



# **LAUNCH NEBRASKA**



*Summer Learning and Beyond*

*Summer Learning for Literacy*

*May 28, 2020*



# Welcome and Thank You!

- Tuesday's webinar, *Unfinished Learning in ELA*, is posted including slides, tools, and templates.
  - Webinar and slides archived at:  
<https://www.launchne.com/professional-learning-and-resources/>
- Continue the conversation!

#launchnebraska  
@NDE\_TLA  
@schoolkitgroup

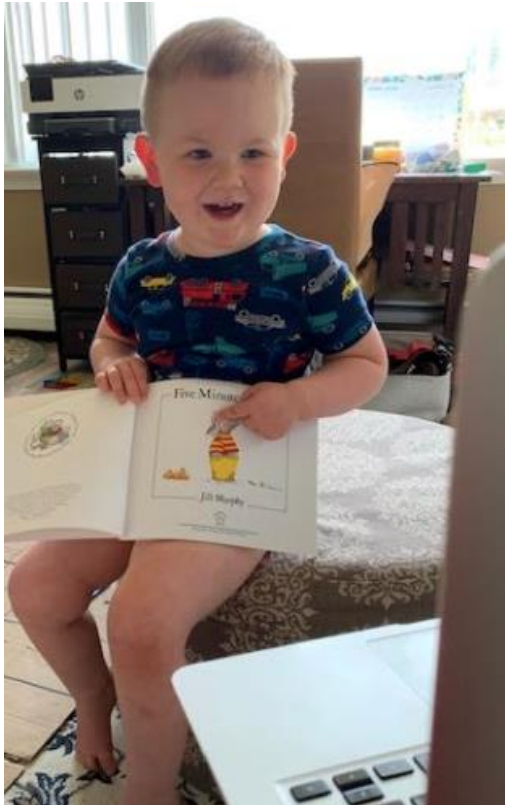
# Summer Learning and Beyond: Professional Learning Series

- A webinar series designed to provide **clear, actionable information** for school districts/school systems.
- Aligned with **Continuity of Learning** Plans.
- Our first focus is preparing for **summer learning**.
- Later, we'll focus on preparing for the **coming school year**.

Our partner: SchoolKit



# Meet Julia



- Director of Literacy at SchoolKit
- Former teacher and curriculum developer
- Based in Philadelphia, PA
- Aspiring home chef and chronic “just one more bedtime story?” pushover



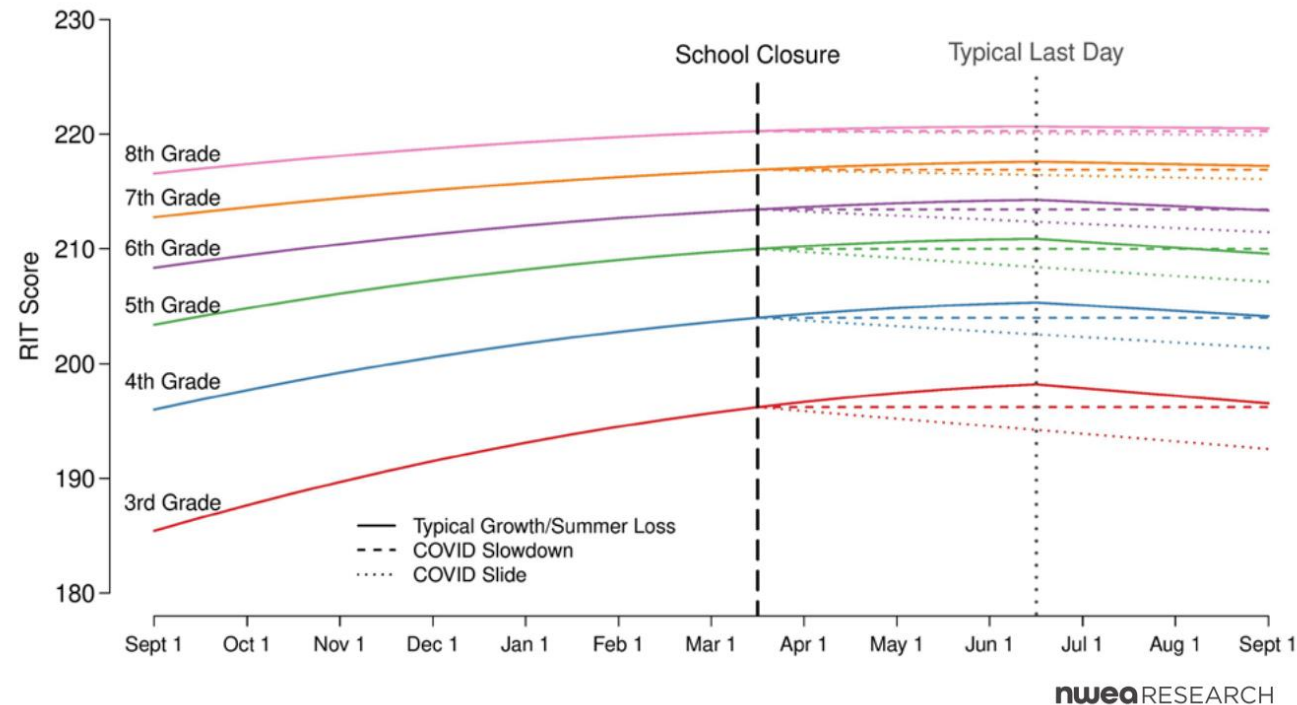
# Session Norms:

- Use the Q & A feature if you have questions about technology or logistics
- Go to “View Options” to exit full screen to access the links in your web browser.
- Use “Chat” when prompted to respond
- Recorded session and this PPT deck will be available at [www.launchne.com](http://www.launchne.com).



