Kindergarten-Grade 5
Remote Literacy Planning and Discussion Guide
Dear Educators,

Thank you for your unwavering commitment to teach all children to read.

This guide was developed to support Kindergarten-Grade 5 building leadership teams and teacher-based teams in designing literacy instruction for the 2020-2021 school year. The guide assumes districts and schools have developed re-entry plans for the 2020-2021 school year and asks you to consider these components within the context of your local plan and curricular tools.

When Ohio’s Plan to Raise Literacy Achievement was updated in January 2020, the Ohio Department of Education committed to supporting you in providing evidence-based language and literacy instruction. We remain committed to the vision outlined in the state’s literacy plan and will continue to support you as you provide literacy instruction from a distance.

As research within blended or hybrid learning settings is currently emerging, the components and strategies included in Part 2 of this guide are based on multi-disciplinary research that suggests preliminary implications for practice. More details on this research are available in the accompanying whitepaper, Evidence-Based Literacy Instruction within Remote Learning Environments, and on the National Center for Improving Literacy website.

Education organizations and companies continue to provide new and exciting resources daily to support you in providing remote literacy instruction. This guide shares some of those resources but is by no means a comprehensive repository. District and school teams are encouraged to keep things simple and use the newly available resources that align to their chosen curricular tools and enhance, but do not replace, their instructional priorities.

We are here to support you in this extraordinary journey.

Ohio Department of Education Literacy Team
## Planning and Discussion Guide Components

### Part 1: Ensuring the Foundations of Effective Literacy Instruction are in Place
- Components of Effective K-5 Literacy Instruction
- Addressing Learning Gaps and Accelerating Progress

### Part 2: Addressing Literacy Needs from a Distance
- Partnering with Families and Caregivers
- Delivering Instruction through Multiple Methods
- Training and Coaching for Educators
Part 1: Ensuring the Foundation of Effective Literacy Instruction is in Place

Components of Effective K-5 Literacy Instruction

Effective K-5 literacy instruction results in accurate and fluent decoding, as well as developing language skills, background knowledge and vocabulary. This can be visualized through models such as the Simple View of Reading (Gough & Tunmer, 1986) or Hollis Scarborough’s Reading Rope (2001).

Sample Team Discussion Questions: How does our literacy instruction prepare students to decode accurately and fluently? How does our literacy instruction build students’ language skills, vocabulary and knowledge? What aspects of our literacy instruction may need to be presented to students differently this year?

Effective instruction is standards-based and addresses the shifts in English language arts instruction required through Ohio’s Learning Standards. These shifts include:

☐ Students practicing regularly with complex text and its academic language through independent and scaffolded opportunities, as well as being read to by another person.
☐ Reading, writing, speaking and listening grounded in evidence from the text, including both literary and informational texts.
☐ Building knowledge through content-rich nonfiction.
☐ Learning to decode accurately and fluently through explicit and systematic foundational skill instruction in phonemic awareness, phonics, fluency and handwriting.

Sample Team Discussion Questions: How will we ensure students regularly practice with complex text? How will reading, writing, speaking and listening be grounded in evidence from the text? How will lessons be developed to build knowledge through content-rich nonfiction? How will the foundational skills be taught explicitly and systematically with a sequential scope and sequence?
Effective literacy instruction ensures students are building vocabulary and knowledge in specific content areas identified by the local education agency, as well as solidifying foundational skills.

**Equity Alert!**

*Now is not the time to narrow the rich content of the curriculum, but to prioritize the instructional approaches that will lead to children learning to read, closely reading complex text and building knowledge through a volume of reading.*

Integrating content areas will allow for more comprehensive instruction and greater gains in comprehension for students. For an in-depth look at prioritizing instructional content, consider Student Achievement Partners’ [2020-2021 Priority Instructional Content in ELA/Literacy and Mathematics](#).

