

Distance Learning Guidance

ELA Guidebooks resources may be used to support distance instruction. Distance learning requires students to have access to their ELA Guidebooks materials (novel, unit reader, student materials handouts, and learning log). Suggestions for implementing ELA Guidebooks in a distance learning environment are provided below.

Email

- Assign lessons through email.
 - Hint: In grades 3-8, rather than retyping the directions, download the open version of the zipped PowerPoint revisions and revise the language of the slide. Then, email the revised slideshow directly to students.
- Prompt students to complete the steps of the lesson and reply to the email with written responses to questions and to the “Let’s Express Our Understanding” task.
- Provide feedback through email.

File Sharing

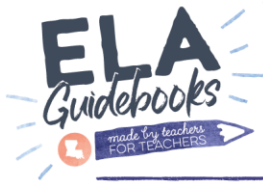
- Assign lessons through file sharing (such as a Google doc or Google slides).
 - Hint: In grades 3-8, rather than retyping the directions, download the open version of the zipped PowerPoint revisions and revise the language of the slide. Then, share the revised slideshow.
- Create a virtual file (such as a Google doc) for each student as a Learning Log.
- Prompt students to complete the steps of the lesson and reply to the questions and to the “Let’s Express Our Understanding” task in their virtual Learning Log.
- Provide feedback in the virtual file (such as a Google doc).

Webinars/Virtual Meeting Spaces

- Schedule webinars/virtual meeting spaces to engage students in whole class discussions.

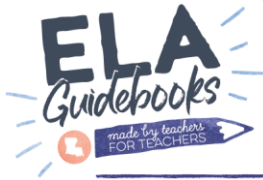
Resources

- District approved audio books/websites/digital books
- [ELA Guidebooks 2.0 \(2016\)](#) Grades 3-12
- [ELA Guidebooks 3.0 \(2018\)](#) Grades 3-8



Distance Learning Guidance

Digital Access to ELA Guidebooks 3.0 (2018)					
Grade 3	Stories Julian Tells	Because of Winn Dixie	Cajun Folktales	LA Purchase	Treasure Island
Grade 4	Whipping Boy	Pushing Up the Sky	American Revolution	Lightning Thief	Hurricanes
Grade 5	Making of a Scientist	Birchbark House	Lion, Witch, and the Wardrobe	Wonderstruck	Shutting out the Sky
Grade 6	If Stones Could Speak	Steve Jobs	Hatchet	Out of the Dust	Witch of Blackbird Pond
Grade 7	Written in Bone	A Christmas Carol	The Giver	Memoir	Behind the Scenes
Grade 8	Flowers for Algernon	Sugar	Tell-Tale Heart	Conservation	Call of the Wild



Creating Distance Learning Resources

ELA Guidebooks resources may be used to support distance instruction. Below is an example of how to transfer information from the ELA Guidebooks slides to an email using Section 3, Lesson 13 of the Grade 5 [The Lion, the Witch, and the Wardrobe unit](#).

Slide Number	Text on Slide	Teaching Notes (located beneath the slides in the notes section)	Text for Email
1	Lesson 13: Examining symbols in Chapter 6	<p>About this lesson</p> <p>Students analyze the use of the robin as a guide and a symbol of change in Chapter 6 of The Lion, the Witch, and the Wardrobe.</p> <p>An audio recording of The Lion, the Witch, and the Wardrobe is available at https://www.amazon.com/Lion-Witch-Wardrobe-Chronicles-Narnia/dp/B0009NS97Y.</p>	<p>Lesson 13: Examining symbols in Chapter 6</p> <p>You will analyze the use of the robin as a guide and a symbol of change in Chapter 6 of The Lion, the Witch, and the Wardrobe.</p> <p>An audio recording of The Lion, the Witch, and the Wardrobe is available at https://www.amazon.com/Lion-Witch-Wardrobe-Chronicles-Narnia/dp/B0009NS97Y.</p> <p>Note: You should use a paper/digital copy of the text if available</p>
2	We identified the similarities and differences between Lucy and Isabel, including the challenges that they face and how they respond to those challenges.	<p>Let's Review!</p> <p>Teaching Notes</p> <p>Suggested Pacing: ~1 minute</p> <p>Directions:</p> <ul style="list-style-type: none"> Briefly review the previous learning. 	Yesterday, we identified the similarities and differences between Lucy and Isabel, including the challenges that they face and how they respond to those challenges.
3	Today we will: Read chapter 6 of The Lion, the Witch, and the Wardrobe with a partner.	<p>Let's Prepare!</p> <p>Teaching Notes</p> <p>Suggested Pacing: ~1 minute</p>	<p>Today we will:</p> <ul style="list-style-type: none"> Read chapter 6 of The Lion, the Witch, and the Wardrobe. Respond to questions about the symbolism of the robin.