# Framing the Challenge in ELA

Figure 2. Reading forecast



A predicted learning loss of at least 30%



# Three Guiding Principles

## When Planning for Teachers' and Students' Return to School:

1. Put people first
2. Integrate, don't remediate
3. Keep it simple (and focused)



# Session Focus:

Students with unfinished learning in literacy need access to **best practices and learning resources** throughout the summer. This session will introduce resources and materials freely available to support literacy learning. This session will also break down the important planning leaders should do over the summer to **pave the way for a successful return to school.**



# In ELA, the Approach is Different

**Instead of:** “What **standards** did my students miss this spring?”

**Ask:** “What **knowledge and supports** do my students need most in order to access this text?”



# An Equitable and Shifts-Aligned Approach

## When Addressing Unfinished Learning in ELA:

- Identify and address potential gaps in knowledge (vs. isolating standards/skills for re-teaching)
- Plan to “stay the course” with high-quality instructional materials and grade-level content for *all* students (with appropriate scaffolds)
- Provide targeted and systematic foundational skills instruction to all students who need it



# What will school look like next year?



# Today's Essential Question

What can we do **now** to begin planning for students' return to school **in the fall**?

Let's dig in!



# Session Agenda:

Topic	Length
Getting Started	10 minutes
Summer Planning Moves for a Successful Start	25 minutes
Freely Available Summer Learning Resources	20 minutes
Next Steps & Looking Ahead	5 minutes



# Let's imagine...

The 5th grade team has time blocked off in  
when all the teachers have a voice still in the  
Over summer planning time to voice still in the  
Principals are not only the ones who are  
investing in the future of the school  
understand the needs of the students and  
they are the ones who are the ones who are  
are the ones who are the ones who are  
ferris and ferris and ferris and ferris  
in an effort to help the students with  
behavior or attendance issues.



# Unsupportive or Misaligned Systems

- **Inequitable Master Schedules:** Creating homogenous classes based on perceived ability or past formal assessment data, or that pull some students out of core instruction
- **Limited or Unsupported Teacher PD:** Teachers planning independently and in silos; no time for collaborative planning to identify knowledge gaps
- **Delayed or Unclear Communication:** Waiting until preservice to make and share a concrete plan to address UL in ELA
- **Not collecting assessment data in K-3:** Relying on assessment data from January to make decisions about student needs



# You may be wondering...



What should we  
do instead?

Create systems  
and structures  
that leverage **time**  
and **talent**  
intentionally.

*What does this look like?*



# Vision of Success

- Read the **"vision of success"** scenario.
- **As you read, reflect:** How did this leadership team create systems that support students with unfinished learning in ELA?

<https://tinyurl.com/ELASystemsNDE>



# Let's hear from you!



How did this leadership team create systems that support students with unfinished learning in ELA?

**Chat your reflections!**



# Systems & Structures: Three Big Buckets

Master  
Schedule



Teacher  
Planning &  
Development



Effective  
Communication



# A Master Schedule that Supports UL in ELA...

- Provides ample, uncompromised time for ALL students to engage in **core ELA instruction**
  - Intensive interventions happen outside of (not instead of) core instruction
- Prioritizes regular **content-specific collaborative planning time** for all general education teachers *and* specialists
  - Focused on unit and lesson preparation



# Systems & Structures: Three Big Buckets

Master  
Schedule



Teacher  
Planning &  
Development



Effective  
Communication



# Effective Planning that Supports UL in ELA is...

- **Frequent & protected**
- **Focused on internalization** of high-quality ELA instructional materials
  - Reading and analyzing the texts
  - Planning appropriate supports
- **Collaborative**, when possible



You're probably wondering...

**What should summer  
planning *look like*?**



# ELA Unfinished Learning Planning Tool

**Step 1:** Prioritize Unit Study of your grade-level instructional materials (with a focus on reading and analyzing the texts)

ELA Unfinished Learning Tool		
Step One: Prioritize Unit Study of your grade-level curriculum (with a focus on reading and analyzing the texts).		
Grade Level: _____ Teacher(s): _____		Unit: _____ Unit Dates: _____
Summarize the Unit Goal/Big Ideas:		Complete and Summarize the End of Unit Task:

Text Title	What are the big ideas of the text? <i>What is most important for students to know/understand through reading this text?</i>	What is challenging about this text? <i>What language, structure, meaning or knowledge demands might students struggle with when reading this text?</i>



# ELA Unfinished Learning Planning Tool

2. **Familiarize** yourself with missed learning (**texts** and **knowledge**) from the spring
3. **Analyze** the impact of missed learning on students' ability to access the grade-level content
4. **Plan** supports (e.g. knowledge, vocabulary) as needed

