

Teaching Comprehension Remotely



In partnership with:



June Harless Center

Our Mission

To serve communities by leading a literacy campaign that connects stakeholders with research and resources in order to provide the best opportunities for every child.

“A poverty mind-set is not about economic deprivation. It’s about living with meager possibilities.”

School Re-Entry Word Cloud

Login

School Re-Entry Word Cloud



The word cloud features the following words: overwhelmed, over-stimulated, unprepared, uncertain, anxious, nervous, stressed, worried, frustrated, innovation, anxiety, terrified, flexibility, scared, scary, uncertainty, angry, uneasy, nerve-wracking, tech-knowledge-deficient, unsure/unprepared, curious, excited, ready, eager, afraid, confused, crazy, and unsure.

Visual settings 

Activate 

Show responses 

Lock 

Clear responses 

2:00 



1. Scan with camera
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3. Agree to Cookies
4. Skip username
5. Type response
6. Submit

Session Goals

Participants will leave the session with:

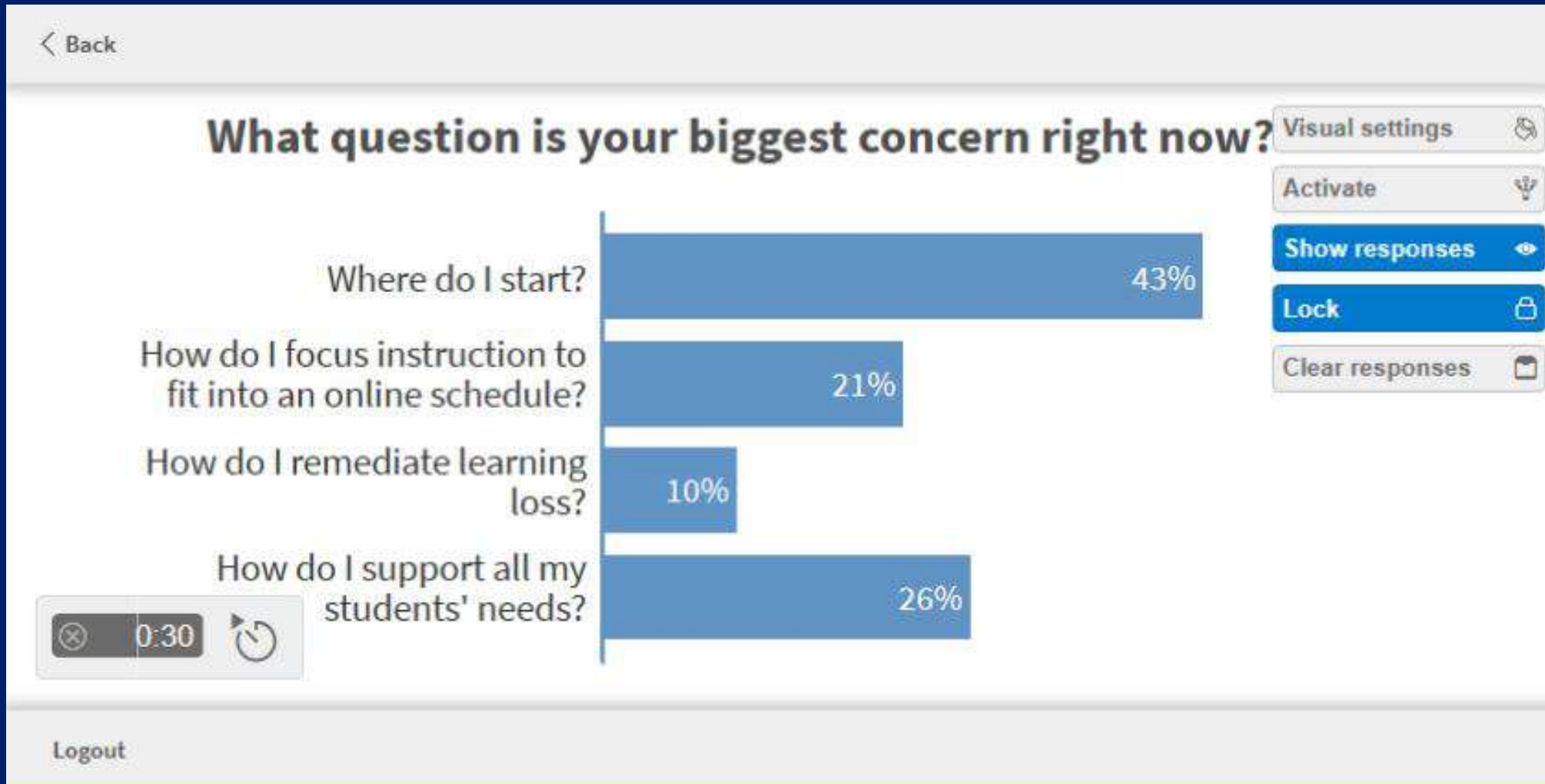
- Knowledge of how to focus instruction and remediation
- Strategies for making online comprehension instruction engaging and effective
- Examples of remote reading practice routines and schedules

