

AMPLIFY TEXAS: ELEMENTARY LITERACY PROGRAM

As we are faced with a variety of learning environments, Amplify has created remote learning supports to help educators make instructional priority decisions for K-5 classrooms. Please see the guidance below to assist you as you are planning for remote learning.

K-2 Remote Learning Supports Instructional Priorities:

If you do not have the full 60-minute Skills and Knowledge block and/or full number of days in your pacing calendar, synchronous instruction should primarily focus on Foundational Skills lesson components that teach **phonemic awareness, phonics, vocabulary and comprehension**.

FOUNDATIONAL SKILLS RECOMMENDATIONS:

Core instruction should be provided four days per week during your whole group, synchronous instructional block

Additional small group instruction based on students' knowledge of the code five days per week (the number of times per week that you meet with each small group of students is dependent on your schedule)

*FOCUS: What is the **PRIMARY FOCUS OBJECTIVE** of this lesson component?*

Determine Lesson Component Format (Synchronous or Asynchronous)

- Is this lesson teaching foundational skills? (Use the component title from the Table of Contents or the Lesson-at-a-Glance to determine.)
- Does this lesson component require *explicit instruction* (meaning are you teaching basic or advanced code to students in this lesson component)?
- And/or, does this lesson component require you to see student responses (i.e. students are blending words on their fingers)

If yes - component must be taught synchronously		If no - component can be taught synchronously or asynchronously	
<p>Will you teach this lesson component to students live in-person or live remote?</p> <p>Do you have enough time to teach the lesson component in full?</p>		<p>Do you have time within your schedule to conduct this lesson component synchronously with students?</p>	
If yes	If no	If yes	If no
<p>Happy teaching!</p>	<p>How will you shorten this lesson component to fit your schedule? <i>(i.e. instead of having students blend 10 words during the Warm-Up, have them blend 5)</i></p> <p>Or, would you split this lesson component over multiple days?</p> <hr/> <p>Happy teaching!</p>	<p>Will you teach this lesson component to students live in-person or live remote?</p> <hr/> <p>Happy teaching!</p>	<p>How will you teach this lesson component asynchronously?</p> <p>Examples:</p> <ul style="list-style-type: none"> -Students will read the Student Reader independently -Students will complete the Student Activity Book page that was sent home -Teacher will record the grammar portion of the lesson for students to watch independently <p><i>How will you communicate directions to caregivers?</i></p> <hr/> <p>Happy teaching!</p>

KNOWLEDGE BUILDING AND VOCABULARY RECOMMENDATIONS:

On Days 1-4, when the focus is on Foundational Skills instruction, students should watch a recorded Knowledge Strand Read-Alouds independently each day after they have completed their assigned asynchronous Skills work.

On Day 5, teachers should teach a whole group, synchronous Knowledge Strand lesson using the guidelines below.

On Day 5, how do you plan to review important concepts/vocabulary that students have heard during the Read-Alouds on Days 1-4 of instruction?

- Is there an Application Activity from Days 1-4 of Read-Alouds that would help synthesize the learning and could be adapted to complete during synchronous, whole group instruction?
- Can you use the Image Cards or images from the Flipbook to orally review important concepts and vocabulary?
- Can you use comprehension questions from the Discussion portion of the lessons from Days 1-4 to help students synthesize important concepts and vocabulary, and practice comprehension skills?

This is a great opportunity to be creative! How you could best use your synchronous, whole group time on Day 5 of instruction to synthesize important concepts and vocabulary from the Read-Alouds and allow for students to practice their comprehension skills.

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3-5 Remote Learning Supports

RECOMMENDATIONS:

Whole group, synchronous instruction should primarily focus on the **Reading and Writing** lesson components.

*In addition, in Grade 3, the **Speaking & Listening** lesson components should be prioritized for the **whole group, synchronous** instruction at least one day per week in order to expose students to higher level text and discussion.*

*FOCUS: What is the **PRIMARY FOCUS OBJECTIVE** of this lesson component?*

Determine Lesson Component Format (Synchronous or Asynchronous)

- Does this lesson teach reading and writing skills? (reference component title in Table of Contents or Lesson at a Glance)
- Does this lesson component require *explicit* instruction? (are you teaching a new concept in this lesson component)

If yes - component must be taught **synchronously**

If no - component can be taught **synchronously or asynchronously**

Will you teach this lesson component to students live in-person or live remote?

Do you have time within your schedule to conduct this lesson component synchronously with students?

Do you have enough time to teach the lesson component in full?

If yes

If no

If yes

If no

Happy teaching!

How will you shorten this lesson component to fit your schedule?
(i.e. instead of having students answer 10 comprehension questions, have them answer 5 questions)

Will you teach this lesson component to students live in-person or live remote?

How will you teach this lesson component asynchronously?

Examples:

-Students will read the Student Reader independently

	Or, would you split this lesson component over multiple days?	Happy teaching!	<p>-Students will complete the Student Activity Book page that was sent home</p> <p>-Teacher will record the language portion of the lesson for students to watch independently</p> <p>-Grade 3 teachers will record the Speaking & Listening read-aloud for students to watch independently</p> <p><i>How will you communicate directions to caregivers?</i></p> <hr/> <p>Happy teaching!</p>
	Happy teaching!		