<b>Step Two:</b> Familiarize yourself with missed learning (texts and knowledge) from the spring.		
<b>Analyze missed texts and knowledge from the 19-20 SY</b> <i>What texts should students have read in the last unit? What knowledge and understanding should have been built through these texts?</i>		
<b>Step Three:</b> Analyze the impact of missed learning on students' ability to access the grade-level content.		
<b>Analyze the impact of missed learning on 20-21 SY</b> <i>How might missing this text/knowledge impact their learning in this unit?</i>		
<b>Step Four:</b> Plan supports (e.g. vocabulary, knowledge, etc.) as needed.		
<b>Vocabulary Supports</b>	<b>Knowledge Supports</b>	<b>Other</b>
		<b>People:</b> (e.g. co-teachers, specialists, librarians, aides, etc.) <b>Time:</b> (e.g. homeroom, advisory, intervention block, independent reading time, homework, etc.) <b>Structures:</b> (e.g. read alouds, collaborative learning structures, small groups, discussion tasks, etc.)



# ELA Unfinished Learning Planning Tool

- **Explore** the Planning Tool using the link below
- **Reflect:** What type of support might your ELA teachers need in order to engage in this type of planning effectively?

**<https://tinyurl.com/ELAULToolINDE>**

### ELA Unfinished Learning Tool

**Step One:** Prioritize Unit Study of your grade-level curriculum (with a focus on reading and analyzing the texts).

<b>Grade Level:</b> _____ <b>Teacher(s):</b> _____	<b>Unit:</b> _____ <b>Unit Dates:</b> _____
<b>Summarize the Unit Goal/Big Ideas:</b>	<b>Complete and Summarize the End of Unit Task:</b>

Text Title	What are the big ideas of the text? <i>What is most important for students to know/understand through reading this text?</i>	What is challenging about this text? <i>What language, structure, meaning or knowledge demands might students struggle with when reading this text?</i>

**Step Two:** Familiarize yourself with missed learning (texts and knowledge) from the spring.

**Analyze missed texts and knowledge from the 19-20 SY**

*What texts should students have read in the last unit? What knowledge and understanding should have been built through these texts?*

**Step Three:** Analyze the impact of missed learning on students' ability to access the grade-level content.

**Analyze the impact of missed learning on 20-21 SY**

*How might missing this text/knowledge impact their learning in this unit?*

**Step Four:** Plan supports (e.g. vocabulary, knowledge, etc.) as needed.

Vocabulary Supports	Knowledge Supports	Other
		<p><b>People:</b> (e.g. co-teachers, specialists, librarians, aides, etc.)</p> <p><b>Time:</b> (e.g. homeroom, advisory, intervention block, independent reading time, homework, etc.)</p> <p><b>Structures:</b> (e.g. read alouds, collaborative learning structures, small groups, discussion tasks, etc.)</p>



# Examples: Grade 8 *Raisin in the Sun* & Agenda

**ELA Unfinished Learning Tool: Sample Steps 2-4**

**Step Two:** Familiarize yourself with missed learning (texts and knowledge) from the spring.

Analyze missed texts and knowledge from the 19-20 SY
<p><i>What texts should students have read in the last unit? What knowledge and understanding should have been built through these texts?</i></p> <ul style="list-style-type: none"> <li>● Missed in Grade 7: Anchor Text - <i>The Eye, the Ear, the Arm</i> <ul style="list-style-type: none"> <li>○ Introduced to the hero's journey narrative structure</li> <li>○ Explore themes of feeling out of place, taking risks, overcoming obstacles, heroism, equity</li> <li>○ Introduced to aspects of Zimbabwean culture</li> </ul> </li> <li>● Missed in Grade 7: Supplemental texts that build knowledge of...                             <ul style="list-style-type: none"> <li>○ What heroism looks like in different cultures; What societies value; Different cultures' morality and value systems</li> <li>○ Zimbabwean traditions and culture</li> <li>○ Nuances of the African experience and African American experience</li> </ul> </li> </ul>

**Step Three:** Analyze the impact of missed learning on students' ability to access the grade-level content.

Analyze the impact of missed learning on 20-21 SY
<p><i>How might missing this text/knowledge impact their learning in this unit?</i></p> <ul style="list-style-type: none"> <li>● Many of the themes that students analyze in the anchor text <i>The Eye, the Ear, the Arm</i> resurface in <i>A Raisin in the Sun</i>. Because of this, students may struggle in readily understanding themes of identity, perseverance, equality, and taking risks.</li> <li>● The supplemental texts in <i>The Eye, the Ear, the Arm</i> unit would have supported students in understanding the geographical and cultural differences in being "African" and "African American." Students must have a foundational understanding of cultural differences and the concept of assimilation in order to grasp the deep themes and historic content in <i>A Raisin in the Sun</i>.</li> </ul>

**Step Four:** Plan supports (e.g. vocabulary, knowledge, etc.) as needed.

Vocabulary Supports	Knowledge Supports	Other: Leveraging people, time, structures
<p>Teach the following using direct vocabulary protocol:</p> <ul style="list-style-type: none"> <li>● assimilation</li> <li>● liberated</li> <li>● vindicated</li> <li>● indifference</li> </ul>	<p>Additional texts to build knowledge:</p> <ul style="list-style-type: none"> <li>● "For My People" by Alice Walker</li> <li>● "Let America be America Again" by Langston Hughes</li> <li>● Incorporate map of Nigeria/Africa</li> <li>● Incorporate pictures of Southside Chicago in the 1950s</li> </ul>	<ul style="list-style-type: none"> <li>● Co-teacher push in on Tuesdays/Thursdays                             <ul style="list-style-type: none"> <li>○ Small group for fluent read alouds</li> </ul> </li> <li>● Email librarian to create text-set for independent reading</li> <li>● Coordinate with 8th Grade Team to leverage homeroom time to read additional texts/view clips/analyze pictures that build knowledge</li> </ul>

