**Foundational Skills Instruction**

**Distance Learning Planning Tool**

*This document is designed for use with an aligned and systematic Foundational Skills Curriculum. (FS-Criteria 1A) The document was* [*adapted*](https://drive.google.com/file/d/1c7-4J3hj6AiQbH8iEXu8SwOnJXwi3tUE/view?usp=sharing) *from the version provided by Amplify CKLA.*

Making planning decisions surrounding which components of lessons should be taught synchronously/asynchronously in a distance or hybrid learning environment can be overwhelming to say the least. This tool is designed to lead teachers and leaders through a series of steps that lead to clear plans for what will be taught synchronously/asynchronously within each individual lesson of a unit of study. This guide also supports teachers as they plan for how students will be assessed as well as how both students and caregivers will receive feedback which will be critical to student progress and skill mastery.

Once decisions have been made surrounding which components will be taught synchronously/ asynchronously teachers will need to shift their focus to effective facilitation of foundational skills (FS) instruction. Guidance for instructional planning aligned with the FS Instructional Practice Guide indicators can be found here.

**Step 1: Complete a Brief Unit Internalization**

Read the unit introductions/overview within the curriculum for the current skills unit of study and answer the questions below:

**Foundational Skills Unit Internalization**

| Question | Notes |
| --- | --- |
| What foundational skills are critical for your students to acquire to be successful in this unit of study?  *(All instructional decisions should be geared towards student success of these skills)* |  |
| What key points or teaching tips does the unit overview/introduction provide that you would like to remember for lesson planning? |  |
| What assessments are given over the course of the unit? What skills are assessed? When and how will the assessments be administered? Does the curriculum provide guidance on how to use the assessments in a distance learning setting? |  |

**Step 2:** **Reflect on the Remote/Hybrid Lesson Component Planning Guiding Questions**

As you plan for each of your foundational skills lessons within the unit, use the guiding questions below to reflect on **each lesson component** within the individual lessons to determine which components must be taught synchronously or asynchronously as well as how students/caregivers will receive directions if components are taught asynchronously. Make note of these decisions on the individual lesson plans. There is a place to organize this information at the end of this document.

**Foundational Skills Lesson Component Planning**

**Recommendations for Daily Foundational Skills Instruction**

The majority of curriculum publishers have released guidance regarding suggested times for synchronous foundational skills and reading instruction. This guidance should be considered when planning for weekly instruction. If time is not available to provide both foundational skills and reading synchronous instruction each day, synchronous foundational skills instruction should be the top priority.

Daily systematic and explicit teaching of the alphabetic code is critical to grade-level reading progression. This instruction, if at all possible, should be provided to students each day by the classroom teacher either in person or in a virtual classroom setting so that the teacher not only provides the instruction to students, but also is able to monitor student progress and provide feedback to students in the moment as skills are introduced.

**Lesson Component Objective**

What is the objective of this lesson component?

**Choosing a Lesson Component Format (Synchronous or Asynchronous)**

* Is this lesson teaching foundational skills? (Use the Table of Contents or the lesson description provided by your curriculum to determine.)
* Does this lesson component require *explicit instruction* (i.e., are you teaching basic or advanced code to students in this lesson component)?
* And/or, does this lesson component require you to see student responses (e.g., students blending words on their fingers)?

|  |  |  |  |
| --- | --- | --- | --- |
| If yes, the component must be taught synchronously. | | If no, the component can be taught synchronously or asynchronously. | |
| Do you have enough time within your time allotted for whole-group instruction to teach the lesson component in full? | | Do you have enough time within your schedule to teach this component synchronously with students? | |
| If yes: | If no: | If yes: | If no: |
| Happy teaching! | How will you shorten this lesson component to fit your schedule (e.g., instead of having students blend 10 words in a warm-up activity, have them blend five)?  Could the lesson component be split over multiple synchronous lessons? | Will you teach this lesson component live in-person or live remote? | How will you teach this lesson component asynchronously?  Examples:   * The decodable reader will be sent home or placed on a digital platform for students to read. * Student task pages will be sent home or placed on a digital platform for students to complete. * The teacher will record the grammar portion of the lesson and put on a digital platform for students to watch as part of at-home learning.   How will you communicate directions to caregivers? |

**Step 3: Determine plan for small-group instruction**

In addition to whole-group instruction, determine your plans, groups, and schedule for small-group skills instruction. Students should be grouped based on their code knowledge which is determined by curriculum benchmarks and unit assessment work. Most curriculum publishers provide suggested learning tasks for small groups and independent practice that align to student learning needs determined by assessment data. Be sure to reference those materials if provided.

Here are options for how you can use that time: (all decisions should be driven by student data):

* Complete/reinforce any portions of the lesson from whole-group instruction and/or independent work time.
* Use the additional support suggestions or tasks provided by your curriculum remediation guides to address skills not yet mastered within the lesson.
* Use additional resources provided by your curriculum provider that address unfinished learning.

