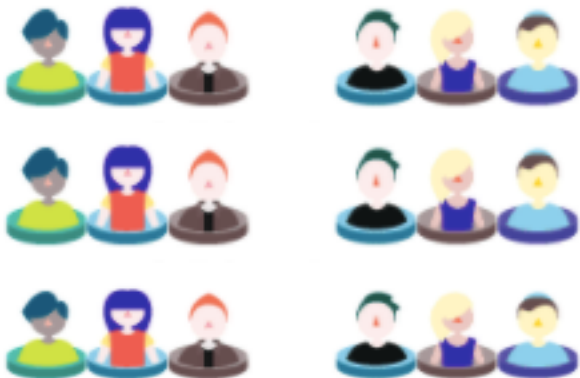




# Option 1




Teacher provides direct instruction to a small group of students in a breakout room.












All other students complete varied assignments independently (in the general/main classroom) until called to a breakout room.

# Choice Board



## word work choiceboard

<p><u>short e book</u></p>  <p>Draw pictures of words that have the short e sound like in net or nest. Write a sentence to go with your picture.</p>	<p><u>short e label, cut, and glue</u></p>  <p>Color and label the pictures. Cut out the pictures with the short e sound and glue.</p>	<p><u>short e word search</u></p>  <p>tythenykre</p> <p>Illustrate the pictures with the short e sound and find in the word search. Then write a sentence about one of the words.</p>
<p><u>short e bingo</u></p>  <p>Can you find 3 short e words in a row?</p>	<p><u>short e cube game</u></p>  <p>Roll the cube. Add a sound to build a word. Who will fill their grid first?</p>	<p><u>short e pound, tap, &amp; stamp</u></p>  <p>Build words using tiles or use letter stamps to blend and stretch each word.</p>
<p><u>short/long e sort</u></p> <p>short e      long e</p>  <p>Sort the pictures/says that begin or end with the short e sound.</p>	<p><u>short e back to back</u></p> <p>letter → </p> <p>Give clues to your partner. Can he/she guess the short e picture?</p>	<p><u>mystery square</u></p>  <p>Use the letters in the square to build short e words. Can you find 10?</p>

# Choice Board

<b>Reading</b>	<p>Read a <b>NONFICTION</b> (true) book. Answer these questions.</p> <ol style="list-style-type: none"><li>1. What is the book <b>MAINLY</b> about?</li><li>2. What are 3 facts that you learned from the book?</li></ol>	<p>Fold your paper into 4 pieces.</p> <table border="1" data-bbox="948 425 1286 586"><tr><td>cr-</td><td>tr-</td></tr><tr><td>sm-</td><td>sw-</td></tr></table> <p>Write 3 words with blends in each box.</p>	cr-	tr-	sm-	sw-	<b>Phonics</b>		
cr-	tr-								
sm-	sw-								
<b>Writing</b>	<p>Think of a topic to write about. Copy this chart.</p> <table border="1" data-bbox="413 905 807 1096"><tr><td colspan="3">Main Idea</td></tr><tr><td>Detail 1</td><td>Detail 2</td><td>Detail 3</td></tr></table> <p>Write your topic in the first bubble. Write three details about the topic in the bubbles below.</p>	Main Idea			Detail 1	Detail 2	Detail 3	<p>Choose an animal.</p> <p>Draw a picture of the animal and label the body parts.</p> <p>Write 3 sentences that tell how the animal moves.</p>	<b>Science/Social Studies</b>
Main Idea									
Detail 1	Detail 2	Detail 3							

# Wonders Workstation Activity cards

## Key Details

Key details help you understand a story.  
You can find key details in pictures.





- Read a story with a partner. 
- Choose a picture from the story. Fill in a chart like the one shown. Write three key details the picture shows.

Illustration	What It Shows

- Find another picture. Add it to the chart.

**You need** 

- > paper
- > pencils, crayons, or markers



READING

1

## At Play




I like to play soccer.

- Draw a picture of yourself at play.
- Write a sentence to tell what you are doing.