<table>
<thead>
<tr>
<th>Elements of Effective K-5 Literacy Instruction</th>
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<tbody>
<tr>
<td><strong>Accurate and Fluent Decoding</strong></td>
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<tr>
<td>(English Language Arts Standards for Foundational Skills)</td>
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<tr>
<td>Explicit and systematic instruction that is differentiated to meet the needs of all learners, including learners with diverse linguistic backgrounds and disabilities, and provides ample time for practice in:</td>
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<tr>
<td>☐ Print concepts</td>
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<tr>
<td>☐ Phonemic awareness</td>
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<td>☐ Phonics</td>
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<td>☐ Fluency</td>
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<td>☐ Handwriting</td>
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<tr>
<td><strong>Read, Write, Speak and Listen to Build Vocabulary and Knowledge</strong></td>
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<tr>
<td>(Integration of English Language Arts, History/Social Studies, World Languages and Cultures, and Fine Arts Standards)</td>
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<td>Integrated culturally responsive content instruction is designed to build vocabulary and knowledge in specific content as determined by the local education agency whereby:</td>
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<td>☐ Texts are intentionally selected to build specific knowledge and vocabulary across content areas</td>
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<td>☐ Teachers read aloud challenging texts</td>
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<td>☐ In second grade and higher, students read texts at grade level, with scaffolded instructional supports to access complex texts</td>
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<tr>
<td>☐ Vocabulary instruction is connected to texts</td>
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<td>☐ Writing instruction is connected to texts</td>
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<tr>
<td>☐ Discussion of texts builds language comprehension, practices vocabulary and connects to learning standards</td>
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<td>☐ Comprehension strategy instruction is embedded in lessons focused on learning curricular content</td>
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Equity Alert!

Text selection is an important and complex component of planning for effective literacy instruction. This includes both print and nonprint selections. Texts should be selected that are culturally responsive, historically accurate, contribute to building skills and knowledge, engaging for students and positively contribute to students’ social-emotional needs. Ensuring all students have access to the selected texts is equally as important as the selection process.

Sample Team Discussion Questions: How will we differentiate instruction in foundational literacy skills? How will we select and scaffold texts? How will we read aloud challenging texts? How will we support discussion of texts? How will we provide feedback to students when teaching and learning is occurring outside of the classroom?
Addressing Learning Gaps and Accelerating Progress
More children may require additional literacy support than in previous years. The following resources will help identify which supports may be integrated within grade-level core instruction and which supports may need to occur through targeted and intensive intervention.

Determining Where and How to Begin Teaching and Learning
This process may not be linear for all districts or schools, and components of the process may overlap at times (for example, a team may need to determine the methods of instruction prior to being able to assess individual students).

**Equity Alert!**
Schools with an established multi-tiered system of supports for reading instruction and social-emotional behavioral needs will be at an advantage this coming year. A multi-tiered system of supports uses teaming structures (such as teacher-based teams) to implement a problem-solving model using data-based decision-making. The school uses core instruction to prevent future intervention needs, regularly screens students and implements evidence-based interventions through a tiered continuum of support with increasing intensity based on need. These models are embedded in the school’s improvement plan and focus on continuous improvement (McIntosh & Goodman, 2016).

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**Analyze**
- Analyze local phonemic awareness, phonics and handwriting **scope and sequence** to determine where instruction left off in the spring.
- Analyze the English language arts, social studies and science standards using the Department’s Gap Analysis Tools to determine which standards were fully taught in school year 2020.

**Assess**
- Assess student phonemic awareness, decoding, fluency and handwriting using local measures.
- Assess student knowledge of critical social studies and science concepts using local measures. Consider using formative assessment methods that utilize instruction rather than formal assessments.

**Plan**
- Determine how to design and deliver instruction in phonemic awareness, phonics, fluency and handwriting: in-person, virtual small groups, paper-based and/or online programming.
- Determine how to design and deliver content-rich instruction: in-person, virtual small groups, paper-based and/or online programming.

Sample Team Discussion Questions: Did all teachers within a grade level end at the same point in the scope and sequence during remote instruction in the spring? What is the range of diversity in our students’ needs?
### Designing Grade-Level Core Instruction and Targeted or Intensive Intervention

#### Instruction to Develop Accurate and Fluent Decoding

**Including within grade-level instruction**
- [ ] Beginning the scope and sequence where it left off
- [ ] Advancing at a faster pace through scope and sequence for accelerated learners
- [ ] Practicing with decodable texts aligned to scope and sequence
- [ ] Embedding additional practice opportunities of previously taught skills and patterns

**Provided through targeted or intensive intervention**
- [ ] Skill-based intervention for reteaching specific patterns and practicing previously taught patterns
- [ ] Practice with decodable texts aligned to skills mastered and in progress

