

Literacy Instruction in Remote Learning Series

2020–2021 School Year

Series Description

Join us for an intensive in-depth study of teaching literacy remotely in K-3rd grades. Each session will explore a different aspect of literacy, focusing on the standards to prioritize and the balanced literacy instructional routine to use in remote learning to accelerate learning. Tech sessions focus on how to effectively use technology with our youngest learners. Teachers will immediately apply knowledge from the session to remote teaching with the expectation that teachers return to the next session to reflect on the implementation of new techniques. The ideas will bridge back into the classroom when returning to in-person teaching as teachers will continue to prioritize standards and utilize technology. These interactive sessions with a group of 20-30 teachers allows time for small group discussions, sharing of ideas, and personal reflection.

How We Work

Professional development is offered through a series of 2.5-hour learning labs with embedded professional learning community (PLC) guided discussions. Participants will be surveyed on literacy and technology practices in remote learning to allow customization of each session based on immediate needs.

Sessions

Select Four or Six 2.5-hour Online Learning Labs with Embedded PLC Guided Discussions

Schedule

4-6:30pm on the following dates:

- Sept. 29 **Literacy Focus**
- Oct. 6 **Technology Focus**
- Oct. 13 **Literacy Focus**
- Oct. 20 **Technology Focus**
- Oct. 27 **Literacy Focus**
- Nov. 5 **Literacy Focus**

Pricing

4-Part Series (Literacy Focus Only)
\$450 per teacher*

6-Part Series (Literacy & Technology Focus)
\$675 per teacher*

**Group Discounts Available*

[CLICK HERE to Register](#)

or email smorrow@erikson.edu

For more information, please contact:

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We are an IL-EMPOWER
approved learning partner

A Prekindergarten Through 3rd Grade Professional Development Initiative

Literacy Focus

Reading

We will focus on daily instructional routines to emphasize in remote learning that are essential, important, and practical across the K-3rd continuum. We will guide teachers in prioritizing reading skills for beginning readers and supporting families with literacy at home. Teachers will explore methods and strategies for engaging children during small and whole group lessons remotely and ideas for planning units of study that are responsive to children's social emotional learning. Teachers will analyze and re-imagine assessments to use remotely to determine children's current instructional needs and monitor progress.

Writing

Teachers will explore a variety of ways to support young children's first steps in becoming a writer during remote and eLearning. We will discuss the roots of writing in drawing, painting, and storytelling, and how to support writing development in a way that is authentic to the child's experience. We will explore best practices for ongoing writing that families and children can manage and do together at home and how to prioritize writing standards.

Essential Questions

1. **Standards:** What standards should we prioritize during remote learning? How can technology support learning at home in critical skills for young children?
2. **Balanced Literacy Components:** Which Balanced Literacy component and best practices for each do we identify and pull out for remote learning? What materials are important to have in the classroom and at home?
3. **Foundations of Literacy:** How do we balance child-initiated and teacher-guided activities in daily instruction remotely? What is fundamental to learning environments at home and in the classroom?
4. **Family Engagement:** How do we partner with families during remote learning? What do family members need to know to facilitate children's engagement in at home? What should I know about the children's home contexts that will help in planning for remote learning? How can I use technology to support families with learning at home?
5. **Assessment:** How can we monitor children's current needs and learning in remote learning?
6. **SEL:** How do we address social and emotional learning in literacy? How do we keep children engaged in remote learning? How we use technology to support SEL?

Technology Focus

Rethinking Technology Use in Early Childhood Education

Participants will explore how young children learn from screen-based devices and barriers that make learning from screens difficult. In this session, we'll explore what early childhood educators should consider when evaluating and selecting technology tools for young children to use remotely. Participants will walk away with tips and resources for selecting appropriate technology tools for young children to use remotely.

Prioritizing SEL Remotely in the New School Year

Participants will explore ways to use technology as a tool for teachers to develop and support new relationships with students and their families. In this session, participants will explore creative ways to use technology to support aspects of social emotional learning for students. Participants will walk away with tips and activity ideas for young children as well as tips for connecting with families.