



Pre-K and Kindergarten English Language Arts Distance Learning Guide

This document is designed to support Georgia teachers and districts as they provide distance learning opportunities for students. Distance learning aims to provide students with continuous learning opportunities at home and may or may not include technology.

Questions to Consider while Planning for Distance Learning

1. How can families and caregivers be given opportunities to help Pre-Kindergarten and Kindergarten students continue to grow and learn?

Encourage families and caregivers to:

- Read a variety of books or other materials with students to foster a love of reading.
- Ask students to retell stories or ask them to answer questions about what was read during read alouds or during independent reading.
- Practice fine and gross motor skills by copying shapes and coloring within the lines.
- Promote “helping” behaviors at home. **Examples:** putting toys away, getting dressed independently, helping family members with tasks
- Build knowledge about the world and increase vocabulary skills by asking students to explore and describe the environment around them (e.g., things in their home or the things they notice and wonder when they take a walk with family members).
- Have students write. This could be journaling about feelings and events at home, writing about things they are learning, writing letters to friends, teachers, or relatives.
- Encourage imaginative and dramatic play. Ask children to design and create their own grocery store, classroom or other culturally relevant place.

2. How might Prekindergarten and Kindergarten distance learning look different than other grades?

Pre-K and Kindergarten tasks are often short and focus on students sharing their thoughts about tasks they are engaged in. Family members and guardians may be asked to share with the teacher how and what the students are doing to learn and grow at home rather than the students turning in paperwork.

3. In what ways can students share their learning?

Not everything needs to be “turned in” to a teacher. Students can call grandparents or other important people in their lives to share what they are learning. With assistance from parents, guardians or older siblings (as appropriate), students can write messages or draw in journals to represent the things they are learning.

4. How will students receive feedback on their learning?

Involve all family members in the area of feedback. Schedule calls (either individually or with a small group) with the teacher to talk about any learning activities students may be doing. Teachers can respond to scanned documents and email feedback to the student via their parent or guardian.

For specific guidance related to **Special Education** and **English Language Learner** instruction, visit [Special Education](#) and [English Language Learner](#) webpages.

Considerations for Universal Design can be made to ensure all activities are accessible for all learners. Learn more about [Universal Design for Learning](#).

Helpful Tips

- As you begin the new journey of assisting your students through distance learning, identify personal support structures at home and within your school family.
- When something does not work, give yourself permission to move on to the next idea.
- Spend about 15 minutes daily on read aloud and literacy skills including a reading task and/or writing activity
- Spend about 15 minutes daily on reading skills practices (i.e. rhyming, sounds in a word, letter names and letter sounds)



Pre-K and Kindergarten Learning Menu Examples

Pre-Kindergarten	Kindergarten
Give your child a stack of cards with pictures. Have them sort the cards into categories. Simple category ideas could be: size (big or small), function (used for work or play), or color (red, blue, or green).	Point out and describe the meaning of words you and your child discover in books and other places. Use these words correctly in conversation and ask your child to do so.
Tape alphabet cards out of order on the wall at the child's eye level. Call a letter out to the child and have them "race" to find the letter. Have them find the letters in their name. For a challenge, have them find the letters in common words: dog, cat, love, etc.	
Go outside for a nature break. Have your child listen for the loudest noise. Once inside, ask your child to draw the sound.	Practice handwriting by printing uppercase and lowercase letters. Let your child use a crayon or marker to practice using different writing mediums.
While reading a book together, point out the front and back covers. Ask your child where to start reading on each page. Use your finger to show the words go (left to right). Point to each word while you read.	Read a story together as a family. Ask your child to retell the story. Listen to see if your child was able to talk about all of the important parts of the story, keeping the events in the order they happened.
Provide opportunities to improve gross motor skills. Get a Kleenex or a pair of socks. Toss with your favorite hand and catch with both hands 10 times. Switch and toss with your non-favorite hand and catch with both. Toss and catch with your favorite hand ten times. Switch toss and catch with your non-favorite hand. Toss with your favorite hand and clap before the object touches the floor. Can you clap twice before the object touches the floor? Three times?	
Provide opportunities to improve movement skills. These skills are the building blocks of coordination. Ask the child to hop three times on one foot and switch to the other foot and do three hops. Next, ask the child to hop two times on one foot and then switch. Finally, ask the child to hop one time and switch to the other foot. Now that's skipping! The cue for skipping is "Step, hop, step, hop."	
Provide activities that incorporate movement and imagination. For example, ask the child to move like a leaf blowing in the wind, a popcorn kernel in a hot pan, a butterfly/bird in the sky, a rabbit in the garden, and a raindrop falling into a puddle.	

