

Tip Sheet for Virtual Schooling 2020-2021



Due to the impact of the coronavirus pandemic, instruction will be delivered in a variety of formats that include all remote or a hybrid of in-person and remote. At VSL, our goal is to support educators and parents/caregivers in providing quality instruction with whatever model is chosen, allowing learning to continue.

Follow the tips in this document to modify instruction as needed and to maximize all components of the program.



Blended Model

LANGUAGE! Live blends engaging, personalized online learning with teacher-directed instruction in a strategically designed classroom environment to increase reading achievement. *LANGUAGE! Live* is built around two instructional components – Word Training and Text Training. In this blended instructional model, the strategic use of technology maximizes the teacher’s impact to fill gaps in students’ literacy skills while accelerating learning and moving students toward grade-level success. Implementing *LANGUAGE! Live* five days a week for 90 minutes per day is the recommended model. This allows instruction in both components of the program each. If 90 minutes is not possible, a 45-minute model per day can be used, alternating Word Training and Text Training each day.

Building Background Knowledge

Purpose: Background knowledge is a key component of reading comprehension; therefore, it’s important for students to develop knowledge of a topic that will be read about and discussed in class.

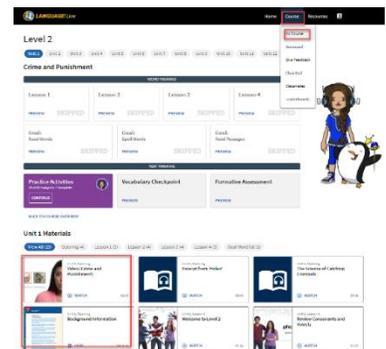
Each *LANGUAGE! Live* unit includes a **Background information** document for the unit. Located in the **Course>Course Guide>Select a Unit>Opening**, Background Information documents are organized one per unit.

- Teachers can use these documents at the beginning of each unit to introduce students to the topic and concepts that will be explored during the unit of study.
- Documents can also be printed and assigned to students to read and prepare for class discussion, and can be sent home to bridge the home-school connection. This is an opportunity for parents to get involved in the discussion topics and foster comprehension development.

“Batty About Bats”
Background Information
 Bats can be found almost anywhere, just like people. Extremely cold or hot places are the only exceptions. The bat colonies roost in caves, barns, and other dark places. Most bats like to live in colonies, but some like to live on their own.
 Bats give birth to live babies. This is the same as humans. When a bat is born, it cannot see, and it does not have much fur. Baby bats are called pups. They live on the milk their mother gives them. The pups hang upside down with their mother while they sleep. The pups have to be careful. If a pup falls to the ground before it can fly, it will die. Every night, the mother bat leaves the nest to go hunting for food. The food can be anything from fruit to bugs to blood! When the mother bat returns home, she finds her pups by calling for them in a unique way.
 The pups grow quickly. After three weeks, the pups begin learning to fly. Soon, they are able to fly out with their mother to find food. This happens after about six weeks. The bats are no longer pups! They have officially become adult bats after six weeks and will likely live a long life—up to 30 years.
 There are about 1,000 different kinds of bats. The humpback bat is about an inch long and weighs less than a penny. The flying fox is the biggest bat in the world. Its wingspan can be as large as six feet! That’s about the size of a tall man. The vampire bat is the only mammal that eats only blood. Scientists think bats have been around for more than 50 million years. The fossils of ancient bats look almost identical to the bats of today. They have not changed a bit over the years.

Opening unit videos provide an engaging, thought-provoking launch into each new unit’s content. These videos provide framing and background knowledge to help students make connections and prepare for instructional content to come. These can be shown during class time.

- Students can access the unit videos at **Course>My Course**.