### Instruction Designed to Build Vocabulary and Knowledge

**Including within grade-level instruction**
- [ ] Explicit vocabulary instruction
- [ ] Unit/phenomena connected to social studies and science standards
- [ ] Text sets (books, articles, video clips, websites and infographics)
  - Writing instruction connected to text sets
  - Discussions connected to text sets
- [ ] Read aloud challenging texts
- [ ] Syntax instruction

**Provided through targeted or intensive intervention**
- [ ] Additional close reading opportunities with teacher scaffolds of complex texts
- [ ] “Stair-stepping” text sets (also should be used in grade-level instruction)

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**Sample Team Discussion Questions:** If our students will be with us in person for less time, how will this time be prioritized? Based on our district’s reopening plan, how will we schedule, plan for, implement and progress monitor targeted and intensive intervention? How will our team, including both general education teachers and intervention specialists, collaborate to plan and evaluate instruction?
Part 2: Addressing Literacy Needs from a Distance

Many districts and schools will be altering their traditional models of instruction this school year. When delivering remote literacy instruction, clearly identifying and conveying the learning objectives to families and students are essential. Moreover, just having students watch educational videos or participate in courses delivered entirely online—without interaction—is not likely to support them in the retention of information.

Whether with teachers, caregivers or peers, student interaction with others when using technologies for literacy learning is key.

When designing K-5 literacy instruction, your team may want to consider the following areas when designing instruction to fit your district or school’s reopening plan.

☐ Partnering with Families and Caregivers
☐ Delivering Instruction through Multiple Methods
☐ Training and Coaching for Educators
Partnering with Families and Caregivers
Families and caregivers play a critical role in every child’s education. Like many aspects of education, this role is evolving to address the unique challenges of distance learning. When planning for K-5 literacy instruction, teams are encouraged to focus on including families and caregivers in the decision-making process, including families and caregivers in the teaching and learning and maintaining two-way communication.

“Families can coach” their children’s literacy learning at home. This means guiding their children’s literacy learning, so they grow and succeed. While it’s important for students to focus on school lessons and assignments at home, literacy learning can happen anywhere, anytime. Therefore, it is key to convey to families that everyday experiences can be turned into literacy learning opportunities. And, suggest resources and activities so they may do so. Importantly, families should not feel that they need to take the place of teachers. Remote learning will look different for every family” (Remote Literacy Learning – Schools as Partners).

To hear from an Ohio educator and parent about partnering to provide education from a distance, listen to OACLI’s podcast, Words Matter: How do you deliver special education services during a worldwide pandemic?
Communicating with Families and Caregivers about Literacy Instruction

Schools can lay the foundation for strong home-school partnerships for remote literacy learning by focusing on two-way communication, developing children’s social, emotional and behavioral skills, shared decision-making and building relationships. Families, caregivers and educators may be overwhelmed by the amount of resources available. Educators can use the Simple View of Reading to communicate clearly the resources the school is using and why.

**Equity Alert!**

It is important to communicate with families and caregivers in the ways they have requested (for example, native languages, emails, texts, virtual meetings) and allow for families and caregivers to respond and ask questions.

**First Grade Decoding Example:**

This caregiver requested daily communication through email. The teacher corresponds with the caregiver daily and each Friday sends an email describing the learning objectives for the coming week.

**Teacher@school.edu:**

Subject: Phonics (new concept alert)

In class we are beginning to work on the concept of “magic e.” We use this name to help children remember the rule, but the e is not magic, in fact, it is doing a very important job. The proper term for this concept is **split digraph** because there are two letters that together make a sound but, in this case, another consonant comes between those two letters. For example, in the word **cake**, the **ae** makes one sound but the digraph (two letters together that make one sound) is split by the letter **k**. When the “magic e” is added to certain closed syllables (remember, a closed syllable ends with a consonant and the vowel sound is short), the e reaches over the consonant and changes the sound of the vowel to a long vowel sound.

**Caregiver@home.com wrote:**

Subject: Re: Phonics (new concept alert)

What about a word like come? Can you send me a list of words with this pattern so I can make sure I understand it when helping Jaime with the home-practice component of this lesson?