For more ideas of at home literacy activities, visit <https://www.coxcampus.org/pop-up-early-learning/>.

Contact Information for Elementary ELA Specialists

We are here to help in any way we can. Feel free to email any of the following people at GaDOE if you have questions or need support.

- **Anisha Donald**, Elementary ELA Specialist, adonald@doe.k12.ga.us
- **Franeka Colley**, Content Integration and Special Education Specialist, franeka.colley@doe.k12.ga.us

Please note that the guidance and resources provided in this document are NOT meant to be a directive or limitation, but rather a tool to support teachers and schools as they develop distance learning opportunities responsive to their local context and student needs.



Grades 1-2 English Language Arts Distance Learning Guide

This document is designed to support Georgia teachers and districts as they provide distance learning opportunities for students. Distance learning aims to provide students with continuous learning opportunities at home and may or may not include technology.

Questions to Consider while Planning for Distance Learning

1. How might distance learning in grades 1 and 2 look different than in other grades?

It is valuable to convey to families and guardians as they support students with learning at home that students should be expected to do a task for 15 minutes or less and then take a break and switch tasks. It is also important at this age to encourage activities that include movement, whenever possible, and for students to share their thoughts as they are working on a learning task.

2. How can families and caregivers be given opportunities to help 1st and 2nd grade students continue to grow and learn?

Encourage families and caregivers to:

- Retell stories and ask or answer questions about what was read during read alouds or independent reading.
- Have students write--journaling about feelings and events at home, writing about things they are learning, writing letters to friends, teachers or relatives.
- Build knowledge about the world and increase vocabulary skills by asking students to explore and describe the environment around them (e.g., things in their home or the things they notice and wonder when they take a walk with family members).
- Gather different materials from around the house and yard, sort the materials into groups based on similar characteristics and talk about how they are similar and different.
- Make connections to science and social studies concepts when reading.
- When reading, have children sound out a word they do not know. Even words that do not seem to follow the rules have regular parts the child can sound out. For example, for the word “said,” the child can say the beginning /s/ and the ending /d/. An adult can provide the irregular vowel sound in the middle. Then the child can put the sounds together to say the word.

3. What materials can we use for reading instruction? Think beyond a book for reading experiences. Students can read anything around them, including food boxes, recipes, or a short daily message from the parent or teacher. Utilize online resources as appropriate for reading material. Do not worry about the level of a book. Reading aloud is important--students do not need to read everything on their own.

4. In what ways can students share their learning? Not everything needs to be “turned in” to a teacher. Students can call grandparents or other important people in their lives to share what they are learning. With assistance from parents or older siblings, as appropriate, students can write messages or journal about their learning. Either of those can be physically mailed or scanned and sent electronically to someone.

- 5. How will students receive feedback during their learning?** Involve all family members in the area of feedback. Schedule calls (either individually or with a small group) with the teacher to talk about what has been learned. Teachers can respond to scanned documents and email feedback to the student.

For specific guidance related to **Special Education** and **English Language Learner** instruction, visit [Special Education](#) and [English Language Learner](#) webpages.

Considerations for Universal Design can be made to ensure all activities are accessible for all learners. Learn more about [Universal Design for Learning](#).

Helpful Tips

- As you begin the new journey of assisting your students through distance learning, identify personal support structures at home and within your school family.
- When something doesn't work, give yourself permission to move on to the next idea.
- Focus on practicing content learned earlier in the year, as well as enrichment activities that reinforce concepts, rather than feeling that you have to only address new content.
- Spend about 30 minutes on read alouds or independent reading, including reading tasks or writing prompts.