The four planning priorities to address unfinished learning in ELA should be a consistent practice throughout the school year when planning a new unit of learning. It's recommended that teachers come to this planning meeting having completed Step One of the Unfinished Learning Tool before collaborating with the team to complete Steps Two and Three. The agenda below outlines a virtual meeting structure.

**ELA Common Planning Agenda**

<p><b>Date/Time:</b> June 10, 2020, 3:00-4:00pm</p> <p><b>Essential Question:</b> How can we plan supports to help students access grade-level content in Unit One?</p> <p><b>Prework:</b> Complete Step One in the ELA Unfinished Learning Tool. Be sure to read all the texts in your unit and complete the end-of-unit task.</p> <p><b>Materials:</b> Completed Step One in ELA Unfinished Learning tool, access to first unit, access to prior grade's last unit</p>
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1. **Do Now as You Enter:** Chat Your Response!
  - a. What was the focus of distance learning for your students? What knowledge did students gain during this time?
2. **Objectives:** By the end of this planning meeting, teachers will:
  - a. Familiarize ourselves with students' missed learning from the spring
  - b. Analyze the impact of missed learning on students' ability to access grade-level content
3. **Step Two:**
  - a. Access the last unit of the prior year and the Step Two section of the ELA Unfinished Learning Tool
  - b. Review the unit overview, end of unit task, anchor text and supplemental texts. Record:
    - i. What texts should students have read in the last unit?
    - ii. What knowledge and understanding should have been built through these texts?
    - iii. What questions do you have for the prior grade level team about the unit students missed?
      1. Send an email with these questions to the team!
4. **Step Three:**
  - a. Access the Step Three section of the ELA Unfinished Learning Tool
  - b. Record: How might missing this text/knowledge impact their learning in this unit?
5. **Action Steps:**
  - a. Respond to email with information about students' missed learning by EOD, June 12, 2020.
  - b. Complete Step Four of the ELA Unfinished Learning Tool by common planning on June 17, 2020.
  - c. Upload completed plan (steps 1-4) drive prior to common planning on June 17, 2020.



# In Summary: Summer Planning for UL

## Priorities for Teachers

1. **Prioritize** Unit Study of your grade-level instructional materials (with a focus on reading and analyzing the texts)
2. **Familiarize** yourself with missed learning (**texts** and **knowledge**) from the spring
3. **Analyze** the impact of missed learning on students' ability to access the grade-level content
4. **Plan** supports (e.g. knowledge, vocabulary) as needed



# Planning to Address UL in ELA

## Fall & Ongoing Planning Priorities

- **Repeat** the process for Unit Study (and planning to support knowledge gaps) for each unit
- **During Lesson Preparation:**
  - Analyze the text for its big ideas and areas of complexity: Where may students struggle?
  - Plan "just-in-time" supports as needed within lessons
  - Consider adaptations for remote/virtual delivery



# HQIM Pacing Considerations

- **Understanding** the design of your knowledge-based instructional materials helps you make intentional decisions
  - Example: CKLA
- **Prioritizing** teacher planning time and diagnostic assessments will save you time in the long run, no matter the IM you are using!



# Planning for Foundational Skills UL

How can we intervene to support students with foundational skills unfinished learning?

1. **Use diagnostic assessments** to identify missed learning
2. **Address gaps** by teaching missed foundational skills in the sequence to all students who need them



# Systems & Structures: Three Big Buckets

Master  
Schedule



Teacher  
Planning &  
Development



Effective  
Communication



# Communicating Your Plan

- **Articulate and share** your vision for addressing unfinished learning in ELA with all stakeholders in a clear and timely way
  - Leadership team, Teachers, Families, and Students
- **Be transparent** and explain the rationale behind school-wide schedule and system changes to stakeholders



# Communicating with Families

Selecting and consistently using a **schoolwide system** for **family communication** is essential!