Instructional Focus

So Many Questions

- Where do I start?
- How do I focus instruction to fit into an online schedule?
- How do I remediate learning loss?
- How do I support all my students' needs?

What Question is Your Biggest Concern Right Now?



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What Does the Research Say?

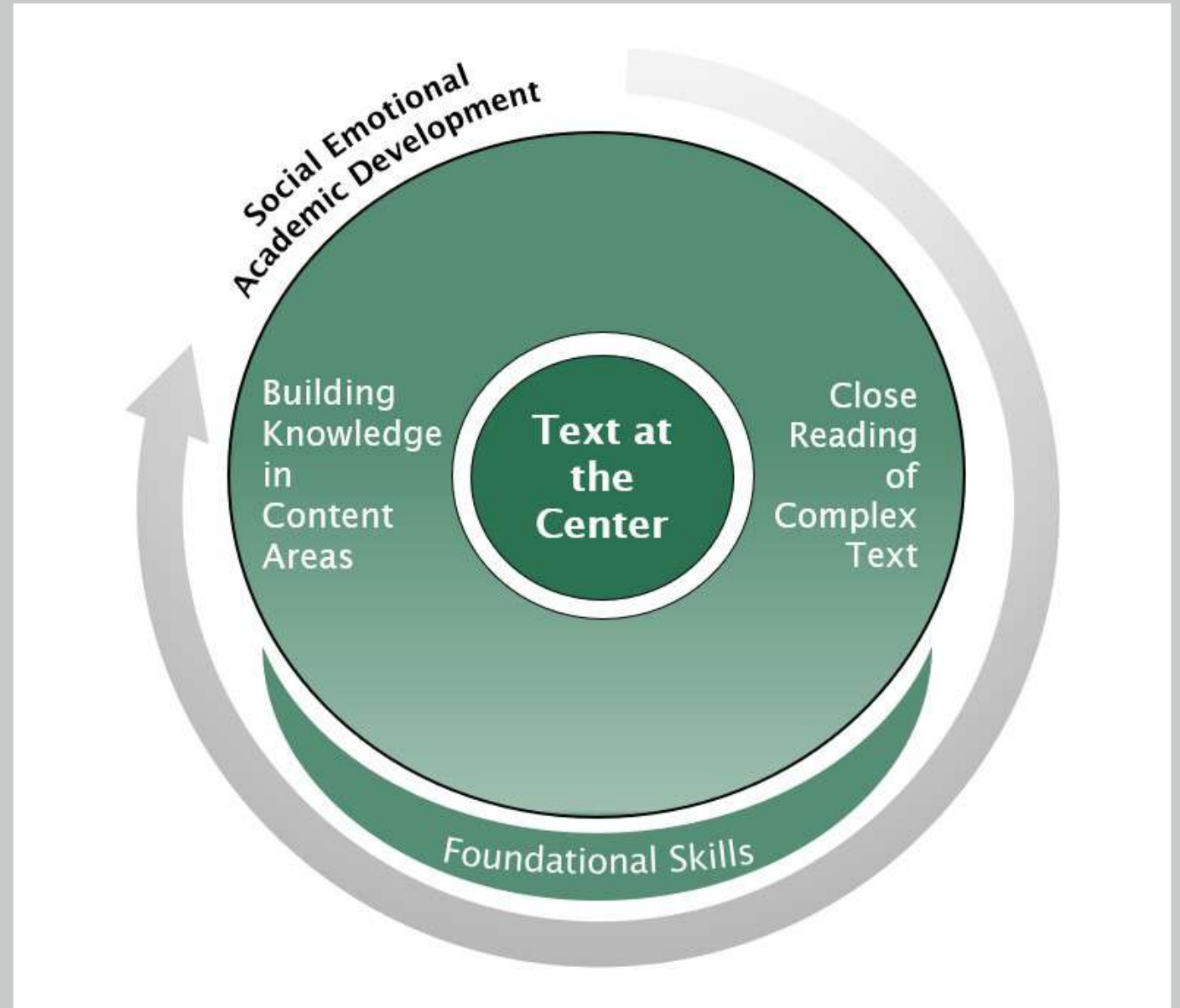
- Knowledge plays the largest role in comprehension
- Knowledge, of words and the world, supports the learning and retaining of new knowledge
- Activating prior knowledge only benefits those who have it and can increase the achievement gap
- Intentionally building knowledge and vocabulary supports all students and levels the playing field