English Language Arts Learning Menu Examples Grades 1-2

Category	Learning Menu Options
Reading: Fluency	<ul style="list-style-type: none"> ● Read a short paragraph or poem together. If your child knows all of the words in the text, have him/her practice reading it in different ways--fast, slow, in an excited way, in a whisper. If your child reads a word incorrectly, stop them, have them look at the letters and sound it out, then keep going. ● Reread favorite books and stories.
Reading: Vocabulary	<ul style="list-style-type: none"> ● Play word games with your child. Say a word that has several meanings, such as “bat.” See how many meanings your child can come up with for that word (e.g., baseball bat, bat that flies, a kitten will bat at a ball, etc.). Ask your child to draw a picture of one of the meanings and write a sentence to match it. ● Challenge yourself and your child to use words from the books you are reading together in conversations.
Reading: Comprehension	<ul style="list-style-type: none"> ● Take some time during the day to read something you enjoy. This includes reading with someone or listening to a story being read aloud, either by a person or as an audio book. ● Choose a topic of interest and read several from sources about that topic. Often, children will be interested in different science or social studies concepts. While reading, discuss new vocabulary and notice new learning. Make connections to knowledge your child already has, or clear up misunderstandings your child might have had. ● During and after reading, ask your child some questions about what was read. Give your child the opportunity to ask their own questions for someone else to answer. See the sample questions below. ● After your child reads a story, work together to create your own versions, changing details such as setting, time, or even the ending. You can even tweak the story so it occurs in places or with characters you know. This helps them understand story structure and make comparisons. ● During and after reading, talk with your child about the information he or she learned from a book about real people, places or things.

Category	Learning Menu Options
Writing: Handwriting	<ul style="list-style-type: none"> ● Practice handwriting by writing uppercase and lowercase letters, words, and sentences.
Writing	<ul style="list-style-type: none"> ● Write stories or observations about the world around your child in a notebook. What does your child notice or find interesting? ● Encourage your child to use different kinds of sentences when they write, including those that tell information (e.g., My dog is happy.) and those that ask questions (e.g., Is your dog happy?). As they are writing, challenge your child to include describing words and phrases to lengthen the sentence or to use more descriptive words in place of common words such as “happy” to add more detail (e.g., My fluffy dog is excited when I come home.). ● Think of a topic or question that is interesting. Have your child create questions to ask about that topic. Help them find the answer to some of their questions. Have your child write sentences and/or draw pictures to show what they learned. ● Encourage your child to write creative stories. Perhaps a favorite stuffed animal is going on an adventure, or an imaginary conversation is taking place between two bugs in the yard.

Contact Information for Elementary ELA Specialists

We are here to help in any way we can. Feel free to email any of the following people at GaDOE if you have questions or need support.

- **Anisha Donald**, Elementary ELA Specialist, adonald@doe.k12.ga.us
- **Franeka Colley**, Content Integration and Special Education Specialist, franeka.colley@doe.k12.ga.us

Please note that the guidance and resources provided in this document are NOT meant to be a directive or limitation, but rather a tool to support teachers and schools as they develop distance learning opportunities responsive to their local context and student needs.



Grades 3-5 English Language Arts Distance Learning Guide

This document is designed to support Georgia teachers and districts as they provide distance learning opportunities for students. Distance learning aims to provide students with continued learning opportunities at home and may or may not include technology.

Questions to Consider while Planning for Distance Learning

1. What are reasonable goals for student learning in your context? What experiences should be prioritized?

Keep in mind:

- District and school guidance and directives including expectations for learning time at home
- Students' access to technology/internet/phones
- Students' and your other responsibilities to family, work outside of school, etc.
- Students' current understandings and background knowledge

2. How may students be introduced to new ideas or topics?

- video of the teacher or someone else
- interesting and relevant stories/article(s)
- describing a specific event or problem that is meaningful to them and connected to an identified theme.
- specific websites or links provided by the teacher

3. In what ways may students collect information that relates to the ideas or topics being presented by the teacher through distance learning?

- close reading of texts or articles
- looking around their home or in the neighborhood and asking questions about what they notice
- using journals, charts, and data tables to record collected information
- developing and testing a simple model, watching a video related to the content

4. In what ways may students be encouraged to have productive discussions with their friends, teacher, and/or family members about their learning?

- explaining the topic or project to family members and asking for their ideas
- calling another student in the class to discuss
- participating in an online discussion or live chat with the teacher and/or students

5. In what ways may students show evidence of their thinking and progress?

- responding to questions posed by the teacher or shared questions posed by the class
- writing or drawing in a journal or notebook to convey their thoughts
- taking pictures of important steps of the process they are asked to do and then writing about that process and sharing it with family members
- contributing to a shared classroom digital platform (Example could include science and social studies discussions, student-led book talks, written prompt responses)

6. In what ways may students give and receive feedback?

- shared classroom digital platform (Examples could include students responding to prompts or questions on Google Classroom, Google Forms, or a classroom dashboard with the teacher giving feedback on the platform.)
- feedback on artifacts sent via email or text message (Examples of artifacts might include pictures, videos, memes, chats, writings, drawings, or recordings.)
- phone call to students' parents who lack technology (An example could be a teacher having a phone conference to coach a student in a specific content area.)