*Seesaw*



ClassDojo



remind

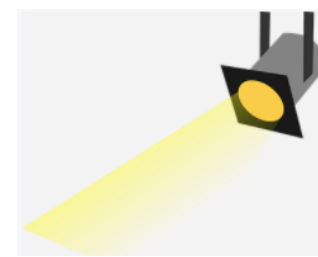
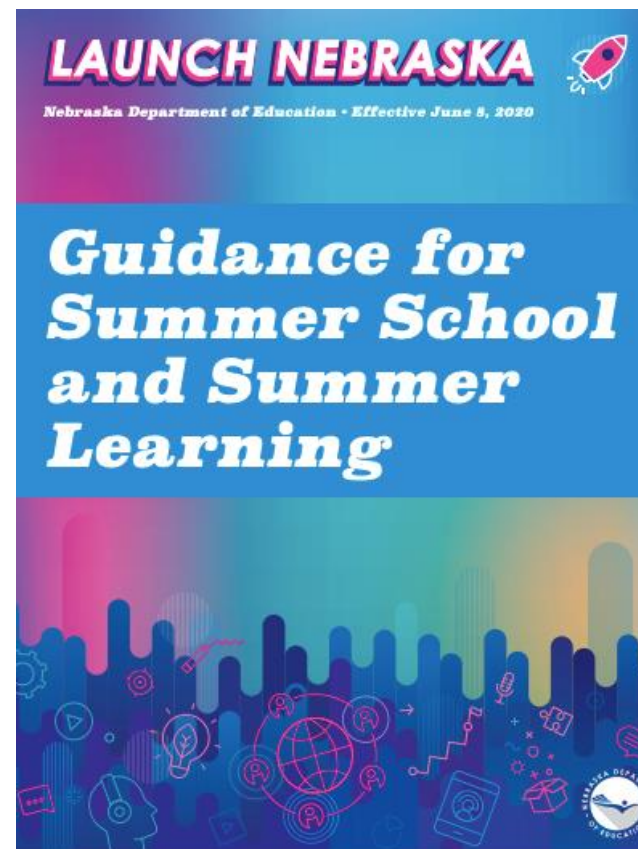
zoom



# Resource Spotlight

## Launch Nebraska

### Guidance for Summer School and Summer Learning



# In Summary: Key Actions

## DO...

- Ensure ALL students have uncompromised time in their schedule for **core ELA** instruction
- Create and protect time for **collaboration** amongst teachers
- If possible, build **flex time into pacing calendars** that grant teachers the time to incorporate supports and scaffolds
- **Communicate** your plan in a clear and timely way



# In Summary: Common Pitfalls

## DON'T...

- **Pull students out** of core ELA instruction, or create homogenous classes based on perceived ability or past formal assessment data
- **Minimize the importance & impact** of collaborative, structured planning time for teachers
- **Wait until the fall** to make a concrete and shared plan to address unfinished learning in ELA



# Pause and Reflect



Consider your school/district and role. How might you **apply this learning** in your context?

**Chat your response!**



# Session Agenda:

Topic	Length
Getting Started	10 minutes
Summer Planning Moves for a Successful Start	25 minutes
Freely Available Summer Learning Resources	20 minutes
Next Steps & Looking Ahead	5 minutes



# Continuity of Learning Plans

## Two Types of Summer Distance Learning Opportunities

Enrichment  
Opportunities

Educational  
Opportunities



# Resources for Enrichment

What resources exist to support **students' literacy learning at home** over the summer so they're better prepared for next school year?



# Summer Learning for Literacy Resources



### Summer Learning for Literacy



Freely Available Resources

**Description:** The purpose of this document is to provide a collection of resources to support summer learning for literacy through distance learning. Resources in this document are freely available and may be used in a variety of ways by a variety of stakeholders to support students' literacy development. Resources are categorized as "enrichment resources" or "educational resources" to support you in thinking through how you may use these; however, we encourage you to be creative and implement these as best works for your school and community.

**"Enrichment Opportunity" Resources**


In an alternate learning environment, enrichment opportunities support the on-going development of particular knowledge and skills and the continuation of learning within a grade level. Enrichment opportunities can also help students build strong practices which are critical components of content area standards. These opportunities can be provided via multiple platforms and settings, may not require an instructor, and might be the same for all students. **The opportunities can be provided by a parent, a caregiver, or through independent practice.**

Resource	Notes
	<b>Website:</b> <a href="https://www.overdrive.com/">https://www.overdrive.com/</a> <b>Purpose:</b> This website provides text access to a range of e-books and audiobooks through the local public library and school.
	<b>Website:</b> <a href="https://www.storylineonline.net/library/">https://www.storylineonline.net/library/</a> <b>Purpose:</b> This website streams videos of celebrities and public figures reading aloud children's books.
	<b>Website:</b> <a href="https://tinyurl.com/RELResource">https://tinyurl.com/RELResource</a> <b>Purpose:</b> This resource ["Supporting Your Child's Reading At Home" from REL is a collection of videos and activities that provide families with information about how to support children as they practice foundational reading skills at home.

Resource	Notes
	<b>Website:</b> <a href="https://tinyurl.com/NEReadAtHome">https://tinyurl.com/NEReadAtHome</a> <b>Purpose:</b> This resource (available in English and Spanish) was created to assist parents and families in understanding how to support their child's reading development and progress. It includes guidance on how to use materials found around the home to practice the skills necessary to help their child become a fluent reader.
	<b>Website:</b> <a href="https://tinyurl.com/NESummerReadingOpps">https://tinyurl.com/NESummerReadingOpps</a> <b>Purpose:</b> This website (part of Nebraska Reads) provides a compilation of recommended Summer Reading resources and opportunities.
	<b>Website:</b> <a href="https://www.americanreading.com/">https://www.americanreading.com/</a> <b>Purpose:</b> American Reading Company is offering free access to some books for students and families.

**"Educational Opportunity" Resources**

Educational opportunities include standards-based instruction utilizing evidence-based teaching and learning practices. These opportunities are **facilitated by an instructor in a synchronous, asynchronous, or blended learning environment**. For example, an instructor might provide "live" or recorded instruction via a video conferencing platform that is aligned to their content area standards, has a method to collect student work, and provides feedback to students. As another example, a school might provide instructional packets to students with the expectation that teachers schedule small group weekly check-ins via telephone to provide feedback, answer questions, and engage in small group instruction (when possible).