Start with the Standards

- Focus on the WV CCR ELA standards that represent the major work of text-centered instruction.
 - Early Learning Foundations – I, II, **IV and **V
 - Reading – 1, 4, 5, 7, 17, 18 and 19
 - Writing – 27 and *28
 - Speaking and Listening - 30
 - Language 39, 40 and 41
- Use other standards to support the major work.

*Starts in Grade 4

**Only in Grades K-1



Remediation

Early Learning Foundations

- Use systematic scope and sequence
- Use a variety of assessments to diagnose and remediate gaps

Comprehension and Content Standards

- Focus instruction on grade-level content and texts
- Use scaffolds and “just in time” remediation to give all students access

Just in Time Versus Just In Case

Just in case remediation wastes time teaching content and skills from earlier grades *just in case* students need it for grade-level work

This widens the achievement gap and ensures that some students will never catch up

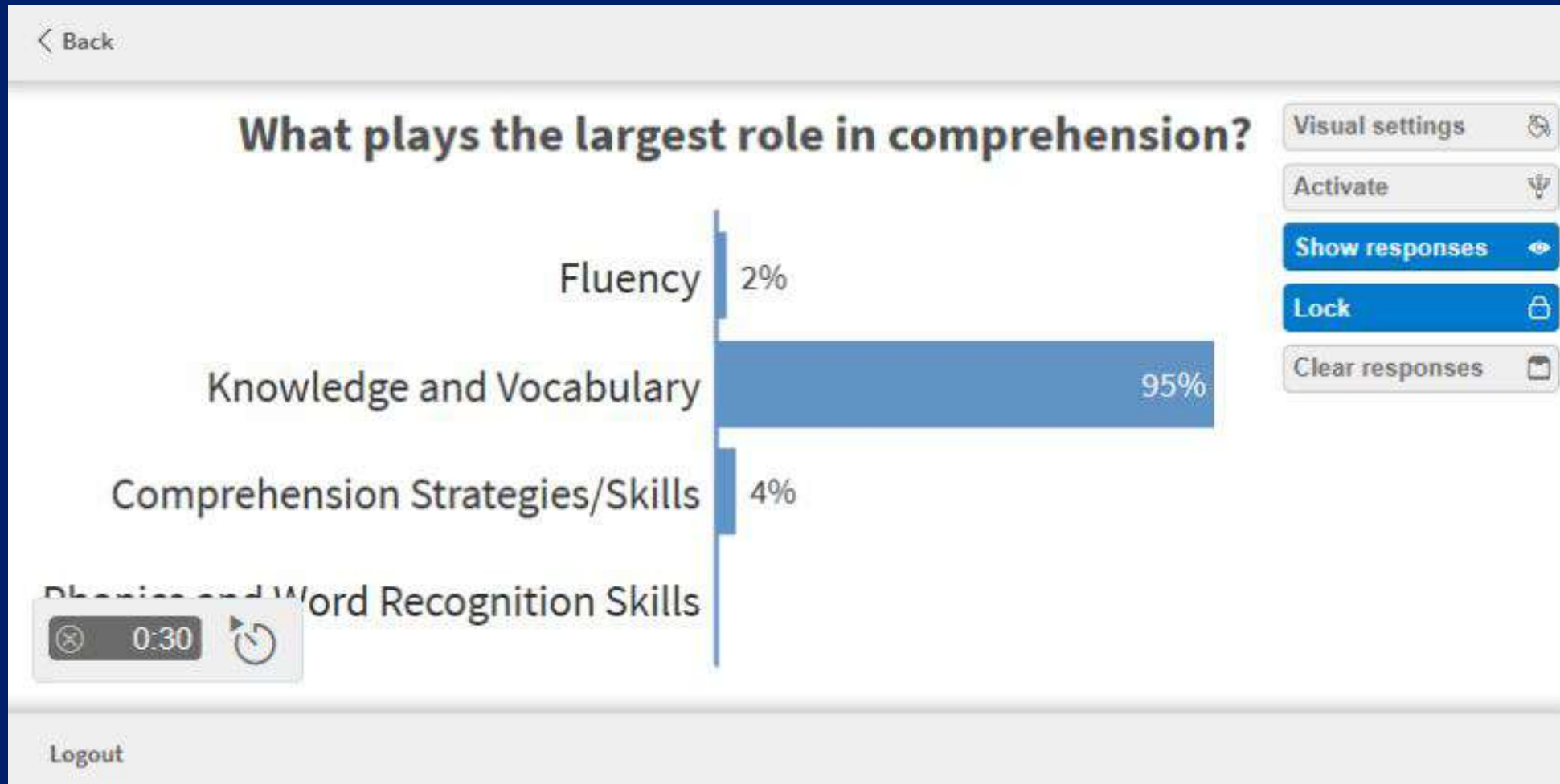
Just in time remediation concentrates on needs that actually come up when planning for, or during, grade-level work