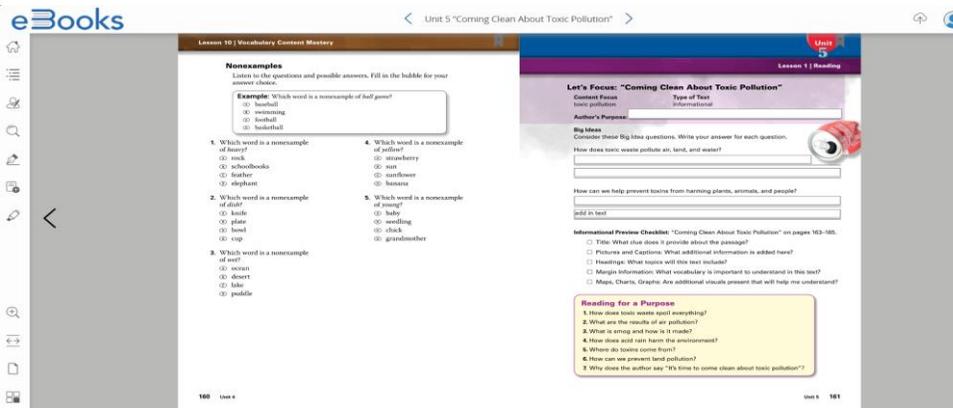


eBooks

Purpose: Available to both teachers and students, eBooks are digital resources of the print Teacher Edition and student materials. eBooks can be used for students to work on assignments and submit to the teacher. They can also be used to display the content for students in online instruction.

Students access eBooks through the dashboard by clicking on **Resources/eBooks**.

Once open, students can use the tools on the left sidebar to complete assignments. Students submit by using the cloud icon by the profile picture in the top right corner.



Word Training (Online Component)

Purpose: Word Training leverages technology to solidify foundational literacy skills and to lay the groundwork for success in the teacher-led Text Training lessons.

In Word Training, students work privately and independently and at their own pace to acquire skills they may have missed earlier in their school career. Each Word Training unit consists of four lessons and three Unit Goals exercises. Unit Goals are performance tasks that help students cement learning at the end of the unit while providing the teacher with data on the level of mastery attained. To locate, go to **Classes > Class Materials > Course Materials**.



- Students engage in the Word Training component for no longer than 45 minutes a day.
- Daily lessons include tutorials for foundational skills, decoding and encoding activities.
- Additional timed and untimed practice on reading fluency is also available.
- Teachers play a pivotal role of monitoring students' progress and creating their pathway to mastery. Actively identify areas where additional support is needed, and pre-teach, extend, or re-teach key concepts to ensure success.



Phoneme/Grapheme Correspondences
Unique activities such as Phoneme/Grapheme Mapping, Blend and Read Words, and Big Word Strategy teach the basics of phoneme-grapheme correspondence and syllable types. Audio feedback and recording options enhance the learning experience.



Consonants and Vowels
Word Training lessons begin with the basics: phonemes and graphemes, consonants and vowels. Providing students with a solid background in foundational skills allows them to close their knowledge gaps and move on to grade-level reading.



Fluency
Students improve their fluency by beginning with sounds, words, and phrases, then building to connected text in a carefully scaffolded progression. Independent reading passages and Fluency Checks allow students to read and record themselves multiple times to improve their fluency and track their results.

Word Training Extension – Sight Words Games

Purpose: When students recognize sight words automatically, it allows the brain to focus on comprehension.

Students must practice sight words frequently, and they can do so through fun and engaging game-like activities in Sight Words games.

- For the student, Sight Words learning games appear as an assignment on the Student Dashboard.
- Students can spend about 10 minutes per sitting practicing sight words.
- Teachers can see progress and time spent on Sight Words in the class details section on the Teacher Dashboard.



Text Training (Teacher-Directed Component)

Purpose: Text Training leverages the power of the teacher to connect students to text through comprehensive, engaging, teacher-directed lessons with online practice and progress monitoring opportunities assigned by the teacher.