Resource	Notes
	<b>Website:</b> <a href="https://www.schoolresourcehub.org/grab-and-go">https://www.schoolresourcehub.org/grab-and-go</a> <b>Purpose:</b> Grab and Go Instructional Materials are ready-made resources school leaders and teachers can use as a starting point or a model for their own materials. All resources can be used free of charge, and adaptations are allowed and encouraged.

	<b>Website:</b> <a href="https://www.nebraska.gov/education">https://www.nebraska.gov/education</a> <b>Purpose:</b> This website provides information about Nebraska's Department of Education, including information about the state's education system, standards, and assessment programs.
	<b>Website:</b> <a href="https://www.education.com">https://www.education.com</a> <b>Purpose:</b> This website provides information about education, including information about the state's education system, standards, and assessment programs.
	<b>Website:</b> <a href="https://www.education.com">https://www.education.com</a> <b>Purpose:</b> This website provides information about education, including information about the state's education system, standards, and assessment programs.

<https://tinyurl.com/NDEResourcesELA>



# Resources for Text Access

**Reading at home** is one of the best ways families can support literacy development.

**Rakuten OverDrive**

**Storyline Online**



# Resources to Support Early Literacy



## “Read-at-Home Plan”

- Created to assist families in understanding how to support their child’s reading development and progress
- Available in English and Spanish



# Resources to Support Early Literacy



## “Supporting Your Child’s Reading at Home”

- Videos and activities that guide families to support children as they practice foundational skills at home
- Grade-level activities for K-2



# For More Ideas and Family Resources...


## Summer Reading Opportunities



### Summer Reading Opportunities

[Family Resources](#)[Teacher Resources](#)[Resources](#)


#### REACH



REACH is a self-paced interactive reading program to engage parents and children as at-home reading partners. Designed by classroom reading specialists and aligned with kindergarten through third grade standards, these self-paced interactive lessons are enjoyable for all ages.

VISIT REACH


#### SCHOLASTIC LEARN AT HOME



Scholastic Learn at Home includes learning experiences, grouped by grade band, built around a children's book-full text accessible via the website—and including videos and complementary activities (available in both English and Spanish).

VISIT SCHOLASTIC LEARN AT HOME

#### SUPPORTING YOUR CHILD'S READING AT HOME: ACTIVITIES AND VIDEOS



These videos and activities provide families with information about how to support children as they practice foundational reading skills at home. These Family Activities include easy-to-follow plans to help you support your child's foundational reading skills at home. You may want to start with the first activity and move to the next when you notice that your child has a firm understanding of the content from that activity.

Family Literacy Videos show families engaging their child in the Family Activities. The key points about the videos can help you know what to focus on for a specific activity.

VISIT SUPPORTING YOUR CHILD'S READING AT HOME



# The Importance of Communication

Selecting and consistently using a **schoolwide system** for **family communication** is essential!

*Seesaw*



ClassDojo



remind

zoom



# Continuity of Learning Plans

## Two Types of Summer Distance Learning Opportunities

Enrichment  
Opportunities

Educational  
Opportunities



# “Grab and Go” Resources



**GRABANDGO**  
INSTRUCTIONAL MATERIALS

- 8 weeks of ready-to-go instructional packets for Grades K-9 (ELA, Math, and Science)
- Freely available, and modifications are allowed and encouraged



# “Grab and Go” Resources

## Implementation Considerations

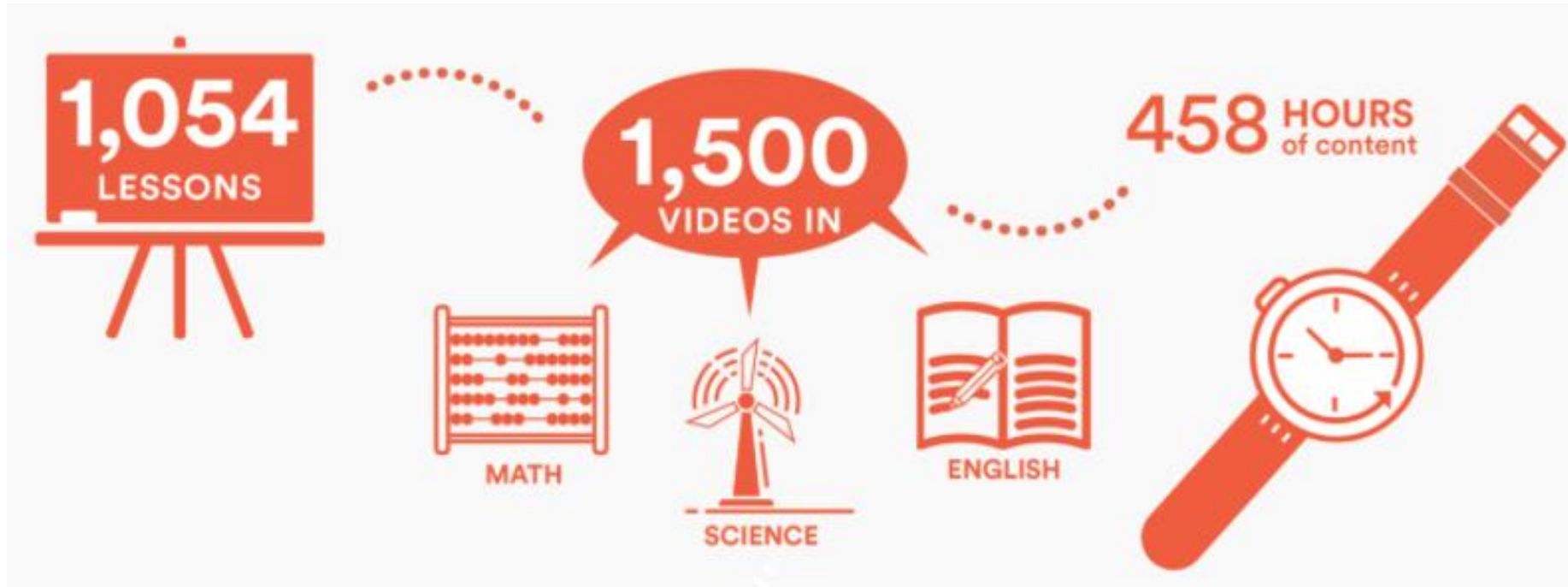
- Low-Tech Option: does not require devices or internet for students
- Can be completed independently, but most effective if paired with regular communication with and feedback from a teacher



