

Virtual Literacy Instruction & Data Collection During COVID-19

ADVICE FROM STEP AT UCHICAGO IMPACT



Teachers should use Progress Monitoring resources to highlight the top 3 to 4 skills each student needs to work on to shape small-group instruction.

- Informal data should be gathered by analyzing independent assignments submitted to the teacher, which may serve as a progress monitoring tool.
- Teachers may utilize free online progress monitoring tools or STEP-aligned progress monitoring tools and virtual support. STEP progress monitoring tools are found [here](#) under Covid-19 Resources.
- Progress monitoring should be gathered for each student at least once every two weeks.

If using STEP progress monitoring tools, schedule time with small-groups (3-4 students) to instruct and then monitor progress around challenging STEP components.

- Example: If a group of students needs support with segmentation, the teacher meets with that group once a week to review/teach the skill and gives students opportunities to practice during the week.
- Once students practice for a week, the teacher checks in to monitor progress.

Schedule time with individual students to instruct and then monitor progress around challenging STEP components.

- Example: If a student needs support with sight words, the teacher will create flashcards to drill the student(s) on the specific words, and then monitors progress.

Schedule time (5-10 minutes) with individual students to listen to the child read a passage and to have a conversation.

- Text can be preselected by the teacher or may be the student's choice.
- This should be for enjoyment and getting to spend time with the teacher!

Practice and then track progress made with relevant sight words.

Shared Reading

Schedule time with small-groups (3-4 students) based on their STEP data (or other assessment data if not using STEP) and follow an “I Do, We Do, You Do” structure:

- Example (Kindergarten): Teacher uses a physical text or poem to model behaviors around Concepts About Print.
- Example (First Grade): Teacher shares screen with the text and model a word solving strategy.
- Example (Second Grade): Students access a book online, teacher models retell including character motivation, students practice retelling with a partner.

Teachers can share screens of the book they are reading, use a physical book, or students access the book online.

Interactive Read Alouds

Schedule time with small-groups (3-4 students) based on their STEP data (or other assessment data if not using STEP).

The teacher reads aloud the text in real-time, modeling the focus skill they need to practice, and stops at certain places to ask questions.

- The teacher can chart virtually or on a physical chart.

The teacher can record an interactive read-aloud following the same steps as listed above.

Independent Practice

A follow-up to scheduled Shared Reading or Interactive Read Aloud:

- Option 1: Continue to practice the skill with the text that was used in the lesson.
- Option 2: Provide the student with a new text.
- Use a tool (i.e. graphic organizer or scaffolded worksheet/template) to capture student thinking.

For the higher comprehension levels, students can respond in writing to questions aligned to the STEP assessment (or other assessment data if not using STEP).

- Character Codes: Why is the character doing x? or Why is the character thinking x?
- For example, have students use the RACE (Restate the question, Answer the question, Cite the source, Explain your thinking) strategy.



For more information about Covid supports or to learn more about the STEP Literacy assessment, you may contact Katie Boylan by emailing katieboylan@uchicago.edu.