For specific guidance related to **Special Education** and **English Language Learner** instruction, visit [Special Education](#) and [English Language Learner](#) webpages.

Considerations for Universal Design can be made to ensure all activities are accessible for all learners. Learn more about [Universal Design for Learning](#).

Helpful Tips

- As you begin the new journey of assisting your students through distance learning, identify personal support structures at home and within your school family. As teachers continue to support students, it is vital to find ways to connect with family, friends, and other teachers.
- When something doesn't work, give yourself permission to move on to the next idea.
- Take advantage of opportunities for creative learning environments inside and outside the home (e.g. backyard, driveway, nature walks) and allow students to pursue interests that connect to the learning goals.
- Focus on enrichment activities that reinforce concepts and practices learned earlier in the school year, rather than feeling that you have to only address new content.
- Consider creating broad goals that combine multiple content areas. For example, what math topics are found in the book(s) you are reading and how did that math play a part of the story, or how are students finding science phenomenon in their neighborhoods and how can they share these science topics with others through written form?
- Provide students with a balance of structure and choice in their learning. You may use the suggested time frames below to create structure and the learning menu and links (found later in the document) to include choice.
- Spend about doing a read aloud or independent reading
- Spend about 20 minutes on a reading or writing lesson, task, or prompt (may include 15 minutes of independent writing)



English Language Arts Learning Menu Examples Grades 3-5

Category	Learning Menu Options
Reading for Pleasure	Take some time during the day to read something you enjoy.
Information and Opinions in the Media	Think about a commercial or story you saw on the news that you really enjoyed or found interesting. Explain to someone why you liked it.
	Compare facts and opinions while watching news stories. Discuss with an adult how to confirm that facts are true.
	Talk about the facts and opinions in commercials, news stories, and other everyday situations. What points are they trying to make? Does it work?
Close Reading - Making Predictions in a Story	If you are reading a story, ask yourself “Why did the character make that decision?” When you are done reading for the day, try to predict what will happen next in the story.
	Think about whose point of view the story is told from and how it would change if another character wrote it (For example, how does the story change if Papa Bear tells the story of Goldilocks?).
	Write/tell the story from that character’s point of view.
Dictionary Games	Use a dictionary (book or virtual) and look up 3-5 words you did not know before. Pick a few of those words and draw pictures of what they might look like.
	Have a dictionary race. Have one person come up with a word, and everyone else races to find the meaning. The first person to share a correct definition gets a point!
	Take turns finding unfamiliar words; one person says the word and another person tries to guess the meaning. If a person is correct, a point is earned.
One-of-a-Kind Sentences	Pick a letter and make a list of words that begin with it. Then write a sentence using as many of those words as possible. Draw a picture that goes along with your sentence.
	Write silly sentences with a friend or family member. To practice using different kinds of punctuation, make some of them questions and others exclamatory (showing strong emotion).
	With a friend or family member, discuss interesting words, such as those with many meanings (bark, etc.), the same or opposite meanings (smart, clever, intelligent, etc.) and those that sound or are spelled alike (they’re, their, there, etc.). Together, write fun sentences using some of these word groups and then draw a picture to go with them.
Passion project - research a topic of interest	What is a topic that you want to learn more about? Try to find some information about it and write or share 2-3 interesting facts with a friend or family member.
Thank-you notes	Write a short note to a member of your family or a nursing home resident.

Contact Information for Elementary ELA Specialists

We are here to help in any way we can. Feel free to email any of the following people at GaDOE if you have questions or need support.

- **Anisha Donald**, Elementary ELA Specialist, adonald@doe.k12.ga.us
- **Franeka Colley**, Content Integration and Special Education Specialist, franeka.colley@doe.k12.ga.us

Please note that the guidance and resources provided in this document are NOT meant to be a directive or limitation, but rather a tool to support teachers and schools as they develop distance learning opportunities responsive to their local context and student needs.



Grades 6-12 English Language Arts Distance Learning Guide

This document is designed to support Georgia teachers and districts as they provide distance learning opportunities for students. Distance learning aims to provide students with continuous learning opportunities at home and may or may not include technology.