- Tell a partner about the picture.

**You need** 

- > paper
- > pencils, crayons, or markers


## Illustrate Your School

- Draw your school.
- Add key details about your school.



- Trade with a partner.
- Find key details. Write them under the picture.



**You need** 

- > paper
- > pencils, crayons, or markers

READING

# Example: Student Groups

## Today's Literacy Tasks

1

Choice Board

Ashley  
Christy  
Tonya  
Tymisza  
Shatamara  
Tamatha

2

Wonders activity  
cards

Coronica  
Veronica  
Dametrious  
Laura  
Jaclyn  
Patricia  
Paula

3

Meet with Teacher

Loren  
Melonee  
Meah

# Q&A: Small Group & Literacy Stations or Centers

**What guidance will be provided to teachers around expectations for monitoring students during breakout sessions if a paraprofessional is not available to assist?**

- Teachers should monitor students as they would in an in-person classroom setting. Since teachers cannot physically rotate around the classroom, they should observe students at least once or twice in these settings to ensure students are on task, clarify any misconceptions, or answer any questions.

**Will teachers be able to assign independent work offline and schedule small groups of students to attend small groups sessions?**

- Yes. Teachers may schedule small group times for various groups, while other students complete meaningful work offline until their scheduled small group time. (Independent work and small group sessions will also provide teachers opportunities to target the individual needs of students in an effort to close learning gaps.)

**How will teachers ensure students are working in the workstations when they are in a breakout room?**

- Teachers can assign work for students to complete and submit to show they were on task during workstation time. (Teachers should also monitor students as they would in a classroom. Since teachers cannot physically rotate around the classroom, they should observe students at least once or twice in these settings to ensure students are on task, as well as to clarify any misconceptions, or answer any questions.)

**For workstations, can students go into their Wonders portal and play games or complete digital worksheets that have been assigned?**

- Yes. The teacher has the flexibility to provide students with digital tools that are aligned to standards as well as skills. This individualized approach targets deficits for some and customizes advanced lessons for others.

# Considerations

In order for **classroom teachers** to successfully implement the major components of the literacy block in a remote learning environment, the following must be afforded:

- Training on Microsoft TEAMS, Wonders & FLVS
- Training on SEL
- Seek support from your Laureate and school admin team
- Share TEAMS links with Laureate/District Advisors
- Include paraprofessionals in collaborative planning
- Meet one-on-one with supporting paraprofessional
- Provide paraprofessional with a daily agenda or lesson plan to follow during instruction
- Invite Laureates to observe & support
- Schedule support meetings with Laureates



# Quick Check!

Implementing literacy work stations in a virtual classroom is "virtually" impossible.

Enter your True or False in the chat box.



# 2<sup>nd</sup> Grade Paraprofessionals



# 2<sup>nd</sup> Grade Paraprofessionals

	Remote/Digital Instructional Support
Whole Group	<p>Manage the TEAMS features (chat, breakout rooms, muting, etc.)</p> <p>Respond to student questions &amp; comments</p> <p>Lead a discussion</p> <p>Lead a daily "Do Now" activity</p> <p>Facilitate activities assigned by the teacher</p> <p>Daily or weekly wrap-ups (review, exit ticket)</p> <p>Facilitate brain breaks</p>
Small Group & Pull-out	<p>Meet with select students in a virtual breakout room to provide instructional support in the targeted foundational skill</p>

# Q&A: Paraprofessionals in Small Group & Literacy Work Stations or Centers

## What if a paraprofessional is not available to assist?

- If a paraprofessional is unavailable to assist, teachers can assign students different group tasks (they do) to complete in breakout sessions.)

## The options for Small Group reference a paraprofessional in breakout sessions. Is this strictly for 2nd grade?

- Yes, the paraprofessional assignment is strictly for second grade. The Third Grade Commitment Initiative designates that a paraprofessional be assigned to second grade teachers to focus on improving the reading scores of students transitioning from second to third grade.