**Teacher@school.edu:**

Subject: Re: Re: Phonics (new concept alert)

What a great question! Come is one of our “heart words” that we will be working on later this year. [Here is a video](#) that describes how we teach this word. To practice reading words with “magic e” and other patterns we have taught already, I’ll send you a list of words like you requested, as well as decodable texts. These short books have words with the sound and letter patterns we have learned in class. Jaime can read these short books independently, but you are encouraged to listen to Jaime read and help sound out words when Jaime gets stuck. I’ve also provided a recording of myself reading each of these books for the class to follow along with while they read. If there are sounds or words you notice Jaime gets stuck on, please send me a quick email so I can provide more instruction the next time we’re together.
Kindergarten Language Comprehension Example:
This caregiver requested to receive one email per week and then to be able to text the teacher from 2-4 p.m. The teacher provides an email on Friday summarizing the learning objectives and assignments for the coming week. Materials are housed in the school’s learning management system that all caregivers were trained to use.

Teacher@school.edu:
We are continuing to build knowledge and vocabulary in the important science concept of changing weather. Your child will be able to identify weather changes throughout the day and from day to day. In addition, we will be adding a new concept of measuring weather changes this week. Your child will compare, explain and discuss the short-term observed weather changes such as wind, temperature and precipitation. While at home, your child will be watching and listening to videos and recordings of texts read aloud by me about weather and the changing seasons. You have access to these books electronically or can request a copy through the school library. We are asking that you help your child keep a daily weather diary in which he or she can draw or write about the day’s weather. The children will bring their diaries to school to record their findings in our classroom weather journal, and I will review to provide feedback. You are encouraged to talk about the weather with your child during times convenient for your family. At school, we will collect “weather measurements” to compare, explain and discuss each week so that at the end of the school year we can identify seasons by the patterns measured throughout the year.

Caregiver Text:
Thank you for the weather resources. We enjoyed watching the videos together and included all our children in tonight’s dinner discussion on last night’s thunderstorm. My 13-year-old is a budding meteorologist.

Teacher Text:
I’m so glad you incorporated this learning in your family’s dinner time. I also like to have these discussions at dinner time. I sometimes use this website to come up with ideas for conversations around my own dinner table.
The Ohio Statewide Family Engagement Center has released several resources to support schools in working with families to plan and implement learning from a distance. This five-step guide is a great place to start this work and evaluate how family partnerships were utilized this spring.

## Our Guide to Supporting Parents and Caregivers for Remote Learning

<table>
<thead>
<tr>
<th>Step</th>
<th>Questions to Consider</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Step 1: Identify your school’s educational values.</td>
<td>What values from your school’s mission statement are the most essential to prioritize during remote learning?</td>
<td>For a district whose mission emphasizes contributing to a changing world, the priority for remote learning might be problem-based learning with authentic home-based tasks.</td>
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<td>Step 2: Define the roles of students, teachers, and parents.</td>
<td>What are the roles for students, teachers, and parents/caregivers in successfully remote learning? Are you all working toward a common goal?</td>
<td>Teachers will prepare authentic problem-based remote learning units. Parents and caregivers let teachers know the types of support their family is able to provide. Parents and caregivers ensure that their children know what is expected of them throughout the week. Teachers regularly reach out to families via methods families prefer.</td>
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<td>Step 3: Consider the common learning experiences that may hinder some parents from fulfilling their role.</td>
<td>What might make it harder for some students, parents, or teachers to fulfill their roles? Are you assuming positive intent on the part of families?</td>
<td>Teachers have their own children at home and need some flexibility in their schedule. Students may feel isolated, especially if they do not have siblings or if their parents/caregivers are at work during the school day. Parents/caregivers may feel isolated, overwhelmed, or confused about the expectations for their children’s learning. They may not have enough computers and WiFi access to accommodate all learners in the home.</td>
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<td>Step 4: Identify resources or practices to address common barriers.</td>
<td>What additional flexibility, choice, or resources can be provided for parents and caregivers so they can support their child’s learning in a way that fits their family best? Are you demonstrating respect as you work to reduce barriers?</td>
<td>District provides mobile hotspots to families without access to WiFi. Administrators encourage flexible due dates to support families and students experiencing stress. Counselors check in with children of essential workers to provide support. Support staff are available to fill in when teachers have their own family obligations.</td>
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<td>Step 5: Design instructional plans to emphasize your school’s educational values with attention to defined roles.</td>
<td>How can you streamline remote learning to prioritize your values and set stakeholders up for success? Are you keeping lessons simple? Are you clear with families about what is essential and what is optional?</td>
<td>Teachers provide online and hard-copy problem-based learning modules. When possible, students participate in collaborative discussion groups to work on solutions. Final projects are presented in virtual class sessions and uploaded to class websites. Students without computer access are provided with other ways to demonstrate their learning.</td>
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**Sample Team Discussion Questions:** How will we plan for communicating at-home learning expectations? How can we help support families and caregivers on setting up and using a remote learning environment? How will we include families and caregivers in the instructional process? How will we ensure equity when learning is expected to occur outside of the classroom?
Delivering Instruction through Multiple Methods

