Use this resource to learn about the ways you can support children with their at home learning. Based on the different literacy components they will be learning about, we offer ideas for checking in with children, assessing their learning, and differentiating support. You can use these ideas in pre-planning individual support and/or during a support session.

No matter what type of asynchronous learning children are taking part in—flexible/remote learning in which they are given links and assignments for home, watching videos of their or other teachers teaching lessons, or some combination of these—the components of children’s literacy learning typically involve:

* Social-Emotional Learning
* Read Aloud
* Learning of Foundational Skills
* Writing
* Independent Reading
* Learning about content related to themes/topics for that week

This approach to supporting children with learning at home assumes that:

* Teacher will create a schedule for connecting with each child at least one time a week—either through phone or video call.
* Based on information teacher gathers about who is engaging in at-home learning and how they are doing with it, the teacher will adjust the schedule to have longer, more frequent meetings with children experiencing challenges. For example, if the teacher discovers a child is not engaging in any to very little at-home learning, the teacher is best to use his/her check-in time to do the activities *with* the child.
* Teacher should keep track of learning at home in some fashion. You can use the **Individual Child Check-In** **Template** document or create your own.
* Teacher will have support of school community and/or a coach for continuous ideas on how to differentiate and support children, particularly those with severe challenges.

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| **Components of Literacy Learning that Children Could Be Doing at Home**  | **How Teacher Could Support This Learning** | **How Teacher Could Assess and Differentiate This Learning (this is what Distance Coaching could support)** |
| **Social-Emotional Skills**Families may be sent suggestions for taking care of themselves, each other, and their homes.  | **Share:** Some brief information about how it’s going for YOU - let them into your world so they can see that in this time, there are things to be thankful for and things that are challenging. The best we can do is talk about how we are doing and ask for help when we need it.**Ask:** **About Social-Emotional Health:*** *How is it going?*
* *What’s going on that you want to tell me about?*
* *How is the rest of the family doing?*

**About Learning at Home:*** *How are you feeling about learning at home?*
* *How is it going with the computer? Are you able to get to the links? What’s going well with using the computer? What’s challenging?*
* *What are you able to do on your own?*
* *What do you need an adult’s help with?* (Assure the child that YOU can help with some things, if they are unable to get support at home.)
 | **Keep track of each child’s social-emotional health, as you are able to assess it, with the following rubric:** **The child’s social-emotional health appears to be:****1 - in jeopardy -** they are despondent, upset, concerned about various things, and/or reporting many challenges.**2 - ok -** the child is responsive and is communicating a mixture of challenges and positive things happening at home. They seem to be adjusting, but continuing to monitor is important.**3 – good -** for the most part, the child is responding positively to questions about how they are their family are doing.**U -** I really am uncertain for the following reasons… **If a 1:** Alert the school counselor of your observations and ask for next steps**Keep track of the child’s ability to engage in and complete the learning at home, with the following rubric:****The child’s learning at home seems to be:****1 - very minimal, if at all -** they are unable to report that they have engaged in any activities and/or are getting any support.**2 - going ok -** they are reporting evidence of trying a few things each week, with some support.**3 - going as well as can be -** they are trying many of the things being suggested, and seem to be getting an adequate amount of support under the circumstances.**If a 1:** Increase your check-ins with this child; try to do 2 activities a week WITH the child on phone calls/video. |
| **Read Aloud** Children may be given a story to listen to online.  | **Ask**: *Did you get a chance to listen to the story this week yet?***If not (and you think they won’t):** *Let’s listen to it together! I’d love to talk with you about it afterwards.* Discuss the text using some of the questions like: * Asking and answering questions: *Tell me about the story you read today. What did you think about it? What questions do you have about the story?*
* Retelling: See if you and your child can retell the story. What happened in the beginning? The middle? How does the story end?
* Central message: Talk about the message if there is one.
* Evaluating: *Did you like the story? Why or why not? Would you recommend it to someone? How would you describe it?*
* Vocabulary: Explore vocabulary words in the story. Try to use them in your book talks.

**If not (and you think they could later this week):** *I am so excited for you to hear this story! I think you’re really going to like how … or … wait until you read about … or, I wonder what you’re going to think about … (give them some information that will entice them to read it).***If so:** * *What did you think?*Discuss the story by asking a few questions provided on the learning-at-home template for this text (related to their general response/ reaction to the story, retelling, central message, or evaluating).
* Share your own reactions to the story (what you liked, think) and share some of their classmates’ thoughts about the story, to help them feel more connected to their class.
 | **Assess:** * Whether the child has listened to text (if not, read the text to the child by phone, or listen to the video on the computer with them)
* Whether the child understands the text (through the discussion questions)
* Whether an adult is discussing the text with them (if not, you can play this role)

