



# In-Person/Distance Learning ELA Lesson Study

*This resource supports the internalization of lessons for in-person or at-home learning when a teacher is using a high-quality curriculum. All internalization considerations for facilitating distance learning are **bolded**. The major ways that instructional preparation should be adjusted for distance learning are:*

- *consider the supports needed to help students access grade-level complex text at home.*
- *consider ways that students can engage in rigorous evidence-based discussions from home.*

*This resource is for schools that already have teacher collaboration and internalization structures in place to outline the considerations for implementing those structures either in-person or virtually.*

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*When preparing for in-person or at-home learning, include instructional strategies and content that prioritizes priority groups of students.*

Step	Questions to Consider
<b>o. Guiding Questions</b>	Consider the following questions throughout the internalization process: <ul style="list-style-type: none"><li>▪ What is the intent of the lesson? What knowledge and understanding should the students walk away with after this lesson?</li><li>▪ How will we know students have this knowledge and understanding? What will be our evidence?</li><li>▪ How does my planning and instruction provide equitable opportunities for all students?</li></ul>



Step	Questions to Consider
<p>1. Read the Text(s): Consider the qualitative complexity of the text(s) and essential understanding.</p>	<ul style="list-style-type: none"><li>▪ Where will the text present challenges for the students?<ul style="list-style-type: none"><li>○ <b>Where will students who are learning from home find the text challenging?</b></li><li>○ <b>Where will priority groups of students find the text challenging?</b></li></ul></li><li>▪ What moves will I make to address these challenges?<ul style="list-style-type: none"><li>○ <b>What support can be offered at home?</b><ul style="list-style-type: none"><li>▪ <b>Which texts in the unit focus on knowledge building? These texts should not be excluded from the pacing guide.</b></li><li>▪ <b>Which texts are less complex? More complex? How can they be sequenced to build the background knowledge necessary for students to access the texts?</b></li></ul></li><li>○ <b>How will I support priority groups of students specifically?</b><ul style="list-style-type: none"><li>▪ <b>Is additional background knowledge needed?</b></li><li>▪ <b>Is additional word work necessary?</b></li><li>▪ <b>Is fluency practice necessary?</b></li></ul></li></ul></li></ul>
<p>2. Read the Standards Overview: Compare what you know about the text with the standards listed for the lesson</p>	<ul style="list-style-type: none"><li>▪ What aspects of the text(s) support this standard?</li></ul>



Step	Questions to Consider
<p>3. Preview the Assessment: <i>Read the assessment overview, and think about/answer the prompt(s).</i></p>	<ul style="list-style-type: none"><li>▪ Do I have a sufficient understanding of where this lesson should land in relation to preparation for the assessments?</li><li>▪ Where might students need additional supports or scaffolds with these assessments?<ul style="list-style-type: none"><li>○ <b>Where will students who are learning from home need additional supports or scaffolds with the assessment?</b></li><li>○ <b>Where will priority groups of students need additional supports or scaffolds with the assessment?</b></li></ul></li><li>▪ Is an exit ticket or a quick write needed to assess this individual lesson?<ul style="list-style-type: none"><li>○ <b>In what ways can I use learner surveys, polls, and check-in calls to check for understanding and misconceptions?</b></li><li>○ <b>If meeting virtually, how will the assessment be administered? (e.g., submit by email, respond in chat, survey questions)</b></li><li>○ <b>How can I gather evidence of student understanding from a variety of sources including video presentations, audio recordings, and different formats for writing assignments (including the production of multimedia texts)?</b></li></ul></li></ul>



Step	Questions to Consider
<p>4. Read the Lesson: <i>Read the script for all activities.</i></p>	<ul style="list-style-type: none"><li>▪ What are the learning targets?</li><li>▪ How do the learning targets connect with the standard(s)?<ul style="list-style-type: none"><li>○ <b>Which lesson objectives can reasonably be accomplished in an at-home instructional scenario?</b></li></ul></li><li>▪ How do the learning targets connect with the assessments?</li><li>▪ Where is the major work of the lesson occurring?<ul style="list-style-type: none"><li>○ <b>How will I provide the opportunity for students, particularly priority groups of students, to engage in close reading, focusing on the passages most pertinent to the day's lesson?</b></li><li>○ <b>What supports will I leverage for students, particularly priority groups of students, who are not yet ready to independently access a particular grade-level text?</b></li></ul></li></ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"><li>▪ utilize short articles, videos, pictures, or student-friendly explanations of key information to help build background knowledge that will aid in comprehension</li><li>▪ chunk long readings into short passages and provide text-dependent questions by chunk</li><li>▪ have students annotate text with a defined purpose for reading (what they will learn from the reading)</li><li>▪ number the text's lines to support students in locating and referencing evidence from the text</li><li>▪ provide sentence starters necessary for students with limited English proficiency to write about the text</li><li>▪ provide an audio or video recording of a teacher read-aloud that students can access when needed</li></ul>



