



## Considerations for Remote Instruction in Early Reading (K-5) New Jersey Tiered System of Supports for Early Reading

Providing remote instruction in early reading requires careful planning, sharing of resources across classrooms, and the use of teacher-directed lessons to promote students' acquisition of specific skills. The following are key considerations and suggestions to guide the development of instruction for K-5 students.

### Whole Group/Class Instruction

#### Preliminary Steps

In preparation for instruction, it is important to communicate with caregivers to establish procedures for participating in lessons. Accordingly, teachers can do the following:

- Communicate which materials are needed for the lesson in advance (e.g. paper, pencil with eraser, slates).
- Recommend caregiver participation to monitor for correct responses.
- Provide guidelines for using technology, if needed.
- Use multiple channels to provide content background for caregivers to gain knowledge needed to support students:
  - Email
  - Google Classroom log (for two-way question/answer communication between teacher and caregivers)
  - Posted videos
  - Posted PDFs with caregiver-friendly explanations

#### Delivery Approach

- ***Synchronous or Hybrid***  
With either synchronous (live) or hybrid (live and pre-recorded) instruction, a schedule is set, and students participate in instruction via a virtual platform in real time. This can occur for an entire lesson or parts of a lesson, typically for portions of the lesson that include modeling (I do) and guided practice (we do). This instruction is typically scheduled utilizing surveys once a week with available time frames for virtual classes for parents to indicate their child's availability.
- ***Asynchronous***  
With asynchronous instruction, each lesson is developed and posted to enable students and caregivers to access it when they are available. This can include videos or slides with voiceovers of instructors teaching skills or concepts. There are many online options now available for recording asynchronous lessons, including Screencastify or Google Hangouts.

## **Instructional Recommendations**

Regardless of which delivery approach is used, it is important to provide teacher-directed instruction during lessons to promote students' acquisition of specific skills. The following are recommendations to facilitate this process.

### **Sharing Resources**

Grade-level teachers and/or Interventionists can work as a team, capitalizing on their individual strengths, to generate and record lessons for efficiency and reduced workload. For example, Teacher A may provide all of the phonemic awareness and phonics instruction for all grade 1 students, while Teacher B facilitates reading of grade level connected text and comprehension instruction and Teacher C delivers all of the writing instruction.

### **Use of Modeling and Guided and Independent Practice**

Three critical components of instruction when introducing new skills/concepts are: teacher modeling (I do), guided practice (we do), and independent practice (you do). Use of all three is important for promoting students' skill acquisition. The following are examples illustrating how each of these components can be used within a larger lesson.

**Teacher Modeling (I Do).** When introducing new skills/concepts, the teacher initially provides modeling. Accordingly, teachers can do the following:

- Explicitly introduce each skill/concept being taught, linking it to prior learning.
  - *“You already know some short-vowel sounds.” [Show a, i, o, u cards and say the short vowel sounds for each]. “Today we are going to learn the last one: /e/.”*
- Speak slowly in student friendly language.
- Model expectations.
  - *[Show /e/ card] “This letter is e and it says /e/ like in Ed. This is what Ed does with his mouth when he says the sound /e/.” [Show mouth/hand motion for short /e/] Have students repeat sound and mouth/hand motions.*
  - *“I’m going to read this word on the screen [peg]. I’m going to start here [place cursor beneath the first letter], read each sound, and then blend the sounds together.”*
- Provide examples.
  - *“We will now listen for words with the /e/ sound. I will say a word. You will repeat it after me. If you hear a short /e/ vowel sound in the word, put your thumbs up. If you do not hear the short /e/ vowel sound in the word, put your thumbs down. Ready? I’ll show you. The first word is hen, /h/ /e/ /n/, hen. Yes! The middle sound was /e/, so I’m going to put my thumbs up. The next word is hit, /h/ /i/ /t/, hit. I did not hear a short /e/ sound, so I’m going to put my thumbs down.”*
- Provide visuals (white board, chart paper, or live screen) to demonstrate each concept.

**Guided Practice (We Do).** After initial modeling, the teacher provides students with opportunities to practice with him/her. Accordingly, teachers can do the following:

- Repeat the lesson concept and modeling.
- Ask questions, pause for student think time, and wait for a student response.
  - *“Your turn. Read the word on the screen. Remember, short e says /e/. [Pause].”*
- If instruction is provided asynchronously, alert students to one or two possible incorrect responses (including why they may have made that response) to enable them to make corrections if needed.
  - *“The short vowel /e/ sounds very much like short i, /i/. But that would make this word ‘pig’, the farm animal. But short e says /e/, and the word is ‘peg’, something you hang your coat on.*
  - *“We learned short i /i/ last week and short i sounds like short e /e/. Remember, today, we are learning about short e /e/.*
- If instruction is provided synchronously, provide opportunities for each student to respond to questions or complete tasks related to target skill (e.g. decode a word, write a word on paper, or read a sentence). Allow at least several students to share their responses.
  - *“Read the word you see on the screen by saying each sound and blending the sounds together.*
- Always end with the correct response and emphasize this.
  - *“You might have said /p/ /e/ /g/, peg. That’s right! The word is peg.”*

**Independent Practice (You Do).** After guided practice, the teacher provides students with opportunities/assignments to practice on their own. Accordingly, teachers can do the following:

- Check for understanding and provide expectations.
  - Before releasing them from a lesson, explain to students how to do an assignment and model one or two examples.
    - *“Today, you will practice reading words with the short e sound on Google Slides by matching words with their correct picture. I will show you how to complete this activity. I am going to read the first word [cursor over the word]. /j/ /e/ /t/. The word is ‘jet’. I am going to drag this picture of a jet next to the word ‘jet.’ Your job is to read the rest of the words and drag the matching pictures next to each word.”*
  - Explain to caregivers how to do the assignment via multiple channels such as email or Google Classroom.
  - Choose a platform for delivery and collection of the assignment (e.g., Google Slides).
  - Clearly explain how students should submit completed work.
- For the assignment, utilize materials from the districts’ curriculum or from online resources that provide student-directed activities (e.g., Starfall, ABCya, Turtle Diary).

- Immediately check students' work and use students' performance to gauge what is needed for subsequent instruction.
- Provide time-sensitive feedback via the selected platform (e.g., email, Google Classroom) to promote students' understanding of concepts prior to the next lesson.

### Small Group Instruction/Intervention

Small group instruction/intervention is important for addressing the needs of students that have not yet mastered previously taught skills. Although it may be difficult to assess students in real time, teachers may recognize which students may still need additional support. Small group instruction/ intervention can be provided as described above for whole class instruction. Although it can be provided asynchronously, providing instruction synchronously has the greater benefit of being able to provide immediate feedback to ensure that students understand skills and concepts.

**Remote instruction example:** [Video Example](#) (click to launch)