## Most schools don't have a paraprofessional designated for each second grade teacher, so how would their support look?

- When there is not a paraprofessional assigned for each individual second-grade teacher in a school, the designated paraprofessional should adhere to the support schedule established by the School admin.

# Considerations

In order for paraprofessionals to fully engage in remote teaching and learning of foundational skills, the following must be afforded:

- Collaborative planning with core teacher
- Daily agenda or lesson plan to follow during instruction
- Monthly foundational skills PD/Learning experiences
- Training on Microsoft TEAMS features
- Training on curriculum (Wonders, FLVS)
- Training on SEL
- Technology (laptop with webcam and microphone)

Super Speedy Sight Words  
Grade Level: K, FL, PWR. 3  
Subskill: c

# Foundational Literacy Laureates

Shaneena Stinson-Rolle  
Reading Specialist

Sheila Carson  
Reading Specialist

# Foundational Literacy Laureates

	Remote/Digital Instructional Support
Training colleagues	Utilize Microsoft TEAMS to <ul style="list-style-type: none"><li>• Facilitate school-based PD on foundational skills</li><li>• Lead collaborative planning sessions</li><li>• Explain &amp; model use of curricular resources (Wonders)</li></ul>
Supporting colleagues	Utilize Microsoft TEAMS <ul style="list-style-type: none"><li>• Observe colleague's virtual/digital lessons (live or recorded)</li><li>• Support the 2<sup>nd</sup> grade paraprofessional</li><li>• Share recorded lessons with colleagues as exemplar</li><li>• Share resources, materials &amp; activities</li></ul>

# Considerations

In order for **Laureates** to provide adequate, aligned support to K-2 colleagues in remote settings, the following must be afforded:

- Invitations to join K-2 classes for observation & support
- Opportunities to meet & follow up with colleagues
- Monthly foundational skills PD/Learning experiences
- Training on Microsoft TEAMS features
- Training on curriculum (Wonders, FLVS)
- Training on SEL
- Wonders or FLVS digital login information



# Tips & Tidbits: Classroom Culture

1. Share something personal about yourself each week
2. Start the day with an icebreaker and/or virtual greeting
3. Select a "Student of the Day" to share a special object, photo, or memory
4. Allow students a few minutes of social time before class begins
5. Implement virtual rewards
  - a. Show and Tell
  - b. Artwork Display
  - c. Share a family photo or pet
  - d. Tell a joke during morning meeting
6. Assign classroom helpers to monitor chat box, lead/read morning message, lead a song or chant
7. Show funny videos or short clips, tell a joke, share a little known fact

# Icebreaker

## What's Your Favorite?

Write the letter for your favorite snack.

A



B.



C.



D.



# Virtual Greetings

## Virtual Greeting Choices



wave



smile



virtual high five



virtual fist bump



virtual hug



wink

# Fun Fact

## Random Fact of the Day! Did you Know?

A chameleon can stretch its tongue more than three times the length of its body.



# Tips & Tidbits: Management

1. Use a system like Class Dojo to manage behavior
2. Implement virtual rewards
3. Set clear expectations for behavior & engagement and review them daily
4. Offer students brain breaks, restroom breaks, and movement breaks
5. Use Microsoft Forms as your Parent Contact Log
6. Gather student & parent feedback on the learning experience and make feasible adjustments
7. Establish office hours when parents can contact you directly

# Quick & Easy Brain Breaks

1. **True or False:** have students stand up; teacher reads a statement; students do jumping jacks if TRUE; students jog in place if FALSE.
2. **Comedy Break:** show a brief, funny video or have a student tell a joke or silly riddle
3. **Let's Boogie:** Put on an energetic song and have a 30 to 60 seconds freestyle dance party; *Go Noodle*
4. **Copy Cat:** teacher claps a pattern & student copy or teacher sings a verse & students echo



# Attendance/Feedback Survey

Session: Literacy Best Practices in the Virtual Classroom



<https://bit.ly/3gPFii6>

# Questions





## Contact Info:



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