

## Action Plan for 2020-2021 Return to School Virtual Instruction of *Basic Language Skills* for Dyslexia Intervention

### Set Goals for Basic Language Skills (BLS) Instruction:

#### 1. Collect data and confer with 504/literacy team:

- What was the last concept taught in-person?
- What was the student(s)' level of competence with that information taught to that point?  
Emerging Adequate Proficient
- What type of instruction was delivered March-May?  
Skill Maintenance Skill Advancement
- What was the student(s)' level of competence at the end of the school year?  
Emerging Adequate Proficient
- What is the basis of end of year level?  
Mastery Check Other Progress Monitor Teacher Observation
- Based on this information, at what concept will instruction begin?
- Count number of days of instruction between start of school and end of first grading period.

#### 2. Refer to the Scope and Sequence and determine the concepts that can be taught during this period.

*Basic Language Skills is cumulative. Students are constantly reviewing information. Aim to move forward and adjust pace to meet students' needs rather than repeating lessons from previous instruction. Plan to include continued progress monitoring through Mastery Checks.*

*Example: Classes resume Sept 8 and the first grading period ends November 10 (9-weeks). Each group will need 4 instructional days to orient the students to the materials, procedures, and mode of virtual instruction. Virtual BLS instruction will engage the students in 50-minute lessons, 4 days per week. Approximately 32 instructional days are available. To adjust instruction to teach BLS with fidelity the teacher will follow this daily lesson timeline:*

- *Rapid Naming & Handwriting/ Alphabetizing, Word Profile, Word Detective: 8 minutes (when there is no new concept)*
- *Reading Decks: 2-3 minutes*
- *Spelling Deck: 2- 3 minutes*
- *Concept Introduction: 8-10 minutes*
- *Reading Practice: 5-10 minutes*
- *Spelling Practice: 8-10 minutes*
- *Extended Reading & Writing: 15-20 minutes*
- *Oral Language &/or Read Aloud: 5-6 minutes*

#### 3. Host a virtual meeting with parents to explain how to ensure an environment appropriate for virtual BLS instruction, materials that the student will need, how to support acquisition of reading and spelling skills, and access to the available resources.

### Plan Instruction

1. Using the BLS Scope and Sequence and a school calendar, identify the concept & day for the available dates in the grading period.
2. Select virtual resources that will be used during instruction.
3. Plan the sequence of information needed to orient students to virtual instruction.
4. Complete outlines of weekly plans for the grading period noting BLS resources needed.

## Prepare Instructional Resources

1. Prepare student binder(s) - *Suggested items:*
  - *Calendar of daily instructional concepts, Lesson Schedule and LLP*
  - *Section for each part of the lesson*
  
  - a. *Rapid Naming/Alphabetizing/Word Profile/History of Language*
    - *a printed sequence of the alphabet*
    - *Rapid Word Recognition charts/pages of word cards for alphabetizing/word profile chart/paper or forms from "Word Detective"*
  
  - b. *Handwriting*
    - *WOW chart*
    - *Model of lower- and upper-case cursive or manuscript letters*
    - *Unlined and lined paper needed for practices*
  
  - c. *Reading & Spelling Decks*
    - *Reference page with syllable type definitions or copies of the deck dividers*
    - *Reference page with suffixes to match concepts*
    - *Paper with arrows or lines*
  
  - d. *New Concept*
    - *Trace and Copy pages*
    - *Syllable Division chart*
  
  - e. *Reading Practice (may be a separate binder)*
    - *(optional) Reference page with code marks*
    - *Reading Practice pages needed during this grading period*
  
  - f. *Spelling Practice (may be in a separate, complete Spelling Notebook binder)*
    - *SOS chart and Dictation charts*
    - *Derivative chart and paper with arrows or lines for word spelling and dictation*
  
  - g. *Extended Reading and Writing*
    - *One-page Readers, MTA Readers (optional); Rapid Word charts, Vocabulary web charts, Connect, Correct, Collect charts, DMS passages*
    - *Summarization charts (Silly Cats; Story Map, 5 w's)*
    - *Paragraph Sentence Frames; Grammar Worksheets*
  
  - h. *Oral Language*
    - *Describing Hierarchy*
    - *Pictures for describing; Pictures for retelling*
  
  - i. *Read Aloud (optional) related to web-based resources, e.g. Learning Ally, Bookshare*
    - *Select stories and accompanying language comprehension activities*
2. Collect items for student learning kit
  - Writing tools: pencils, highlighters, set of markers or crayons
  - Package of 4x6 file cards for regular and irregular word decks and summarization activities
  - Small whiteboard, markers, eraser
3. Plan method for continuous monitoring of students' performance on written work.  
Ideas: emailed pictures, a drop-off procedure, and/or a set of return, stamped envelopes

## Tips for Teaching Basic Language Skills Lessons Virtually

### 1. Learn about the online platform and prepare your teaching space

- Practice using the tools available to you.
  - Utilize the videos and support that introduce the functions available to you.
  - Practice with waiting rooms, screen sharing, whiteboard, annotation tools, mute buttons, breakout rooms, etc. so that you can use them easily during your lessons.
  - Follow all recommend safety procedures and updates.
- Ensure that lighting in your workspace is appropriate.
- Ensure that external noise cannot be heard in your workspace.
- Have a small whiteboard you can hold close to the camera; practice writing on the whiteboard so that your message is easily read.
- Situate yourself so that the background isn't distracting, and you have easy access to supplies and materials.

### 2. Plan and prepare lessons thoughtfully and thoroughly

- Plan to orient your students & their families
  - Talk with parent about appropriate desk space, location of computer, lighting, providing supplies, storing materials, eliminating distractions.
  - Consider if the student will benefit from headphones with a microphone.
  - Practice with procedures and demonstrate cues you will use.
  - Develop hand signals for indicating a such things as no audio, screen is frozen, needing a repetition, want to ask a question, needing a break.
- **Explain how you will inspect student written work.**
  - Plan lessons and collect materials
  - Identify supplies that students will need long term, i.e. counters, pencils, highlighters, dry erase board & marker & eraser, blank and lined paper, colored pencils/crayons for grammar, MTA readers, Spelling Notebook, folders for worksheets used in lessons, water bottle.
  - Develop specific lesson plans for at least a week out. Identify the resources needed by the student. Plan to gradually integrate students' use of annotation/response tools.
  - Plan a process for notifying the students about the needed resources ahead of the lesson.
  - Direct where you want students to keep their written work and how it will be returned to you.
- **Prepare lessons**
  - As you consider each element of the lesson, plan how you will interact with the student, provide scaffolding, and provide feedback.
  - If you are teaching in a group situation, plan a process for how and when students should respond. Teach students how to pin the speaker.
  - Keep in mind that hearing and processing information may take longer.
  - Include a stretch time and/or an activity that requires movement.

### 3. Present the Lesson

- Greet the students and check-in.
- Provide a brief overview of the day's plan.
- Assemble all supplies and materials needed for the lesson.
- Follow the schedule and enjoy the opportunity to provide interactive instruction!
- Continually refine the process; this is discovery learning for all.