Distance Learning Expectations and Pacing
Grades 3-5

<mark>During full Distance Learning, students will be instructed via a combination of synchronous (live) and asynchronous (video) lessons **as outlined in the chart below**.</mark>

Students will have **daily check in meetings** (5 days a week) with teachers to:
- Take attendance (<mark>Attendance protocol</mark>)
- Review the day's schedule (including Zoom meetings)
- Review work expectations and assignments
- Make social emotional connections and build classroom community
- Minimum 15 minutes every morning

Students will have **daily check out meetings** (5 days a week) with teachers to:
- Take attendance
- Review the day's assignments
- Maintain social emotional connections
- Minimum 15 minutes at the end of the day

Students will also have **live instruction** 4 days a week via a combination of whole class and small group Zoom. At minimum, students will have live instruction in:
- English Language Arts
- Social Studies
- Math
- Designated ELD
- Response to Instruction
- Live lessons will consist of a whole class lesson, independent assignments, and small group instruction. (See sample schedule below.)
- Lessons will utilize standard elements of MVWSD pedagogy:
    - content and language objectives
    - frequent checks for understanding
    - explicit vocabulary instruction
    - ample student interaction using academic language.
    - your site's specific SIOP implementation steps carried over from 2019-20
- Each student must be assigned to a small group and each student needs to meet with the teacher at least:
    - 2 times a week for ELA
    - 2 times a week for Math
    - 3 times a week for Designated ELD
    - 2 times a week for RTI

Remaining lessons can be synchronous or asynchronous.

All classrooms will use Google Classroom to post daily assignments and Zoom links, and to provide narrative individual and group feedback, daily participation score, and grades.   (see Google Classroom Expectations)

MINIMUM EXPECTATIONS

Subject Area	What Students Receive (minimum)	Delivery Model	Content and Materials	Lesson Elements
English Language Arts Grade 5 pacing guide Grade 4 pacing guide Grade 3 pacing guide	Daily lessons	Synchronous (live)	*Benchmark Advance: Texts for Close Reading *Guided Reading *Small group intervention/ enrichment	*Content and Language Objectives *Check for Understanding *Student interaction using academic language *Site-specific SIOP implementation steps
	Daily lessons	Asynchronous (video) or Synchronous (live)	*Word study *Grammar/Language *Vocabulary	
Writing Grade 5 pacing guide Grade 4 pacing guide Grade 3 pacing guide	2 times a week	Asynchronous (video) or Synchronous (live)	*Writing mini-lessons *Writing assignments	*Content and Language Objectives *Check for Understanding *Student interaction using academic language *Site-specific SIOP implementation steps
	1 time a week	Synchronous (live)	*Writing mini-lesson *Writing conferences (individual or small group)	
Math (pacing guide link)	Daily lessons	4 days a week synchronous (live)	*Eureka Math curriculum *Small group intervention/ enrichment	*Content and Language Objectives *Check for Understanding *Student interaction using academic language *Site-specific SIOP implementation steps

		1 day a week asynchronous (video)	*(insert link to Eureka video lessons)	
Designated ELD	3 times a week	Synchronous (live)	*Small group by proficiency bands for all ELs *Learning A-Z, Grammar Gallery, or Benchmark Advance	*Content and Language Objectives *Check for Understanding *Student interaction using academic language *Site-specific SIOP implementation steps
Response to Instruction	2 times a week (for each student)	Synchronous (live)	*Small group based on formative assessment data (exit tickets, etc.)	
Social Studies Grade 5 Pacing Guide Grade 4 Pacing Guide Grade 3 Pacing Guide	2 times a week	Synchronous (live)	*TCI curriculum	*Content and Language Objectives *Check for Understanding *Student interaction using academic language *Site-specific SIOP implementation steps
Digital Citizenship	2 times a month	Asynchronous (video) or Synchronous (live)	*Nearpod	
STEAM (Classroom teachers are providing RTI at this time.) Grade 5 Pacing Guide Grade 4 Pacing Guide Grade 3 Pacing Guide	2 times a week	2 Synchronous (live)	*TCI curriculum *Hands on and content/reading *Labs are demonstrations	*Content and Language Objectives *Check for Understanding *Student interaction using academic language *Site-specific SIOP implementation steps
PE (provided by Rhythm and Moves, classroom teacher does not need to be present)	72 lessons (1st-4th) 70 lessons (5th) (approximately 2 times a week)	2 Synchronous (live)	*Recordings will be sent in case students miss the lesson	

Art and Music (provided by CSMA, classroom teacher supervises)	X lessons a week (x lessons a year)	Synchronous (live)	*Classroom teacher needs to open and supervise the Zoom meeting throughout the lesson *Art kits sent home	

Sample Daily Schedule:

8:00-8:15 **Whole Class Morning Meeting** ZOOM

8:15-10:00 ELA BLOCK	
Whole Class Mini-Lesson ZOOM Close Reading/ Writing/Social Studies	
Teacher-led Small Group ZOOM: *Close Reading *Guided Reading *Intervention/ Enrichment	Independent Work *Video Lesson (vocab, grammar, and/or word study) *Consumable workbook pages from BA *Independent Reading *Independent Writing

10:00-10:20 RECESS/BREAK

10:20-11:30 MATH BLOCK	
Whole Class Lesson Mini-Lesson ZOOM Objectives/Vocabulary/Application Problem	
Teacher-led small group instruction ZOOM: *Eureka Math lesson *Intervention/ Enrichment	Independent Work *Zearn lesson *Problem Set *Sprint *Exit Ticket *Other independent math tasks

11:30-12:30 LUNCH/BREAK (coincides with lunch pickup)

12:30-2:00 AFTERNOON BLOCK	
Specials: *STEAM (ZOOM) *PE (ZOOM) *CSMA (ZOOM)	
Teacher-led small group instruction ZOOM: *Designated ELD *RTI	Independent Work: *Digital Citizenship *Other independent work

2:00-2:20 Closing Meeting/Check-Out

*Wednesday Expectations
- Teacher does check in and check out meetings via Zoom
- ELA and Math assignments and asynchronous lessons
  - Asynchronous lessons must include: Teacher recorded (audio or video) explicit directions and/or instruction with independent activity
  - iReady can be used ONLY as a supplemental resource AFTER a student has completed their assignment
- Other independent assignments
- Include non-computer based activities
- School day is a full day

Teacher/ Grade Level Dashboard Expectations

- School Dashboards will be updated every Friday
  - Teachers can prepare on Wednesday and it is posted by principals on Friday
- Dashboards to include:
  - Weekly schedule at a glance
  - Google classroom link
  - Brief overview of activities by period for each day
  - Teacher contact information (email)

Google Classroom Expectations

[View Document for Standard Google Classroom](#) Setup and Expectations

Zoom Norms

- Use a consistent Meeting ID and password
- Waiting Room enabled
- Post link in Google Classroom calendar
- [View Zoom Setup for Teachers](#)

Supplemental Resources

- These resources can support you and your students with work completion. Google Classroom is still our main Learning Management System (LMS). You can create assignments using any of these supplemental resources, but they must be assigned in Google Classroom.
- Squid Notes
  - For students to draw on PDF/worksheets
- Screencastify
  - For students to screencast and audio record responses

Feedback and Grading Expectations

- All assignments will be assigned and collected in Google Classroom.
- All assignments must receive a score.
  - For practice work (handwriting pages, problem sets, etc.), acknowledge that the assignment was completed. Enter 100 to show that it was received, but not graded.
  - For all other assignments (writing pieces, mid modules, projects, etc.), enter a grade of 1-4 (1= standard not met, 2=standard nearly met, 3= standard met, 4=standard exceeded).
- All assignments must be scored by the end of day Friday.
- You will also provide students feedback that helps them grow. You can do this by:
  - Adding private comments on students' Google Classroom assignments.
  - Using screencastify to display student work and giving audio commentary.
  - At minimum, students will receive feedback that helps them grow and a 1-4 grade for at least 1 ELA and 1 math assignment each week.
- Student participation is to be monitored in Google Classroom platform by a daily participation score of 1- 4 based on the new MVWSD [rubric](#)

Some Options for Managing Workload:

- Students can receive their RTI and Designated ELD from any teacher in the grade level
- Grade levels can work together to create asynchronous lessons and share across the grade level
- You can give group feedback or repeat feedback for some assignments in Google Classroom

Technology Training that You'll Provide to Students (not an exhaustive list):
- ❏ Chromebook Care and Basic Operation
- ❏ Logging in to Clever
    - ❏ Accessing Google Classroom
    - ❏ Accessing SeeSaw (if using)
    - ❏ Accessing iReady
    - ❏ Accessing Zearn
- ❏ Google Classroom
    - ❏ Navigating
    - ❏ Finding classwork
    - ❏ Adding a private comment/question to classwork
    - ❏ Turning in classwork
    - ❏ Using the calendar
    - ❏ Finding feedback
    - ❏ Reading messages on the Stream
    - ❏ Responding to messages on the Stream (if enabled)
- ❏ Joining a Zoom meeting from the calendar
- ❏ Using SeeSaw
    - ❏ Drawing Tools
    - ❏ Camera Tool
    - ❏ Voice and Video Tools
- ❏ Using Screencastify (if using)
- ❏ Using Squid Notes (if using)
- ❏ Digital Citizenship: norms on Google Classroom and Zoom