Planning for Remote Comprehension Instruction

1. Which lesson objectives can reasonably be accomplished in an at-home instructional scenario?
2. Where will most of my students struggle with the text?
3. Where will students who are instructionally vulnerable struggle with the text?
4. *What supports will I use to help students access grade-level text?
5. *How will I provide support for students to be successful with learning tasks?
6. *How can I gather data in a virtual setting?
7. How does the level of student mastery impact planning for the next lesson?

*Document with suggestions included in handouts folder

What Plays the Largest Role in Comprehension?



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3. Choose response

Engagement and Effectiveness

Create Habits of Participation

- Use engaging content
- Have clear goals and expectations
- Keep routines clear, simple, and consistent
- Create a sense of community and play on students' desires to interact with peers
- Communicate clearly and often using a variety of tools

Engage with Grade-Level Content Topics

- Focus on engaging grade-level content from the science and social studies standards
- Spend a couple of weeks digging deeply into each topic
- Build a literal understanding of each topic before leaping to questions that require analysis

Increase Interaction

- Use a balance of synchronous and asynchronous learning
- Use synchronous learning to build and maintain connections
- Include time for students to actively process information with activities, polls, and discussions
- Provide prompt feedback that makes next steps clear

Ensure Retention

- Connect new content to previous learning
- Use lots of examples
- Present new information in brief doses
- Provide distributed practice

Best Practices for Comprehension and Content Standards Remediation – Choose Two

< Back

Choose the two responses that represent best practice Comprehension and Content Standards remediation.

Response Option	Percentage
Option 1 (Top)	7%
Option 2	43%
Option 3	45%
Option 4 (Bottom)	5%

Visual settings

Activate

Show responses

Show correct

Lock

Clear responses

0:30

Logout



1. Scan with camera
2. Open link
3. Choose responses
4. Submit

Examples

Remote Learning Platforms

<p>Synchronous</p> <p>Interacting with students in real-time through TEAMS</p>	<p>Asynchronous</p> <p>Posting assignments/lessons for students to access at a later time through OneDrive, Schoology, Seesaw, or another educational technology platform</p>
<p>Limited Technology</p> <p>Distributing paper-and-pencil packets and/or having access to engage with students over the phone (voice call or voicemail systems)</p>	<p>More Than One</p> <p>Utilizing more than one platform for a single day or week (<u>for example: synchronous with some students being limited or technology-free</u>)</p>