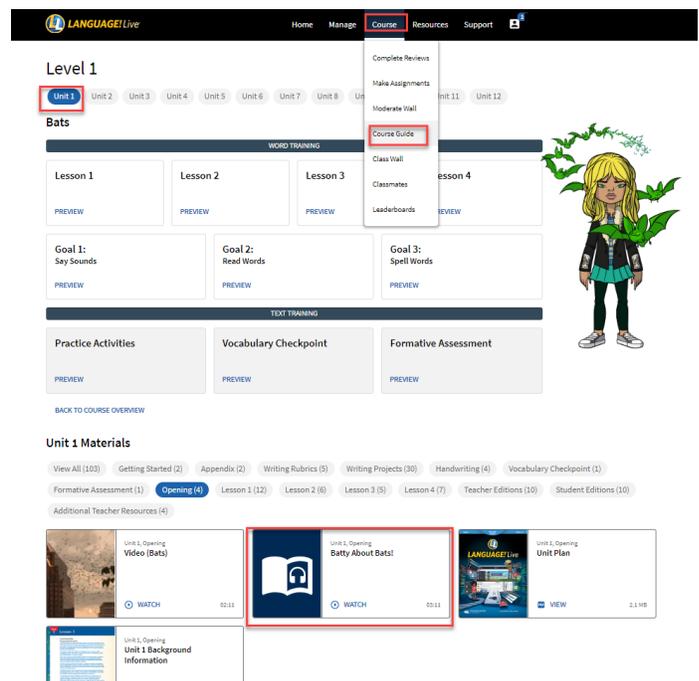
Text Training can be taught through the use of a web-conferencing platform, such as Zoom, WebEx or GoTo Meeting, where the teacher and students can see each other.

- Teachers will schedule a specific time for the daily Text Training lesson (45 minutes per day is recommended).
- Ensure that students have access to print material or the eBook or Google Classroom with materials provided.
- Deliver instruction in the same manner as you would in person.

Text can be provided in an audio file during instruction from both teacher and students access.

Course>Course Guide>Select a Unit>Opening and Passage Audio will be the second section.

Use the Class Wall as a resource for students to respond to assignments or any other topic of your choice. The Class Wall encourages students to practice writing, formulate thinking, and extend learning beyond the *LANGUAGE! Live* classroom.

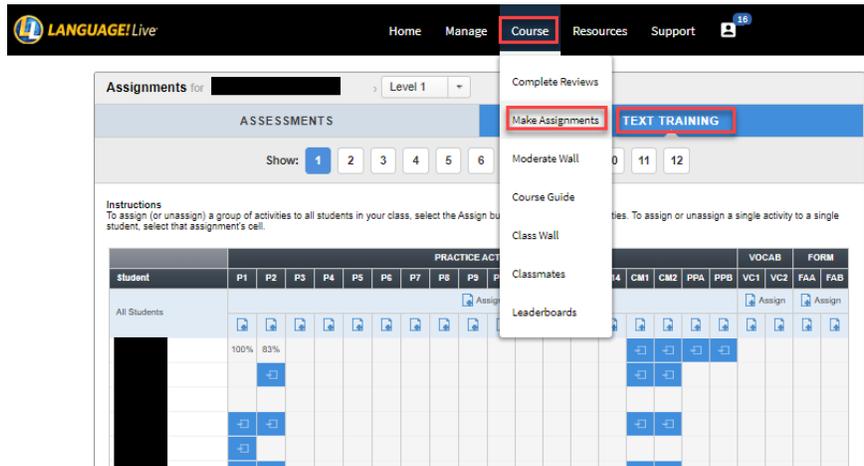
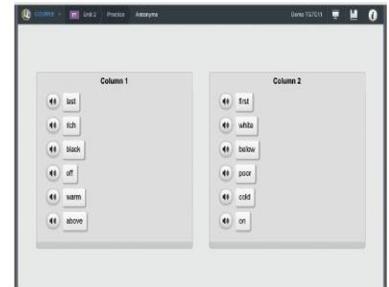


Text Training Online – Practice Activities

Purpose: As an extension of the teacher-led component, online Practice Activities allow students to review previously taught grammar and vocabulary skills through interactive online activities.

The activities begin with basic concepts such as nouns and verbs, adjectives, and adverbs in Level 1, and progress to more advanced elements such as pronoun usage, active and passive voice, and shades of meaning in Level 2.

Practice activities are assigned by the teacher under **Course>Make Assignments>Text Training** by clicking on the Assign links for the class or by the students name for individual assignments. Students will access the assignments in their online dashboard under the Text Training buttons.



Practice Activity Content is listed at the bottom of the screen where

assignments are made.