**Step 4: Determine your plan for weekly assessment and feedback**

Monitoring student progress and providing feedback to both students and caregivers should be an intentional part of weekly planning. Ensure that progress monitoring opportunities are incorporated into both synchronous and asynchronous learning tasks. This can be as simple as a screenshot of student work or short recording of students reading parts of a decodable or producing new sounds. It is also equally important that caregivers and students receive feedback on successes as well as guidance on next steps if students need additional practice with a weekly skill. This also can be a simple process. Use the method that works best for you (e.g., running Google doc with caregiver, phone call, text, short video recording in Google Classroom, Zoom with caregiver after a small-group session)! Here is a generic example of a [student progress form](https://drive.google.com/file/d/1Jb8SJphSv1bxitnVlIG2vodfKhmZR48O/view?usp=sharing) and [teacher to caregiver feedback guidance](https://drive.google.com/file/d/1kOKF22vs8NdWzvTeM2Bme2yREvFr-fJq/view?usp=sharing) that could easily be edited to reflect classroom and curriculum specific language and routines.

**Step 5: Create your final weekly Hybrid/Remote Plan**

After reviewing, thinking through and completing steps 1–4, create your weekly hybrid/remote lesson plan. Only complete the columns that are applicable to your teaching setting and schedule. If your curriculum guidance suggests providing whole-group instruction in a small-group setting you would still use the whole-group column for planning. The small-group column is reserved for additional time you plan to meet with groups of students to reinforce skills taught and address unfinished learning.

**Day 1**

| **FS Unit \_\_\_** | **Whole-group Synchronous**  **(In-person or Remote)** | **Small-group Synchronous**  **(In-person or Remote)** | **Asynchronous (Remote with technology)** | **Asynchronous**  **(Remote with limited technology)** |
| --- | --- | --- | --- | --- |
| FS Instruction | Time:  Lesson:  Components:  Objectives:  Teacher Materials:  Student Materials:  Assessment: | Time:  Lesson:  Components:  Objectives:  Teacher Materials:  Student Materials:  Assessment: | Time:  Lesson:  Components:  Objectives:  Caregiver Materials:  Student Materials:  Assessment:  Feedback: | Time:  Lesson:  Components:  Objectives:  Caregiver Materials:  Student Materials:  Assessment:  Feedback: |

Notes:

**Day 2**

| **FS Unit \_\_\_** | **Whole-group Synchronous**  **(In-person or Remote)** | **Small-group Synchronous**  **(In-person or Remote)** | **Asynchronous (Remote with technology)** | **Asynchronous**  **(Remote with limited technology)** |
| --- | --- | --- | --- | --- |
| FS Instruction | Time:  Lesson:  Components:  Objectives:  Teacher Materials:  Student Materials:  Assessment: | Time:  Lesson:  Components:  Objectives:  Teacher Materials:  Student Materials:  Assessment: | Time:  Lesson:  Components:  Objectives:  Caregiver Materials:  Student Materials:  Assessment:  Feedback: | Time:  Lesson:  Components:  Objectives:  Caregiver Materials:  Student Materials:  Assessment:  Feedback: |

Notes:

**Day 3**

| **FS Unit \_\_\_** | **Whole-group Synchronous**  **(In-person or Remote)** | **Small-group Synchronous**  **(In-person or Remote)** | **Asynchronous (Remote with technology)** | **Asynchronous**  **(Remote with limited technology)** |
| --- | --- | --- | --- | --- |
| FS Instruction | Time:  Lesson:  Components:  Objectives:  Teacher Materials:  Student Materials:  Assessment: | Time:  Lesson:  Components:  Objectives:  Teacher Materials:  Student Materials:  Assessment: | Time:  Lesson:  Components:  Objectives:  Caregiver Materials:  Student Materials:  Assessment:  Feedback: | Time:  Lesson:  Components:  Objectives:  Caregiver Materials:  Student Materials:  Assessment:  Feedback: |

Notes:

**Day 4**

| **FS Unit \_\_\_** | **Whole-group Synchronous**  **(In-person or Remote)** | **Small-group Synchronous**  **(In-person or Remote)** | **Asynchronous (Remote with technology)** | **Asynchronous**  **(Remote with limited technology)** |
| --- | --- | --- | --- | --- |
| FS Instruction | Time:  Lesson:  Components:  Objectives:  Teacher Materials:  Student Materials:  Assessment: | Time:  Lesson:  Components:  Objectives:  Teacher Materials:  Student Materials:  Assessment: | Time:  Lesson:  Components:  Objectives:  Caregiver Materials:  Student Materials:  Assessment:  Feedback: | Time:  Lesson:  Components:  Objectives:  Caregiver Materials:  Student Materials:  Assessment:  Feedback: |

Notes:

**Day 5**

| **FS Unit \_\_\_** | **Whole Group Synchronous**  **(In Person or Remote)** | **Small Group Synchronous**  **(In Person or Remote)** | **Asynchronous (Remote with technology)** | **Asynchronous**  **(Remote with limited technology)** |
| --- | --- | --- | --- | --- |
| FS Instruction | Time:  Lesson:  Components:  Objectives:  Teacher Materials:  Student Materials:  Assessment: | Time:  Lesson:  Components:  Objectives:  Teacher Materials:  Student Materials:  Assessment: | Time:  Lesson:  Components:  Objectives:  Caregiver Materials:  Student Materials:  Assessment:  Feedback: | Time:  Lesson:  Components:  Objectives:  Caregiver Materials:  Student Materials:  Assessment:  Feedback: |

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