

This virtual companion tool is meant to support the use of the Common Planning Time Support Tool. This tool is specifically designed for the planning of ELA instruction for virtual units and lessons. This companion gives examples of virtual considerations needed for each indicator of the support tool.

During planning virtual ELA instruction, teachers:	
Indicators	Virtual Planning Considerations
<p><u>Prepare for the unit by:</u></p> <ul style="list-style-type: none"> <li>● Reading and summarizing the unit goal</li> <li>● Analyzing the unit assessments to determine the knowledge and skills needed to be successful</li> <li>● Reading, annotating, and discussing the unit texts to determine the big ideas, how they connect to the task, and what qualitative features students might struggle with</li> <li>● Tracing the development of knowledge and skills through sections and lessons</li> <li>● Writing exemplars for writing and speaking tasks and identifying the range of responses</li> </ul> <p><u>Prepare for the lesson by annotating the lesson plan to:</u></p> <ul style="list-style-type: none"> <li>● Determine high-leverage knowledge and skill look fors</li> <li>● Determine the purpose of each activity and question</li> <li>● Identify possible student misconceptions</li> <li>● Create exemplar responses</li> <li>● Justify lesson changes and timing adjustments</li> <li>● Incorporate instructional strategies to enhance student engagement</li> <li>● Identify areas of need for small group instruction</li> </ul>	<p><u>Prepare for the unit:</u></p> <ul style="list-style-type: none"> <li>● Complete unit assessment as a student to create an exemplar on which to analyze and understand the skills and knowledge needed to successfully meet the standards.</li> <li>● When analyzing the unit assessments, plan for how students will articulate their learning and thinking in a virtual setting (e.g., questions, illustrations, audio/video recordings).</li> <li>● Determine success criteria and plan how to communicate it to students (e.g., live model, recorded model, exemplars posted and accessible to students)</li> <li>● Segment and sequence virtual lessons into smaller segments for the virtual environment</li> <li>● Determine virtual tools and practices that will provide opportunities for student thinking and work sharing (e.g., posting work in the learning management system).</li> <li>● Determine how students will articulate their learning and thinking in a virtual experience (e.g., questions, illustrations, audio/video recordings).</li> <li>● Plan where students will collaborate with each other about the text (discussion board, chat box, shared documents, etc).</li> </ul> <p><u>Prepare for the lesson:</u></p> <ul style="list-style-type: none"> <li>● Label the purpose of each activity and question and analyze the types of thinking and problem solving needed for students to be successful.</li> <li>● Plan questions that scaffold students learning up to the Depth of Knowledge (DOK) level required in the lesson.</li> <li>● Determine which concepts in the lesson are critical for students to demonstrate mastery in the asynchronous vs. synchronous environments.</li> <li>● Develop/create an exemplar response and plan how to embed it into the lesson.</li> <li>● Plan to track the progression of learning through assessments to inform instruction.</li> <li>● Determine which tools will be used to increase student engagement (e.g., chat box, discussion board, open mic, polls, annotation features, etc.).</li> <li>● Plan for how students will articulate their learning and thinking in a virtual setting (questions, illustrations, pictures, annotations, audio/video recordings, etc.).</li> <li>● Plan activities and materials for students to reflect on their learning (e.g., reflective question for chat box, discussion board, exit tickets, questionnaire, etc.).</li> <li>● Determine where the lesson lends itself to grouping students.</li> </ul>

## Questions

### Prepare for the unit:

- How will I communicate the unit goal to students virtually?
- Where will students be able to show progress towards mastery of the key understandings of the unit?
- What are my key assessment checkpoints?
- What virtual instructional strategies and/or tools might assist with the communication of the unit expectations?
- What virtual tools will students use to demonstrate mastery?
- What virtual assessments could be conducted in the form of a project (audio/video, graphs, charts, presentation, essay, etc.)?
- What will I be looking for in student work, discussions, and engagement during the lesson to see struggle?
- Where will I embed visuals, videos, audio clips, and other digital content that enhance students' understanding?
- How will I model using an exemplar as an anchor for my students in our virtual platform?
- How will I engage students in ongoing collaborative opportunities about the text?

### Prepare for the lesson:

- Where might students struggle in the virtual presentation/lesson? What with? How will I know?
- What am I looking for in student work, discussions, and live video actions of students?
- What does success look and sound like for students virtually for this lesson?
- What are the best tools to utilize in our virtual platform to engage students in the lesson's overall goal and focus?
- How will I provide feedback to students on their learning in the virtual lesson?
- How will I provide opportunities for students to give feedback to each other in the virtual lesson?
- How will I get students to reflect on their learning?