# Free Educational Resources



# “Knowledge on the Go”



**WIT &  
WISDOM®**

## WELCOME MODULE



+

[illegible]

# “Knowledge on the Go” Resources

## Implementation Considerations

- High-Tech Option: Requires students to access and watch lesson videos online
- Can be completed independently, but most effective if paired with regular communication with and feedback from a teacher
- Must consider text access



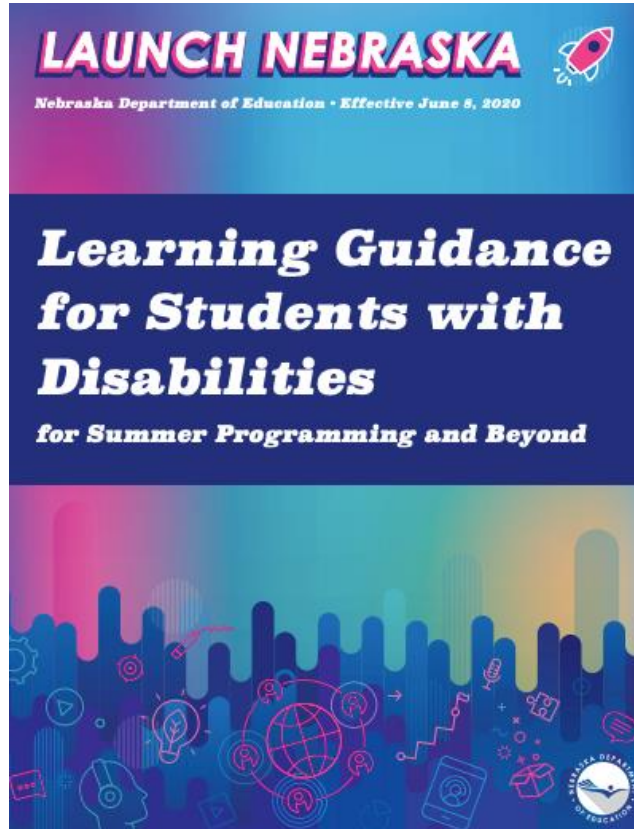
# HQ Instructional Materials Matter



[www.nematerialsmatter.org](http://www.nematerialsmatter.org)





# Guidance for Students with Disabilities



# Health and Wellness

- Supporting Child and Family Wellbeing
- Additional health and wellness information for summer is available on [launchne.com](https://launchne.com)




## Supporting Child and Family Wellbeing

We all have a collective responsibility to make sure kids are healthy, safe, and thriving – especially during challenging times. Parents and other caregivers are children's most important protectors and may need extra support from time to time. We encourage you to check in with caregivers and children you interact with to ask how they're doing and what they need. Lending an ear and helping families access available supports can go a long way to keeping families well. Thank you for doing your part to support Nebraska's children and families!

Check In with Families in Your Community to See How You Can Help

It is important to remind caregivers and children that you are there to help, not judge them. Use plenty of empathy statements to show your concern and find opportunities to compliment the caregiver to empower and support them. If a child raises a concern, consider if you can safely follow-up with their caregiver. Validate that this is a difficult time, everyone is struggling, and that support is still available. See page 2 for a list of resources you can connect families with based on their needs.

Questions You Might Ask Parents/Caregivers



- Is now a good time to talk? If not, ask what a better time would be.
- How are you doing overall? Are you okay and safe? Is there anything you need?
- We all need support right now. Do you have supports that you can connect with? If yes, who are the supports in your life? Are you able to connect with them right now? If not, how can we help you get connected to others?
- Has anything changed for your family? Are there certain things that have been more of a struggle? What worries or needs are you facing?
- Due to COVID-19, is everyone in your family able to get what they need to get by? (For example, you can ask the family about food, housing, income/employment, safety, education, health, heat, internet, etc.)
- What do you do to take care of yourself?