Questions to Consider while Planning for Distance Learning

1. What are reasonable goals for student learning in your context? What experiences should be prioritized?

Plan with the following in mind:

- district and school guidance and directives including expectations for learning time at home
- students' access to technology/internet/phones
- students' and your other responsibilities to family, work outside of school, etc.
- students' current understandings, literacy skills, and background knowledge

2. In what ways can students have voice and choice over the texts they read and the pieces they write?

- **Examples include:** choice of texts in fiction, poetry, drama, and nonfiction; choice of genre of texts; choice of mode (i.e., narrative, informative, opinion/argument, combination); choice of multimodal content (i.e., alphabetic, visual, aural, spatial, gestural)

3. How will students be introduced to the literary or informational text or writing task?

- **Examples include:** video of the teacher, an author, or someone else (YouTube, Instagram, FlipGrid, etc.), a mentor text, a poem, a current event

4. In what ways can students be prompted to have productive discussions with their peers or family members about what they read and write?

- **Examples include:** summarizing the literary or informational text(s) to someone and asking for a response or follow-up question; reading their piece of writing aloud to someone and asking for feedback; calling, texting, or video conferencing with another student in the class to discuss; participating in a dashboard discussion or participating in a live chat with the teacher and/or other students through Zoom, Facebook Live, Skype, Instagram, or FlipGrid

5. In what ways can students document their thinking and progress?

- **Examples include:** keeping a reader's notebook with titles read, titles to be read, responses to titles, questions about titles, etc.; keeping a writer's notebook with journal entries, prompts, topic ideas, drafts, sketches, etc.; responding to questions posed by the teacher or shared questions posed by the class; contributing to a shared classroom blog or personal blog

6. In what ways can students share artifacts of their learning?

- **Examples include:** email, blog, discussion board (FlipGrid, Google Classroom), shared document, slideshow, or photograph of notebook entries

7. How will students receive feedback during their learning?

- **Examples include:** teacher and peer responses via email, shared document, discussion board, or phone call

8. Can I still collaborate with other teachers during this time?

- Social studies and science teachers may have literacy-based learning activities related to reading and writing, revealing an opportunity for partnership. Fellow ELA teachers inside and outside of your district may be interested in leveraging an online platform or learning activity together.

For specific guidance related to **Special Education** and **English Language Learner** instruction, visit [Special Education](#) and [English Language Learner](#) webpages.

Considerations for Universal Design can be made to ensure all activities are accessible for all learners. Learn more about [Universal Design for Learning](#).

Practical Advice

- When something does not work, give yourself permission to move on to the next idea.
- If you have multiple courses for which you have to plan, consider assigning similar assignments in structure and make adjustments to the topic.
- Focus on enrichment activities that reinforce concepts and skills learned earlier in the school year, rather than feeling that you have to only address new content.
- As you continue to support students, it is vital to practice self-care and find ways to connect with family, friends, and other teachers.



English Language Arts Learning Menu Examples Grades 6-12

Middle School (Grades 6–8)	High School (Grades 9–12)
Write a letter to yourself ten years in the future. You can talk about what is happening in your life and in the world right now, and/or what you think you and the world will be like in ten years.	Write about what life is like during this time in the world including the parts of your life that have been canceled or disrupted.
Research the 2009 flu pandemic, otherwise known as swine flu. Compare and contrast the swine flu with the coronavirus by recording facts in a Venn diagram or double bubble map.	Read three news articles about COVID-19 and write an objective summary of your findings.
After finishing a movie, TV series, or video game, think about an alternate ending. Would it be funnier, sadder, or something in between? Then write out that ending in the form of a script.	Write a review for a movie, TV show, video game, or album that you have recently consumed. Be sure to include recommendations of other similar titles for your audience.
Listen to two songs by the same band or musical artist. Decide which one you like better and why. Write a paragraph about your choice, including at least three reasons.	Watch some spoken word poetry on your favorite video streaming service, and then write a spoken word poem of your own. Feel free to record you performing it if you like!
Create a comic by hand or with a device that captures this moment in time--from your life or the outside world. Research as needed.	
Read a text of your choosing—a book, a magazine, a comic book, anything!—for at least 30 minutes. Be sure to use before, during and after reading strategies!	
Partner with a classmate and choose a shared activity, such as reading and discussing the same book, writing a story together, or creating a podcast.	

Contact Information for Secondary ELA Specialists

We are here to help in any way we can. Feel free to email any of the following people at GaDOE if you have questions or need support.

- **Breanne Huston**, Secondary ELA Specialist, bhuston@doe.k12.ga.us
- **Franeka Colley**, Content Integration and Special Education Specialist, franeka.colley@doe.k12.ga.us

Please note that the guidance and resources provided in this document are NOT meant to be a directive or limitation, but rather a tool to support teachers and schools as they develop distance learning opportunities responsive to their local context and student needs.