The Department’s Remote Learning Resource Guide (April 2020) identified three components to the remote learning continuum: (1) Teacher-student interaction through online learning platform; (2) Online lessons for students to work on at home; and (3) Offline lessons and instructional packets for students. Across all three components, there should be regular teacher-student check-ins, either in small or large groups. **At this age band, there also should be regular teacher-caregiver check-ins.** Teams are encouraged to develop their K-5 literacy instruction using all three components, plus in-person teaching opportunities if safe and available.

**Print or Digital Texts?**

Schools also should consider whether students will be using print or digital texts when they are learning away from school. Print books appear to have an advantage over digital books regarding students’ reading comprehension as they seem to understand longer texts better in print than they do digitally (Delgado, et al, 2018). When using digital texts, especially with younger children, the comprehension cost associated with reading on a screen, especially with lengthier e-textbooks, is modest but large enough to discourage students. Instruction for online reading and research should be carefully planned for and implemented with this issue in mind.

**Planning to Deliver Remote K-5 Literacy Instruction**

**Equity Alert!**

**Classes are made up of learners with diverse needs. These needs must be identified and planned for before instruction begins. Teams of teachers should co-plan for instruction to find ways to remove any barriers that might impede teaching and learning and embed the practices of Universal Design for Learning.**

When planning to deliver remote K-5 literacy instruction, teams are encouraged to:

- Co-plan to ensure all learner needs in the curriculum are met in initial instruction
- Clearly identify and convey the learning objectives to families, caregivers and students
- Provide interactive opportunities for students, whether with teachers, caregivers or peers
- Promote personalized and contextualized learning
- Plan for visual and audio representation of concepts
- Plan for providing immediate feedback
- Consider student choice

Evidence-based and promising practices to support virtual instruction for students with disabilities include:

- Content, task and material scaffolding
- Instructional accommodations
- Incorporating accessible instructional materials
- Incorporating assistive technology
- Modifications
- Building social, emotional and behavior skills
- Virtual explicit instruction
- Self-regulation support (Office of Special Education Programs, 2020a)
Children also might be using supplemental computer-assisted programs. Although the integration of traditional in-person reading instruction and computer-assisted reading instruction (for example, video, computer content, embedded multimedia) as part of beginning reading instruction shows promise, teachers should use technologies to enhance rather than replace their instruction. This is because supplementary computer-assisted reading instruction, which provides additional instruction at students’ assessed levels of need, has not produced meaningful effects on K-12 student reading outcomes and just a modest effect on the reading skills of struggling readers.

Equity Alert!
Prior to delivering remote instruction through an online platform, access to the technology and curricular materials needs to be established. The Ohio Center for Autism and Low Incidence (OCALI) provides resources to support educators and families in addressing accessibility, participation and academic achievement during distance learning. An introduction to accessibility is available in the OCALI Now August 2020 Newsletter.

Examples of Each Component of Remote Learning
(1) Teacher-student interaction through online learning platform: It is important to use synchronous learning (students learning in real-time, even though they may be participating from different locations) for both formative assessment and community building. Online reading instruction should continue to be explicit and systematic. This time could be used to read aloud challenging text with built-in checks for understanding or pre-teaching vocabulary. Teachers might consider using resources from the Read Aloud Project to develop structured lessons around a read aloud of challenging texts. To learn about scaffolding grade-level texts for children in a remote setting, check out Curriculum Matter’s Getting All Kids Working with Grade Level Texts: Distance Learning Edition.

An example of a teacher checking for understanding during a read aloud of Rita Williams-Garcia’s One Crazy Summer is provided in the Teach Like a Champion blog post and video below.