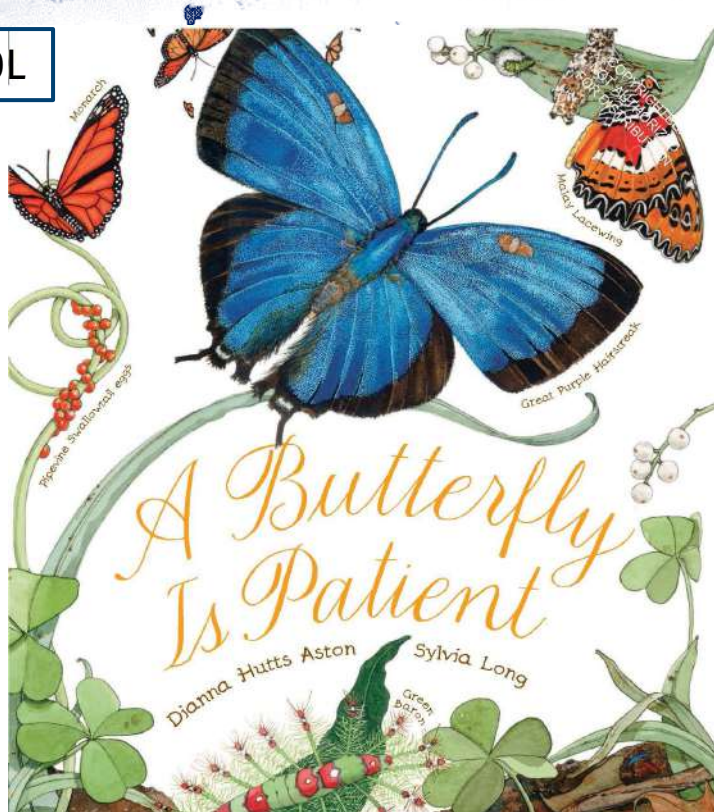
Sample Comprehension Routine

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Reading Writing Speaking & Listening Language (Social Studies, Science, & Art)	Read aloud entire anchor text. Example Lesson	Reread selected parts of anchor text. Discuss & record answers to TDQs.	Reread selected parts of anchor text. Discuss & record answers to TDQs.	Reread selected parts of anchor text. Discuss & record answers to TDQs.	Reread selected parts of anchor text. Discuss & record answers to TDQs.	Reread selected parts of anchor text. Discuss & record answers to TDQs.	Text-based (shared) culminating writing task. Read and discuss 1 st companion text.	Finish Text-based (shared) culminating writing task. Read and discuss 2 nd and 3 rd companion text.	Read and discuss remaining companion texts. Text-based writing task.	Hands-on Science, Social Studies or Art activity related to topic.
Early Learning Foundations	Small group assessment, targeted instruction, and guided and independent practice of foundational skills (Example of a possible small group instructional routine and sample phonics skills sequence are included in your handouts folder.)									

Read-Aloud Lesson

- WVCCRS ELA.2.4, 2.5, 2.6, 2.10, 2.11, 2.12, 2.21, 2.27, 2.30, 2.31, 2.35, 2.36, 2.27, 2.39
- WVNGSS S.2.GS.6

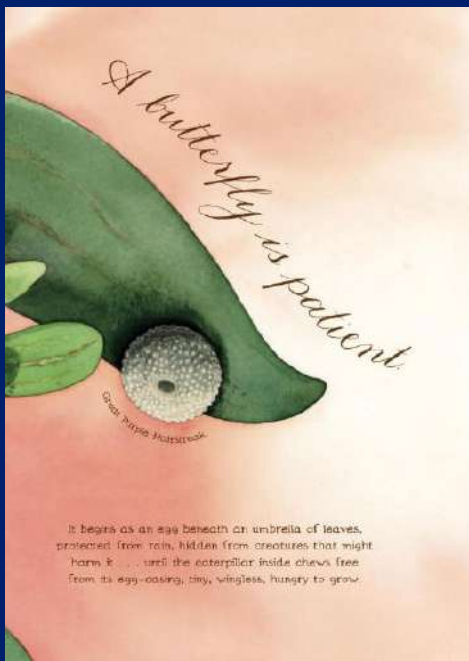
AD1040L



Questions, Activities, Vocabulary, or Tasks	Expected Outcome or Response
<p>FIRST READING: Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused.</p>	<p>The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully.</p>

Synchronous	Asynchronous	Limited Technology
<p>(T) Models reading of passage.</p> <p>(S) Follow along on posted electronic copy.</p> <p>(T&S) Choral reading of selected parts.</p>	<p>(T) Models reading of passage via STREAM, Screencastify, or other video platform.</p> <p>(S) Follow along on electronic or printed copy.</p> <p>(S) Choral read selected parts along with teacher model.</p>	<p>(T) Models reading of passage by phone call/voice message or family member reads passage to student.</p> <p>(S) Replays recording and reads along chorally or choral reads selected parts with a family member.</p>