**Based on the child’s understanding of the text -** **Differentiate:** * Some children will need a more thorough discussion of the story in order to understand it, with you taking the lead in explaining some of the events or information in your own words. If possible, you can help the child go back into the text read (if you’re on video, you can share your screen and pause the story at certain parts). You may need to provide background knowledge, explain vocabulary, or help the children to connect the text to their lives or other texts.
* **Supporting children who are English language learners:** some children who are ELLs will need you to explain the cultural context or background knowledge related to the story. Pre-teach key vocabulary. Use visuals and realia as much as possible. Try thinking aloud as you listen together: connect the book to your own life experience (*This reminds me of the time I …*), connect the book to other books you read as a class (*Do you remember when we read\_\_\_? Does this book remind you of when ….?*)
* Other children will be ready to extend their learning by reading other books like this and/or engaging in other interactive experiences related to this theme (see **Content Information/Background Knowledge**).
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| **Writing**Children may be drawing or writing at home.  | **Ask:** *Did you write anything this week?***If not (and likely won’t):** *Would you like to write together? If you tell me what you want to write, I can write it down for you and then send it to you.* As you are engaging in this process, ask questions to help them formulate and add ideas. You may occasionally ask them how to spell certain words for you that you know they can spell, or were last learning how to spell, in school. **If not (and may get to it):** *I bet you have some great topics or ideas to write about this week. Let me talk through some ideas with you …* (Help the child brainstorm, can guide them with the ideas for writing.)**If so:** **Read the writing:** *Would you read me what you wrote? And/or can you send me a picture of what you wrote? (*if possible)**Affirm their writing**: What they did well as far as ideas and conventions—stressing ideas first. You may also share how their writing is like the writing that their classmates did, to help them feel connected. **Help them to edit**: *Rereading writing helps us:** *See if our ideas make sense. What do you think? Is there anything we would want to change?*
* *Check our conventions.* (Guide them to add capitals and ending punctuation according to developmental expectations.)
* *Check to see whether the words we wrote look like they are spelled write.* (Point out one or two words the child may know how to spell and help them to spell them correctly.)

**Help them to add on**: *This is so interesting to me that I am hoping you can add one (or several) more thoughts? Let me ask you some questions to help you think about how to add on.* | **Assess:** * Whether the child has written
* The quantity/quality of the child’s writing (their ideas and conventions)
* Whether an adult is encouraging them and supporting them in their writing (if not, you can play this role)

**Based on the child’s quality of writing -** **Differentiate:*** Some children who need a lot of support writing independently will benefit from drawing pictures to express their ideas. Encourage them to tell you about their pictures, and add some detail like more color or objects to help the “reader” understand their thoughts. You could encourage them to label the picture with a word or short sentence. Remind children that we are all writers and any efforts they make to “write” to express themselves—even letter-like forms—is valuable as a way to communicate.
* **Supporting children who are English language learners:** Beginning learners may copy a sentence or short passage exactly as it is written. This helps beginning-level learners who are not very familiar with the language, but who may be able to interpret some of the information as they copy it. Children who are intermediate learners can receive a paragraph or two that has blank spaces in the text. They then write the word or phrase that completes the sentence. This keeps them from being overwhelmed and aids in comprehension. ELs who are advanced can write on their own, but perhaps receive paragraph prompts or are allowed to look in a book, then putting the idea in their own words.
* For children who need more support with their writing, consider sending more support at the stage of the writing process in which they need the most support. It may be generating ideas/brainstorming, writing together the first few sentences, adding on, or editing. If you are on a computer and can share your screen, you can model for them how to get started with writing—reminding them of things like where to start writing on a page, how use beginning and (maybe) ending sounds to write, and how to use finger spaces (for emergent writers).
* Other children will be ready for your suggestions about how they can add on to current writing or write another connected text. They may want to discuss their other ideas for writing with you this week, and you can guide them in how to get started.
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| **Foundational Skills**Children may be learning a specific phonics skill each week.  | **Ask:** *This week we focused on the \_\_\_\_ skill/pattern in words. Did you get a chance to do the activities that helps you to learn the \_\_\_\_\_ pattern/skill?***If not:** Do the assigned activities with them now—this could be a video related to the skill, an interactive game, or sort online, etc. **If so:** Discuss their reactions to learning. You may ask: * [If a shared text was used in the lesson]: what they liked about the text, where in the text they noticed words with this skill/pattern.
* If they noticed this skill/pattern in any words they encountered this week—in text they read independently, on signs in the community, etc. If there is a common word with this pattern that they may see in the community, in environmental print (like *McDonalds*), point it and ask them to be on the lookout for it!
* Ask children to try and read and spell some words with this pattern by listing or sorting words (see assessment in next column).
* Ask children to read a new text with words with this pattern—rhythmic text (poetry, nursery rhymes) linked to specific phonics skills, **or,** decodable texts linked to phonics skills.
 | **Assess whether children:** * Viewed the Foundational Skills lesson video (if not, do this with them)
* **Can read words with this pattern**. **List:** You can do this by showing them (on video only) a short list (3–5) of words that fit the pattern (i.e., for the “ow” pattern - town, brown, frown, crown) and have them read these words. If they cannot, support them by blending the sounds in the words together with them (see **Blending [in ALI-Phonological Awareness section] on learn.cli.org**), pointing out how the words may rhyme (sound the same at the end) or have the same patterns in the middle, etc. **Sort:** Another option, if on video, is to have them make a two-column T-chart with key words as the column headers: one with a word that matches the pattern- like **town** - **and then have underline the “ow**,” and one that does not- and is a pattern that they already know/have learned, or is somewhat similar. Like - you could put the word **home** in the second column, and have them underline the “o” and “e.” Then, show them word cards with words with these patterns on them, have them READ the word and then say which column it would go in and why. For example, show the word “brown” and say, “Does ‘brown’ look and sound the same as town or home? The child can then write the word “brown” in the TOWN column. As you go, have the children reread the words in the list each time a new one is added.
* **Can spell words with this pattern**. Similar to above, you could dictate a short list of 3–5 words with this pattern for children to write, or, assess children’s spelling through the way in which they spell the words in the sorting activity.