	Participate in a whole-class discussion about the symbolism of the robin.	<p>Directions: Read the slide. Briefly explain how this lesson prepares students for another lesson and/or the end-of-unit assessments. Throughout the lesson, compare students’ responses and work to the student look-fors. Determine the students who need additional support with reading, understanding, or expressing their understanding of complex, grade-level texts. During this lesson or before the next lesson, support those students individually or in a small group using the Additional Supports for Diverse Learners.</p>	
4	<p>You will need: A copy of <i>The Lion, the Witch, and the Wardrobe</i> Your reading log</p>	<p>Let’s Prepare! Teaching Notes</p> <p>Suggested Pacing: ~2 minutes</p> <p>Directions:</p> <ul style="list-style-type: none"> • Distribute the text. • Ask students to locate their reading logs. • This lesson uses accountable talk and a reading log. Learn more about accountable talk and reading logs. 	<p>You will need:</p> <ul style="list-style-type: none"> • a copy of <i>The Lion, the Witch, and the Wardrobe</i> • your reading log
5	Read chapter 6 with your partner.	<p>Let’s Read! Teaching Notes</p> <p>Suggested Pacing: ~ 15 minutes</p> <p>Directions:</p> <ul style="list-style-type: none"> • Divide the class into pairs using an established classroom routine. • Purposefully pair/group together students with different reading levels to engage in paired/partner reading of chapter 6 of <i>The Lion, the Witch, and the Wardrobe</i>. • Direct pairs to read chapter 6 of <i>The Lion, the Witch, and the Wardrobe</i>. • Say: “As you read with your partner, pay close attention to the robin.” 	Read chapter 6 of <i>The Lion, the Witch, and the Wardrobe</i> . As you read, pay close attention to the robin.

6	<p>What details do we learn in this chapter to support the idea that the White Witch is, in fact, an evil character?</p>	<p>Let’s Discuss! Teaching Notes</p> <p>Suggested Pacing: ~5 minutes</p> <p>Directions:</p> <ul style="list-style-type: none"> • Say “Up until this chapter, there was no confirmed evidence that the White Witch was evil. Everything that we learned about the White Witch’s actions was told to us from the point of view of the faun.” • Students should continue working with their partners. • Direct pairs to select a partner A and B. • Establish norms for the partner work and explain that students will be held accountable for their learning by participating in a whole-class discussion. • Give students 1 minute to develop their answer. • Then direct partner A to begin the discussion by answering the question on the slide: “What details do we learn in this chapter to support the idea that the White Witch is, in fact, an evil character?” • Allow 1 minute for partner A to share. • Then direct partner B to respond and share for 1 minute. • Prompt students to use the conversation stems learning tool during the discussion. • Conclude the discussion by conducting a whole-class discussion in response to the question on the slide: “What details do we learn in this chapter to support the idea that the White Witch is, in fact, an evil character?” • Use teacher talk moves so students [clearly express their ideas (Goal One), listen carefully to understand others’ ideas (Goal Two), provide evidence to support their claims (Goal Three), establish new ways of thinking (Goal Four)]. <p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • If students are not providing answers similar to the Student Look-Fors: <ul style="list-style-type: none"> ○ Ask: “What are some of the events that happen in this chapter?” 	<p>Up until this chapter, there was no confirmed evidence that the White Witch was evil. Everything that we learned about the White Witch’s actions was told to us from the point of view of the faun.</p> <p>Answer in your reading log: What details do we learn in this chapter to support the idea that the White Witch is, in fact, an evil character?</p> <p>If you need help answering this question think about these things:</p> <ul style="list-style-type: none"> • What are some of the events that happen in this chapter? • Which of these events seem to prove that the White Witch is an evil character? • Why do you think these events prove she is in an evil character?
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		<ul style="list-style-type: none"> ○ Ask: “Which of these events seem to prove that the White Witch is an evil character?” ○ Ask: “Why do you think these events prove she is in an evil character?” <p>Student Look-Fors:</p> <ul style="list-style-type: none"> ● The students should be looking for evidence in the text. ● The students should be providing details from the text to support the idea that the White Witch is evil. ● Possible responses: <ul style="list-style-type: none"> ○ The faun’s house was ransacked. ○ There was a note from the White Witch that said that the faun was arrested and awaiting trial for treason because he interacted with humans. 	
7	<p>“And it’s getting colder every minute, and we’ve brought nothing to eat. What about just going home?”</p> <p style="padding-left: 40px;">“Oh, but we can’t, we can’t,” said Lucy suddenly; “don’t you see? We can’t just go home...”</p> <p>Explain why Lucy feels obligated to help Mr. Tumnus.</p>	<p>Let’s Discuss!</p> <p>Teaching Notes</p> <p>Suggested Pacing: ~ 5 minutes</p> <p>Directions:</p> <ul style="list-style-type: none"> ● Direct students to continue working with their partners. ● Direct students to read the question on the slide and consider their answer. ● Direct students to discuss their answer with their partner. ● Prompt students to use the conversation stems learning tool during the discussion. ● Conclude the discussion by conducting a whole-class discussion in response to the question on the slide: “Explain why Lucy feels obligated to help Mr. Tumnus.” ● Use teacher talk moves so students [clearly express their ideas (Goal One), listen carefully to understand others’ ideas (Goal Two), provide evidence to support their claims (Goal Three), establish new ways of thinking (Goal Four)]. 	<p>Reread these excerpts:</p> <p>“And it’s getting colder every minute, and we’ve brought nothing to eat. What about just going home?”</p> <p>“Oh, but we can’t, we can’t,” said Lucy suddenly; “don’t you see? We can’t just go home...”</p> <p>Answer in your reading log: Explain why Lucy feels obligated to help Mr. Tumnus.</p> <p>If you need help answering this question think about these things:</p> <ul style="list-style-type: none"> ● Why does the author mention that it is “getting colder every minute” and that they had “brought nothing to eat”?