5. Read Additional Materials: *Read the teaching notes, and think about/complete the questions and tasks for the lesson.*

- How will I ensure students' understanding of critical vocabulary?
  - **How will support be offered at home? Examples:**
    - **As needed, refine or revise the list of vocabulary from the curriculum to prioritize a list of words and phrases worthy of instructional attention.**
    - **Supply brief definitions essential for understanding.**
    - **Provide a student-friendly glossary of key vocabulary.**
    - **Include visuals to support comprehension.**
- Where will students struggle, and how will I support them?
  - **What support can be offered at home? Examples:**
    - **Provide an audio or video recording of a teacher read-aloud that students can access when needed.**
    - **Prioritize priority groups of students for small-group and one-on-one time with the teacher either face-to-face or via a computer platform or phone app.**
    - **Use short, topically related knowledge building texts and other media to introduce grade-level texts for students who are at home and use time with the teacher to focus on grade-level texts.**
    - **Offer regular office hours.**
  - **Engage in daily fluency practice ideally using excerpts from the text under study for which the teacher has modeled speed, accuracy, and prosody. If this isn't possible, there are fluency packets available from Student Achievement Partners.**
- Where can I push students even further with the text(s)/tasks?
- How will I employ the questions and tasks while expecting evidence and precision from students? Am I prepared for students' questions?
  - **What support can be offered at home? Examples:**
    - **Use checklists and rubrics as success criteria to help students monitor 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 with sufficient detail to address a reduction in real-time verbal feedback.**



	<ul style="list-style-type: none"><li>▪ <b>Provide written feedback in a timely manner virtually through email, discussion platforms, or using a collaborative document tool.</b></li><li>▪ <b>Provide regular virtual office hours for students to receive feedback and support synchronously.</b></li><li>▪ <b>Record narration of the analysis of an exemplar with reference to success criteria.</b></li></ul> <ul style="list-style-type: none"><li>▪ How is the work of the lesson aligned to the standards?</li><li>▪ How is this work building knowledge of the text and moving toward the expectations of the assessment(s)? What specific pieces of evidence best support the prompt(s)? Are there multiple responses that have equal validity?</li><li>▪ Do you anticipate this work taking more/less time than specified? If so, what adjustments will you make to accommodate the time change?<ul style="list-style-type: none"><li>○ <b>What adjustments are necessary if students are completing this lesson from home? Examples:</b><ul style="list-style-type: none"><li>▪ <b>Offer flexible due dates.</b></li><li>▪ <b>Simplify the writing task.</b></li><li>▪ <b>Chunk the text.</b></li><li>▪ <b>Supply a reading calendar at the beginning of longer-term reading assignments so that families can plan for pacing.</b></li><li>▪ <b>Create checklists so that students can self-monitor their progress.</b></li></ul></li></ul></li></ul>
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Step	Questions to Consider
6. Revisit the Closing	<ul style="list-style-type: none"><li>▪ Do I add an exit ticket or a quick write to close the lesson? If so, what standard/key concept should the assessment represent?<ul style="list-style-type: none"><li>○ <b>How can I gather data in a virtual setting? Examples:</b><ul style="list-style-type: none"><li>▪ <b>Leverage virtual tools like a Zoom whiteboard, Google Doc, chat, or survey questions for students to show their thinking and solutions in real-time.</b></li><li>▪ <b>Create learner surveys, polls, and check-in calls to check for understandings and misconceptions.)</b></li></ul></li></ul></li><li>▪ How does the level of student mastery impact planning for homework and/or the next lesson?</li></ul>

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