**Virginia Department of Education**

**Planning for Remote Implementation**

**of Rich English Language Arts Tasks**

| **Set the Stage for Learning** | |
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| **Determine**  **and establish learning goals** | * determine the content, theme, language, and social learning intentions to be targeted in the task * identify prerequisite knowledge that may be necessary to access the grade level knowledge and skills to be targeted in the task |
| **Select a task that aligns to learning goals** | * choose a task that will support the established learning intentions and allow for access by learners at all levels (this could include leveled texts under a common theme or several different texts under a common theme) * choose a task that may serve as an introduction to learning or as a culminating learning event following instruction * choose a task that supports the established learning intentions and multiple entry points for all students * work through the task and consider possible student strategies and potential misconceptions * plan for appropriate scaffolding of the task to meet the needs of all learners (anticipate where students might need additional support) |
| **Create**  **student learning networks** | * work with students to form learning groups that blend various interests, abilities, and learning goals (not every group has to work on the same set of skills, but the theme under which all groups are studying can be the same) * provide students choice and voice when interacting digitally * work with students to provide learning groups that leverage both synchronous and asynchronous learning opportunities |

**Set the Stage for Learning**

**Establish a Safe and Welcoming Online Environment**

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| **Establish**  **virtual learning norms and expectations** | * work together with students to establish ground rules for interacting in a digital or remote space (e.g., eliminate distractions; reduce background noise; use of microphones and cameras; etc.) * create opportunities for students to practice established norms and routines during shorter activities, such as choice reading or quick writes about the theme of study * provide time and space for students to learn about one another and build a safe and trusting learning community * establish structures within the learning platform for students to share ideas collectively * utilize [Universal Design for Learning (UDL)](http://www.cast.org/our-work/about-udl.html#.Xvzd5ZhKjIU) principles to provide multiple means of engagement |
| **Leverage technology** | * provide time for students to learn about and interact with the technology to be used for learning * create opportunities for students to explore tools, including virtual discussions platforms that help to make connections * utilize technology with built-in accessibility features, such as screen readers and closed captioning, to meet the needs of all learners * collaborate and communicate with students using division approved technology tools and software available in the online environment, both asynchronously and synchronously |
| **Build digital citizenship** | * collaborate with students to create norms for student-to-teacher and student-to-student virtual dialogue (e.g., use of chat rooms and discussion boards, etc.) * ensure that students learn processes for using digital sources that support the learning process, including the evaluation of information (e.g., accuracy, credibility, relevance, etc.) * support students by engaging in and advocating for positive, safe, and ethical behavior when interacting online and collaborating with others. |

**Launch, Implement, and Close a Task**

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| **Launch a task** | * assist students with becoming familiar with the learning intentions and success criteria associated with the task, as appropriate without diminishing independent student thinking (clear, concise expectations are key in virtual environments) * digitally engage the students in an activity that launches and hooks the students into seeking information and asking questions |
| **Implement a task** | * support students in understanding the specific skill or question presented in the task * ensure that students know their specific role within a virtual learning group to begin implementation of a task * collaborate with students to ensure they are able to establish ways to represent their work and thinking using the appropriate technology tools as they productively struggle with a task such as annotating * provide virtual tools, as needed, that support conceptual understanding of the ELA skills and student dialogue to further student thinking (consider how students can support each other virtually) * use anticipated student responses to strategically monitor the task in order to ask questions that promote and further student thinking using various virtual tools * ensure that technology is used to provide feedback that improves the ability to demonstrate thinking and processing in a variety of ways * select and sequence student responses, through the use of appropriate technology, to share with the whole class and facilitate connections to key points that highlight the focus skill * provide equitable opportunities for all students to share their thinking in various ways that provide flexibility and choice |
| **Close a task** | * support students in using technology and engaging in reflective classroom dialogue that supports and deepens learning targeted in the task * provide choices to students to engage in individual reflection of their learning * provide meaningful feedback to the students * use student reflections to gauge understanding of targeted learning intentions |