Your team also may want to consider providing live virtual small-group instruction for phonemic awareness and phonics instruction and intervention. UFLI Virtual Teaching Resource Hub provides professional learning, lesson templates and computer-based manipulatives for teachers to use with students. An example of a teacher using these intervention resources is provided in the following video.
(2) Online lessons for students to work on at home

**Recorded Lessons:** Teachers can record literacy lessons for students to complete with support from a caregiver. Teams may want to consider this for short scripted programs they use routinely but may not be able to provide daily in person due to the district’s reopening plan or for reteaching concepts for students to access based on their personalized needs. Teachers might want to consider using **screencasting**, a digital recording of the computer screen and audio narration, for these lessons. It is important that children are interacting with these lessons with a caregiver and not passively watching videos.

An example by Allison Coffman, an educator from Springfield City School District, presenting a recorded **phonemic awareness** lesson is provided in the [video](#) below.

An example of a phonemic awareness lesson in Spanish is provided by Literacy Resources, Inc., in the following [video](#). Additional resources for presenting **phonemic awareness** instruction remotely is available on the [Heggerty blog](#).
An example by Amy Cline, an educator from Lancaster City Schools, presenting a recorded phonics/spelling review lesson using phoneme-grapheme mapping is provided in the video below.

An example of an educator presenting a recorded read aloud of William Steig’s *Dr. DeSoto* to build vocabulary is provided in the Teach Like a Champion blog and in the following video.

An example of an educator presenting a recorded reading using American Sign Language of Bosa, McGregor and Greeff’s *I don’t want to go to sleep!* is provided in the following video. Free ASL literacy activities are available through Gallaudet University’s Motion Light Lab.
Digital Platforms for Collaborative or Independent Practice: Digital platforms can be used to promote collaborative or independent student practice. In this age band, it will be important for a caregiver to assist the student in engaging with these platforms and for feedback to be provided from the teacher to avoid the student practicing errors.

Below is an example of students practicing making words using morphemes (a morpheme is the smallest meaningful unit in a language) on a digital platform.

Digital Content Offered by Museums or Libraries: Your team also might want to consider using digital content and programs offered by museums and libraries to build background knowledge and vocabulary through virtual field trips. Project-based learning still can occur by using lessons from organizations such as COSI Connects.

(3) Offline lessons and instructional packets for students
For additional foundational skills practice, decodable texts and workbooks can be sent home. Some decodable texts include mini lessons that caregivers can support (such as PowerReaders). Daily fluency passages can be provided for accurate decoders. Additionally, handwriting practice can occur through instructional packets. Feedback is critical for children learning to read, so the teacher should expect to collect the packets and provide feedback quickly to the student and caregiver.

Consider having students read and write in response to “apprentice” texts at home. These are texts a student can read with minimal support that will build background knowledge in the same topic of the grade-level texts used in core instruction. Check out the Text Set Project to learn more about creating text sets. Consider adding in a component of student choice when selecting texts.

Sample Team Discussion Questions: Based on our district’s or school’s reopening plan, which components of remote learning do we need to plan for? Which component(s) did we successfully deploy this spring? What went well? Which component(s) were a challenge to deploy this spring? What changes will need to be made to successfully include that component in our delivery of literacy instruction?
Training and Coaching for Educators

To effectively design and deliver online literacy instruction, teachers need to be prepared effectively. Literacy teachers identified four factors they believe would contribute to their professional development regarding integrating technology into instruction:

1. Time to explore, practice and prepare for literacy instruction into which they integrate technology
2. Access to equipment during and after professional development
3. Access to higher-level knowledge, knowledgeable presenters and relevant background knowledge
4. Ongoing follow-up and small-group support (Hutchison, 2012).

Teams are encouraged to develop distance learning playbooks. An example of a distance learning playbook was developed by coaching expert Jim Knight and educators from across the across the country. The distance learning playbook is an adaptation of Knight’s instructional playbook.

A distance learning playbook might include:
- A one-page table of contents listing the specific distance learning strategies;
- A one-page description of each distance learning strategy indicating the definition, purpose, research support and what teachers and students are doing when implementing the strategy; and
- Checklists after each distance learning strategy for the teacher to easily refer to during implementation.

Sample Team Discussion Questions: Have teachers been trained on how to modify their lesson plans and continue to meet the needs of diverse learners? What technology is the district expecting teachers to use? Have teachers been trained to use the technology? Have teachers been trained to use their curricular tools with the technology? Are teachers allowed to experiment with other platforms? Can teachers train and/or coach each other?

Sample Resources:
- Meeting the needs of diverse learners
- Screencasting
- Managing Virtual Classrooms
- Synchronous vs. Asynchronous Instruction
- Reading Intervention in a Digital Environment