Second Reading

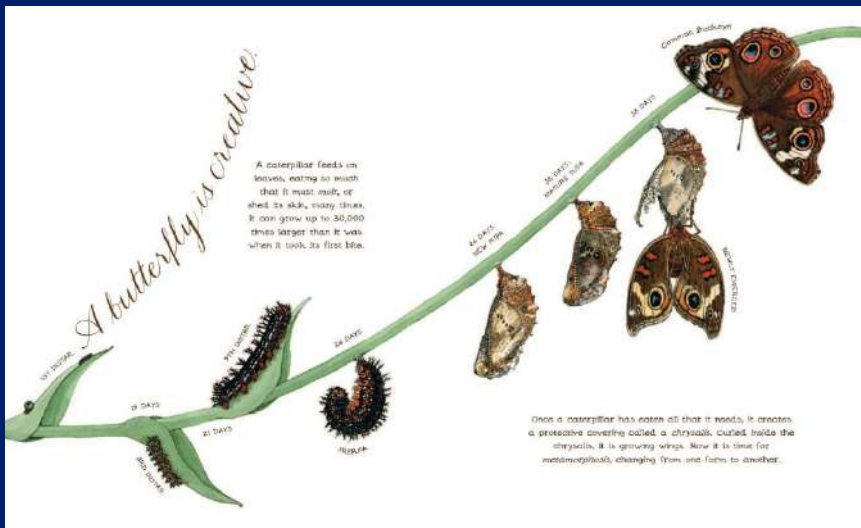


- Re-read pp. 2, 3, & 4
- Answer TDQs about author's description of a butterfly as patient and creative using evidence from the text
- Whole-class & partner discussions
- Sentence writing
- Record thoughts in graphic organizer

Activities

Scaffolds

- Read-aloud
- Oral Processing
- Re-reading
- Graphic organizer
- Questions
- Writing



- Learning and practicing comprehension strategies in context
- Building knowledge and vocabulary
- Improving fluency

Purpose

Social-Emotional

- Empowering
- Engaging
- Community building
- Social norms
- Equity

Synchronous	Asynchronous	Limited Technology
<p>(T) Re-reads selected pages. Facilitates discussions. Models recording of evidence in graphic organizer.</p> <p>(S) Follow along as teacher re-reads. Participate in discussions following agreed-upon norms. Record evidence in electronic or printed copy of graphic organizer. Search for evidence in electronic or printed copy of selected pages.</p>	<p>(T) Models re-reading of selected pages, discussion facilitation and evidence recording via STREAM, Screencastify, or other video platform.</p> <p>(S) Follow along on electronic or printed copy of selected pages. Respond to discussion prompts through digital platform. Search for and record evidence in electronic or printed graphic organizer and respond to discussion prompts through digital platform.</p>	<p>(T) Models re-reading of selected pages, discussion facilitation and evidence recording via phone call/voice message electronic storage device (flash drive). If limited to voice recording, includes written directions, discussion prompts, and graphic organizer.</p> <p>(S) Follow along on printed copy of selected pages. Respond to discussion prompts with paper/pencil. Search for and record evidence on printed graphic organizer and respond to discussion prompts in writing.</p>

Text-Based Culminating (Shared) Writing Task



- Pick 2 important characteristics of a butterfly
- Write a 5-sentence descriptive paragraph
- Use text evidence to explain why those characteristics are important

Activities

Scaffolds

- Synthesizing/assessing understanding of text/topic
- Learning and practicing effective writing structures and language conventions
- Supporting claims with evidence

Purpose

- Oral Processing
- Graphic organizer
- Think-alouds
- Modeling
- Guided practice
- Shared writing