LEGEND: ■ Assigned ■ Not Assigned ■ Needs Grading ■ Struggling: <70%

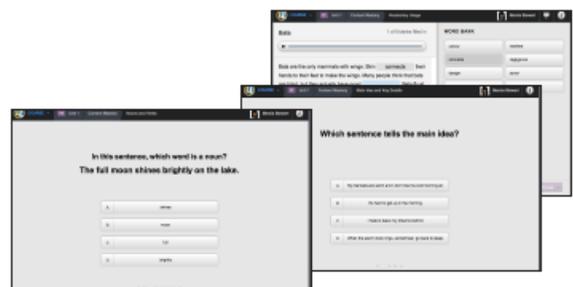
Practice Activities P1: Nouns and Verbs P2: Basic Punctuation P3: Short i P4: Initial Consonants P5: Phonemes /b/, /v/, /f/ P6: Initial Consonants P7: Phoneme /k/ P8: Short a and i P9: Consonant Phonemes P10: Nouns P11: Verbs P12: Subject and Predicate P13: Subject and Predicate P14: Topic Sentence	Content Mastery CM1: Nouns and Verbs CM2: Main Idea and Key Details Power Pass PPA: Part A - Multiple Choice PPB: Part B - Short Answer	Vocabulary Checkpoint (VOCAB) VC1: Vocabulary Checkpoint 1 VC2: Vocabulary Checkpoint 2 Formative Assessment (FORM) FAA: Formative Assessment A FAB: Formative Assessment B
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Text Training Online – Content Mastery

Purpose: As an extension of the teacher-led component, Content Mastery activities provide additional practice and a quick check on students' ability to apply skills taught within the unit.

These activities help inform the use of Reteach lessons.

- Students can be assigned to complete Content Mastery activities by the teacher.
- These can be completed independently and take about 15 minutes to complete.



Text Training Online – Power Pass

Purpose: Power Pass quizzes allow students to apply the strategies they have learned to new texts. It also serves as practice for improving test-taking skills.

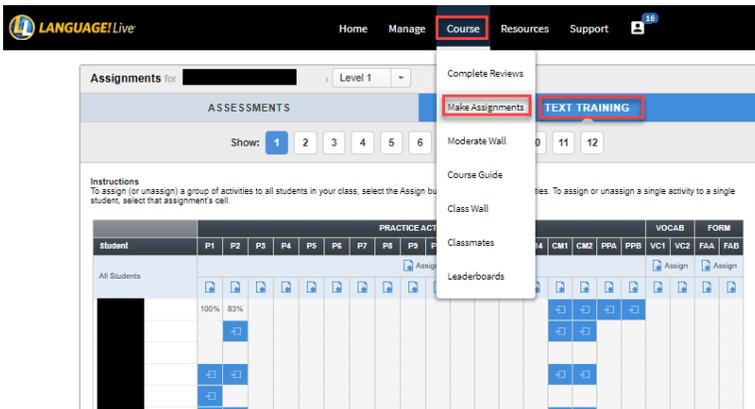
Each Power Pass activity consists of two parts. Part A consists of multiple choice and short-answer prompts that the system scores automatically. Part B consists of short-answer items that the teacher must actively score and provide feedback on.

Power Pass activities (passages and quizzes) are assigned by the teacher.

1. Each Power Pass experience comprises a short passage with 12–15 items. Passage selections include literary and informational texts.
2. The quizzes measure comprehension of text as well as contextual understanding of words and identification of evidence in support of answers.
3. Short-answer questions are graded online by the teacher using a predetermined scoring rubric in Level 2. Students have access to the rubric to understand scoring criteria.
4. Students will see an alert on their Dashboard when it is time to complete a Power Pass quiz. These alerts can be modified by the teacher.
5. Power Pass is accessible through any supported device once assigned by the teacher.



