



Teaching for Learning
*Each Scholar: A Voice. A Dream. A **BRIGHT** Future.*

Purpose: To share further revisions to remote learning recommendations

To: All Elementary Principals, All Elementary Staff

Regarding: REVISED Remote Learning Recommendations

First, we would like to begin by thanking you for your ongoing commitment to our scholars and ensuring that they are receiving the highest quality teaching and learning experience during remote instruction.

A continued commitment – particularly throughout the remote learning process- is to continually listen, learn and seek input and feedback from our teachers and principals to ensure we provide the most effective instructional resources and support.

Over the past week we have had the opportunity to listen and learn, engaging in powerful conversations with both teachers and principals regarding remote learning—particularly in ELA. During these conversations it is clear that as a system, we are still learning how to navigate and create the most ideal remote learning experience for all while not sacrificing the quality of instruction scholars receive during this unique time. It is also clear that we all hold a collective commitment to our scholars wanting to provide them the very best.

While the GVC is our guide for standards-based delivery of instruction, we have redefined the GVC for the 2020-2021 school year. In light of our remote learning environment, we've identified the need to establish a greatly narrowed focus to more effectively use the limited time we have. As a result, we know that we cannot focus on everything in a remote setting and therefore will be prioritizing learning to read as our primary focus. Within this memo we have identified the base of ELA instruction for this school year, narrowing the focus.

It will not be expected that Units of Study or EL will be implemented, nor will the previously published pacing guide be required. In lieu of that, TFL will provide a weekly reminder to elementary staff and principals that highlights the weekly focus standard, provides IRLA stems and highlights of instructional best practice using the available district approved resources as indicated below. The prioritized focus is on learning to read and write about your reading.

The following revised resources and guidelines are provided to support instruction:

- Prioritized focus for ELA instruction (see below)
- Steps to Implementation -Transition Schedule (attached)
- Professional Learning Opportunities (attached)
- Sample Daily Schedules (K-2) (3-5) (attached)
- Sample Weekly Focus Standard Memo (attached)

Kindergarten- Second Grade

60 minutes of ELA instruction to include:

Phonological Awareness/Phonics	<ul style="list-style-type: none"> • Phonics instruction to happen daily (M,T,Th,F) • Read aloud 1X week • Conferring with scholars (1x month for at grade level, 2X month for those below) can be done in small groups • Scholars engage in independent reading • Writing about reading • A weekly focus standard (as identified in the week at a glance in adjusted curriculum guide) • Each week a standard is to be taught and assessed, method determined by the PLC 	Resources to Support <ul style="list-style-type: none"> o IRLA o Foundational Skills Toolkits o Foundations o IRLA; Bookshelf/MyOn o iReady My Path lessons o iReady teacher assigned lessons o Standard Assessment Rubrics for All Essential Standards
Independent Reading		
Vocabulary and Comprehension		

Third Grade- Fifth Grade

60 minutes of ELA instruction

Phonological Awareness/ Phonics (if needed)	<ul style="list-style-type: none"> • A weekly focus standard (as identified in the week at a glance in adjusted curriculum guide) • Conferring with scholars (1x month for at grade level, 2X month for those below) can be done in small groups • Independent reading focus written response with independent reading books • Each week a standard is to be taught and assessed, method determined by the PLC 	Resources to Support: <ul style="list-style-type: none"> o IRLA o Foundational Skills Toolkits o iReady My Path lessons o IRLA;Bookshelf/MyOn o iReady Comprehension Lessons; o Schoolpace Connect; o MyOn for scholar practice o iReady teacher assigned lessons o Standard Assessment Rubrics for All Essential Standards
Independent Reading		
Vocabulary and Comprehension		

Marla Newton, M.Ed.
Chief Academic Officer | Teaching For Learning Department
mnewton@fwps.org
Office Phone: 253-945-2016