Planning for Remote Comprehension Instruction

As you read through the text and plan the learning tasks, consider the following questions:

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. W**hat supports will I leverage for students, particularly instructionally vulnerable students, who are not yet ready to independently access a particular grade-level text?**
	* Use short articles, videos, pictures, or student-friendly explanations of key information to help build background knowledge that will aid in comprehension
	* Chunk long readings into short passages and provide text-dependent questions by chunk
	* Have students annotate text with a defined purpose for reading (what they will learn from the reading)
	* Number the text’s lines to support students in locating and referencing evidence from the text
	* Provide sentence starters necessary for students to speak and write about the text (for any students who struggle with academic language in addition to ELL students)
	* Provide an audio or video recording of a teacher read-aloud or text-to-speech technology for students to access when needed
	* Engage in daily fluency practice ideally using excerpts from a text under study for which the teacher has modeled speed, accuracy, and prosody.
5. **How will I provide support for students to be successful with learning tasks?**
	* Use checklists and rubrics as success criteria to help students monitor progress against expectations
	* Provide supportive, specific, and timely feedback on students’ written and oral work via computer, phone, or face-to-face.
	* Use submitted written work to provide annotated feedback
	* Provide regular virtual office hours for students to receive feedback and support simultaneously
	* Record narration of the analysis of an exemplar with reference to success criteria
	* Create checklists so that students can self-monitor their progress
6. **How can I gather data in a virtual setting?**
	* Leverage virtual tools like a virtual whiteboard on TEAMS, OneDrive doc, chat, or survey questions for students to show their thinking and solutions in real time.
	* Create learner surveys, polls, and check-in calls to check or understandings and misconceptions
7. **How does the level of student mastery impact planning for the next lesson?**