Level 1 begins with graphic novels



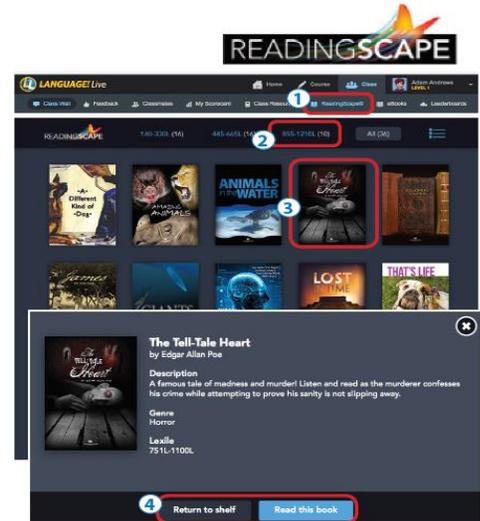
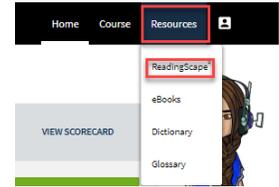
To assign Power Pass, teachers will go to **Course>Make Assignments>Text Training** and click on the assign links in the Power Pass Column.

Text Training Extension – ReadingScape

Purpose: In order to improve reading skills and comprehension, students need to time practicing reading.

ReadingScape is an online, multimedia library containing literary and informational selections divided into three levels for student self-selection. These engaging selections include a collection of short stories, novellas and poems. Students will find high-interest reading that includes video, audio, and interactive capabilities to interest them to read more.

- Students access this online library by clicking the **Resources** tab and **ReadingScape** subtab. Selections are organized by Lexile range on a virtual bookshelf.
- Assign or encourage the use of ReadingScape to read for pleasure and extend reading beyond formal lessons.
- Students accountability can be obtained through the teacher assigning a summary, collection of facts or events, or an assignment of choice.

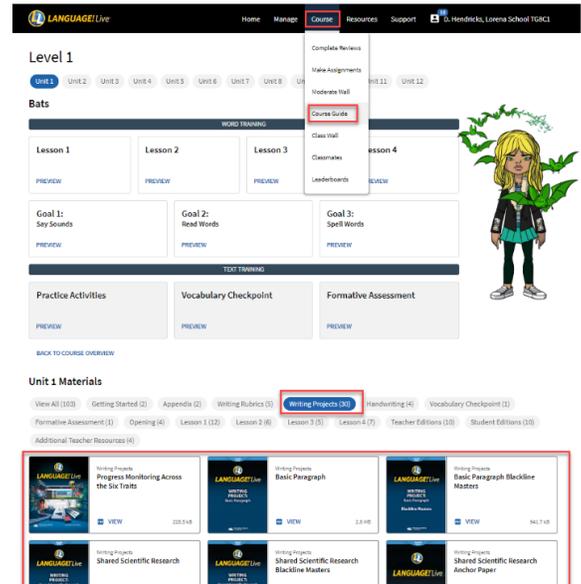


Text Training Extension – Writing Projects

Purpose: Explicit instruction via Writing Projects are used to respond to different text types and genres through constructed response, often using the formal writing process.

Students can further advance their writing skills through the implementation of eight major Writing Projects per level. The projects were developed to not only increase student proficiency in writing, but also increase comfort and proficiency in research and speaking and listening skills.

- Writing Projects can be found under **Course>Course Guide>Writing Projects**. Each project may take multiple 45-50 minute class periods.
- Writing Project can be done periodically throughout the course of the program or as the teacher deems beneficial based on the calendar.
- Each project should be given ample time for students' thoughts and writing to progressively develop.

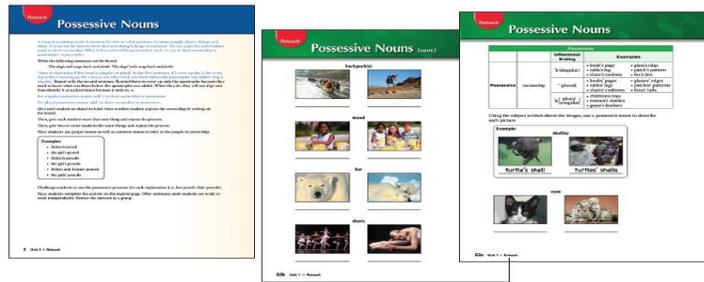


Level 1 Writing Projects	Level 2 Writing Projects
1. Basic Paragraph	1. Informational
2. Shared Scientific Research	2. Narrative
3. Problem and Solution	3. Compare and Contrast Fiction and Nonfiction
4. Firsthand and Secondhand Accounts	4. Argument
5. Compare and Contrast Fairy Tale	5. Compare and Contrast Thematic Literature
6. Thematic Literature	6. Literary Analysis
7. Argument	7. Cause and Effect
8. Career Document	8. Career Documents