- Empowering
- Engaging
- Community building
- Self-regulation
- Equity

Social-Emotional

Synchronous	Asynchronous	Limited Technology
<p>(T) Provides think-alouds while modeling how to turn graphic organizer evidence into complete sentences and how to write a five-sentence paragraph with supporting evidence to effectively respond to the prompt.</p> <p>(S) Participate in shared writing activity. Use information from graphic organizer to write/draw parts of the process that are assigned by the teacher.</p>	<p>(T) Provides think-alouds while modeling how to turn graphic organizer evidence into complete sentences and how to write a five-sentence paragraph with supporting evidence to effectively respond to the prompt via STREAM, Screencastify, or other video platform.</p> <p>(S) Follow along with recording of shared writing activity. Record responses to participation prompts on a digital platform. Use information from graphic organizer to write/draw parts of the process that are assigned by the teacher.</p>	<p>(T) Modeled re-reading of selected pages, discussion facilitation and evidence recording via phone call/voice message electronic storage device (flash drive). If limited to voice recording, include written directions.</p> <p>(S) Follow along with recording of shared writing activity. Respond to participation prompts with paper/pencil. Use information from graphic organizer to write/draw parts of the process that are assigned by the teacher.</p>

Companion Text Set

- Builds knowledge and vocabulary quickly
- Engaging
- Synchronous, Asynchronous, or Limited Tech
- Includes narrative or informational topic-based writing task


590L



650L

ReadWorks[®] Monarch Butterflies

Monarch Butterflies



Have you ever seen a butterfly with orange, white, and black markings? That may have been a monarch butterfly! Monarch butterflies are beautiful. They are also important.

Monarch butterflies often can be found near flowers. They feed on the nectar those flowers make. While they go from flower to flower eating nectar, they also pollinate the flowers. Because of this, those flowers can grow new seeds. Then those seeds can grow into new plants! So monarch butterflies are important pollinators.

Many monarch butterflies live in the United States and Canada. But they make a very special trip in the winter. The butterflies that are born late in the summer travel to Mexico and Southern California. That trip can be up to 3,000 miles long! That's a far way to go for an insect. The butterflies make this trip to get away from the cold weather. They go to the same forests

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540L

newsela

Monarch butterflies on the rise again after years of lower numbers

By Associated Press, adapted by Newsela staff on 03.16.18
Word Count: 497
Level: 540L



Experts say that monarch butterflies are on the rise again after years of lower numbers. *Wikipedia*

MEXICO CITY, Mexico — Monarch butterflies are coming back, experts said. Each year, the butterflies make a 3,400-mile trip. They fly from the United States and Canada to Mexico. They spend the winter in the mountains west of Mexico City. The area is called the Monarch Butterfly Biosphere Reserve. Then they fly back up north. Fewer butterflies have been making the trip than 20 years ago. Now, that is changing. This year there are many more of them.

Alejandro del Mazo is the head of Mexico's protected natural areas. He thinks that there were 140 million monarchs this year. The goal is to have 220 million butterflies in the reserve by 2020.

Counted By Area They Cover

The butterflies are small. They crowd together in a small space. They are counted by the area they cover.

Companion Text Set

- Optional Resources
- Deepen knowledge
- Engaging
- Great way to incorporate:
 - Additional content standards
 - Student choice

Monarch Butterfly Metamorphosis in HD + The Monarch Manifesto



Video



Video

IN THE ART ROOM: 2ND GRADE PRINTED AND CHALKED BUTTERFLIES



Art

Attract Butterflies By Making A DIY Feeder in 6 Simple Steps



Art & Science

Resources

- [Read-Aloud Lessons with Companion Text Sets \(K-2\)](#)
- [Close Reading Lessons with Text-Dependent Questions \(3-5\)](#)
- [Read-Aloud Lessons with Text-Dependent Questions \(K-2\)](#)
- Write Your Own TDQs to Scaffold Comprehension and Build Knowledge
 - [Guide to Creating Text-Dependent Questions](#)
 - [Sample Text-Dependent Questions](#)
- [WV Info Depot](#)

To access any of the links that take you to Ebsco Host/Explora or Scholastic Go, the username is *WEST* and the password is *VIRGINIA20!*. To access World Book Online, the username is *4WEST* and the password is *VIRGINIA*. If you choose the Advanced Search feature on Explora (Ebsco Host) Primary, Middle and HS, and Novel List Plus, you can specify the Lexile level(s) of the resources you request!

Reflections/Questions?

Campaign for Grade-Level Reading Professional Learning Request Form
Menu of Services

Survey and Contact Information

Christy Schwartz

cschwartz@k12.wv.us

304-382-1373

<https://tinyurl.com/PLFSURVEY>

Take Our Survey

To help us improve these resources, please consider providing feedback by filling out this short **survey**.