Questions You Might Ask Children

- How is virtual learning working for you? How is it affecting you? Your family? Do you need help with anything?
- How are things going at home for you and your family? Are you feeling okay? Are you worried about anything?
- What do you like most about staying at home? What do you like least? Why?
- What was the best part of your day? What was the hardest part of your day?
- What family activities do you participate in?
- Do you get outside? Do you get exercise?

Additional Questions You Might Ask Children if there are Potential Risks in the Home

- Who is taking care of you? What are they doing? Who makes sure you have everything you need?
- Who do you feel safe talking to about needs or worries? Do you have a way to talk to that person right now?
- If you were stranded on a desert island, what would you need? Are those things in your house right now?
- What did you eat for breakfast today? Yesterday?
- What are the rules in your house? What happens when someone breaks a rule? (Sibling, pet, mom, dad?)
- How is everyone getting along? Is anyone having a hard time? Are you worried about anyone? Why?
- Ask the child to describe a typical day – what they eat, who makes the food, where do they play, who comes into or leaves the house and when?
- To follow up, ask open-ended questions: Tell me more about that. . . What happened next? What is happening right now?

COVID-19 5/22/2020



# Pause and Reflect



Consider your school/district and role. What resource for **summer literacy learning** are you most excited about, and **how might you use it?**

**Chat your response!**



# Session Agenda:

Topic	Length
Getting Started	10 minutes
Summer Planning Moves for a Successful Start	25 minutes
Freely Available Summer Learning Resources	20 minutes
Next Steps & Looking Ahead	5 minutes



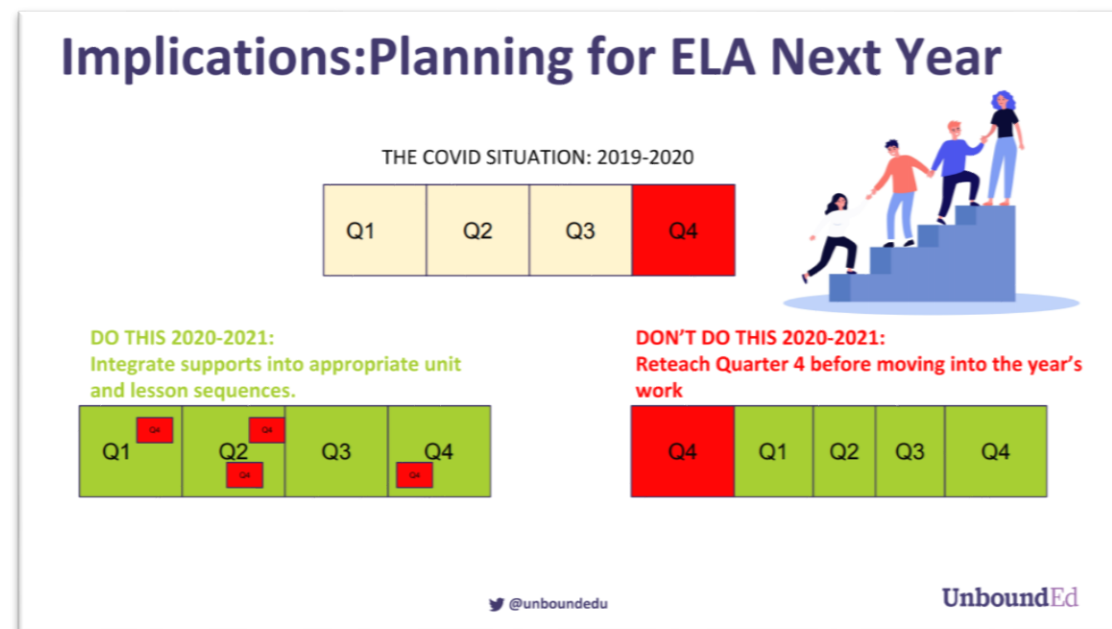
# Feedback Survey

<https://tinyurl.com/NDE5Survey>



# Reflecting Back...

- Unfinished Learning and Instructional Equity
  - Keynote by Lacey Robinson
- Equitable Learning Recovery Toolkit (by Pivot Learning)
  - Allows you to gather feedback from stakeholders about teaching and learning.

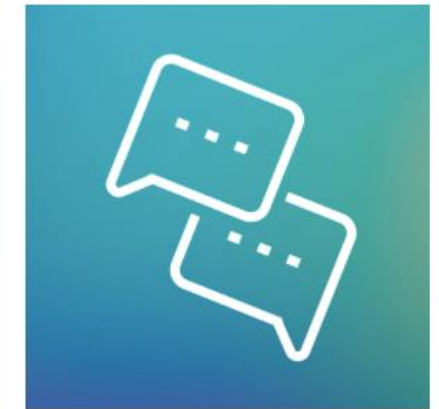


*"By making the distribution of literacy and mathematics knowledge and skills more equitable, students will leave school with the assets to change our economy and society."*



# Upcoming Professional Learning:

- Tuesday 6/2 (4:30 p.m. CST):
  - Supporting All Students:  
Focusing on Students with  
Disabilities
- Summer and fall reentry  
resources available at  
[www.launchne.com](http://www.launchne.com)



<https://tinyurl.com/NDE5Survey>

THANK YOU