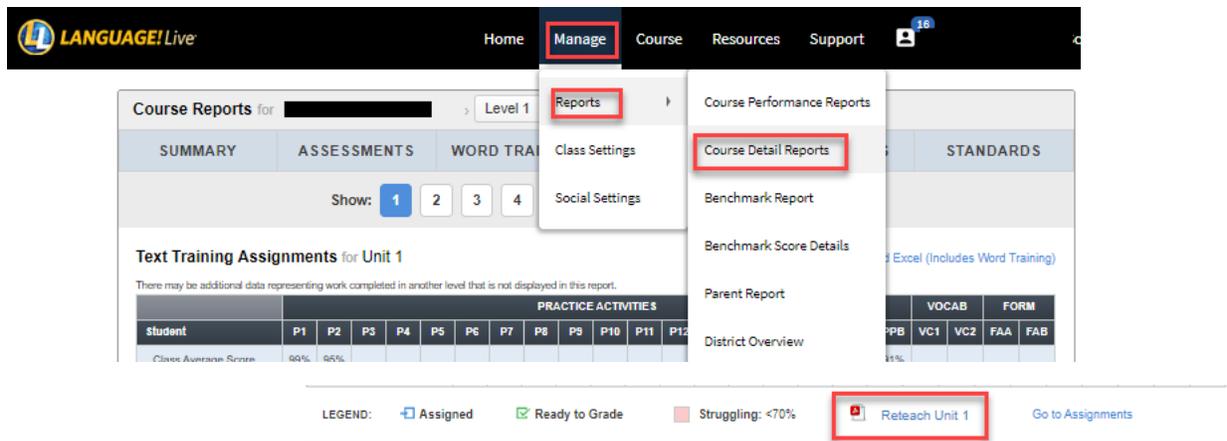
Reteach Activities

Purpose: Students who do not achieve mastery of specific skills from unit instruction may require extra practice and reteaching.

Reteach Lessons offer students direct instruction of skills and concepts in a one-on-one or small-group setting. The extra practice in grammar and sentence structure allows students to experience extended instructions when initial mastery of skills was not achieved.



Reteach activities can be found at the bottom of the screen for **Manage>Reports>Course Detail Reports>Text Training**. These assignments can be delivered via Google Classroom or email to students who need the additional practice.



Additional Tips for Text Training

1. Post on the Class Wall to invite students to share their reflections of what they have learned, or to ask their opinion about a current event.
2. Download the Student Edition pages under **Course>Course Guide>Select a Unit>Student Edition**. Display pages during remote learning time via Zoom or other similar technology.
3. Review Practice Activities from past units. Practice Activities can be reassigned for students to review by going to **Course>Make Assignments>Text Training**.
4. Utilize Google Classroom or a similar platform for students to do their writing and respond to prompts.
5. Show the videos from Word Training during remote learning time as an opportunity to provide the extra boost of support that students may need.
6. Generate Parent Reports so they can see the usage and performance of their student in the program.

Friendly Reminders

1. Provide clear instructions and specify the length of time to complete the session.
2. Assignments are likely to take twice as long to complete at home due to different factors; prioritize and be realistic.
3. Seek student feedback about their work and learning pace.
4. Utilize multimedia materials to boost learning retention and use the digital tools to create interactive lessons.
5. Encourage students to balance online with offline content.

Maintaining Student Engagement

1. Make contact with students and parents before the lessons begin.
2. Create an introductory activity to get students comfortable. Use the Start-Up lessons if applicable.
3. Share with students how they will respond to you and the lesson on the platform. Practice routines and procedures to set expectations.
4. Provide opportunities for learner interaction during the lesson based on the age level of the students.
5. Encourage sharing.

Customer Service

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