**Differentiate:** * For children who need more support to learn this skill, support them to read words with the skill by helping them to blend the sounds together to read 3–5 words with that skill/pattern. You may model and then have them repeat you, and gradually release your support as you go through each word so they can try it on their own. The same applies to spelling—when dictating a short list of 3–5 words with this skill/pattern, guide them in writing each sound they hear, sound by sound, to spell the word.
* For children who can read and spell a couple words successfully, trying out a sort as explained above would be an appropriate challenge. You can add words to the sort that are more complex. You could also add a third column of words, or an “oddball” column for words that may look or sound like the key words, but not both. For example - “mound” sounds like “ow” but is not spelled with the “ow” pattern.
* Supporting children who are English language learners: be sure to provide context and meaning for the words included in the activity. Children who are English language learners may be performing the skill but may need support with comprehension.
* Any child could benefit from continued practice with this skill by reading a poem or decodable text with words with this skill in it.
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| **Content Exploration/ Background Knowledge**Children could be asked to explore something that interested them this week connected to themes and topics (for example, space, or kindness). | **This section does not require assessment. You will need to differentiate for children who are English language learners to provide cultural context for content and to teach key vocabulary.** **Ask:** *What did you find really interesting about the themes/topics we explored this week?* (You can discuss this no matter what assignments they completed—you can talk them through some learning or interesting ideas related to the topics from texts they read. Talk about how they can connect with these topics and what are they interested in learning more about. **Ask:** *Did you get a chance to explore anything (either online or in their environment) related to the themes and topics for this week? What did you learn? What did you find really interesting?***If not because they don’t have access to technology:** Say: *There are other ways we can continue our learning about this theme/topic. We can explore in our houses, our very own backyards, or our own neighborhoods. Some things we can try to learn and discover more are …*This is also a good time to remind children that exploring ANY interest they have in their environments or books is good, useful learning.**If not (and you think they won’t): (If possible)** *Let’s go online together and talk about what we are learning! Which site would you like to explore together*? (Share options; share your screen and guide them through the site, asking them to choose places to go based on their interests.) **If not (because they haven’t yet):** Entice children to explore something online or in their environment by sharing something really cool that you or another classmate discovered on there.**If so:** *Tell me about what you found!* Have a natural conversation about their learning, in which you respond to what they say with affirmation, interest, and enthusiasm, and then follow up with questions that help them expand on their ideas. Encourage them to tell you more than one thing they discovered. Try to help them connect their learning about content with the learning they did in texts this week, pointing out how they deepen their learning and now know even more about this this theme/topic because of their continued study.  |
| **Independent Reading**Read independently.  | **Ask:** *Did you get a chance read a book at home this week? (*on RAZ kids, other online passages, or a book from home)**If not (potentially because they don’t have access to text on their level):** On video, you could show them a leveled passage to read, from this free resource ([**www.readworks.com**](www.readworks.com)**)** and have them read it to you. You can support them to decode words, using the [**Decoding Toolkit**](https://learn.cli.org/building-blocks/downloads/CLI_LEARN_Phonics-Decoding-Toolkit.pdf) **(in the ALI Phonics section of cli.learn.org)** for guidance. **If so:** *What was this book about? Can you read a page or two to me?* (Support them to decode unknown words with **Decoding Toolkit.**)* What was interesting about this book?
* Can you retell it to me?
* What did you learn from the book?
* What did it make you think about?
* Does this book remind you of another book you’ve read?
 | **Assess:** * Whether they read/have access to a text on or close to their level
* Whether the book read was at the child’s independent (easy), instructional (just right), or frustration level (too hard). This would be your best guess based on the child reading a page or two to you, and retelling/talking about the book.
* If possible, listen for the cueing system children are mostly using for figuring out words.
* Visual - they are using letter sounds/patters to decode.
* Meaning - they are thinking about what makes sense and using the pictures.
* Syntactic - they are using their knowledge of what sounds right grammatically to figure out words. Mostly, children could be using more than one system at once, but some children rely primarily on one system. Thinking about this will help you to guide them to use other systems in your support of their reading.
* Whether the child comprehending what they read (based on retelling/discussion of the text)

**Differentiate:** * For children who are struggling to read the passage, share the reading by reading some parts to and with them. Move to this as soon as the child is stuck on every fifth word or so, which tells you this passage is too challenging to read independently without guidance.
* Based on your assessment of their level, cueing system, and comprehension, assign new passages for further reading and differentiate your support by helping them with specific aspects of decoding or comprehension with which they need support.
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