		<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • If students are not providing answers similar to the Student Look-Fors: <ul style="list-style-type: none"> ○ Ask: “Why does the author mention that it is “getting colder every minute” and that they had “brought nothing to eat”?” ○ Ask: “Why might Lucy feel like she needs to help Mr. Tumnus?” <p>Student Look-Fors:</p> <ul style="list-style-type: none"> • Students should be discussing the prompt and evidence with their partner. • Students should be using the evidence discussed with their partner to participate in accountable talk. • Students should understand that Lucy feels obligated to help Mr. Tumnus because he allowed her to leave Narnia without turning her over to the White Witch. 	<ul style="list-style-type: none"> • Why might Lucy feel like she needs to help Mr. Tumnus?
8	How does the author introduce the robin to the reader?	<p>Let’s Discuss! Teaching Notes</p> <p>Suggested Pacing: ~3 minutes</p> <p>Directions:</p> <ul style="list-style-type: none"> • Conduct a brief whole-class discussion to establish how the robin is introduced. <ul style="list-style-type: none"> ○ Ask: “How does the author introduce the robin to the reader?” • During the discussion, use teacher talk moves so students [clearly express their ideas (Goal One), listen carefully to understand others’ ideas (Goal Two), provide evidence to support their claims (Goal Three), establish new ways of thinking (Goal Four)]. • Prompt students to use the conversation stems learning tool as needed. • As the students are providing responses to the next several slides, create a class list of information about the robin for students to reference. <p>Possible Supports During the Lesson:</p>	<p>Answer in your reading log: How does the author introduce the robin to the reader?</p> <p>If you need help answering this question think about these things:</p> <ul style="list-style-type: none"> • Reread the section where the robin is introduced. • Was the introduction to the robin obvious? • The author’s use of the robin was subtle. He did not draw much attention to it. Explain why the author might have chosen to introduce the robin this way.

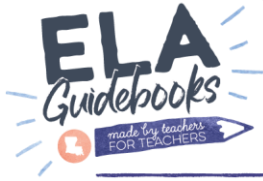
		<ul style="list-style-type: none"> • As needed, prior to the discussion, allow students 2 minutes to review the section in the text where the robin is introduced. • If students are not providing answers similar to the Student Look-Fors: <ul style="list-style-type: none"> ○ Prompt students to reread the section where the robin is introduced. ○ Ask: “Was the introduction to the robin obvious?” ○ Say: “The author’s use of the robin was subtle. He did not draw much attention to it. Explain why the author might have chosen to introduce the robin this way.” <p>Student Look-Fors:</p> <ul style="list-style-type: none"> • The students should be looking for evidence in the text. • Students should be participating in a whole-class discussion to respond to the guiding question. • The students should understand that the author introduces the robin to the reader in a subtle way. The text states that the children saw “a robin that kept going from tree to tree, always a few yards ahead of them, but always so near that they could easily follow. In this way it led them on, slightly downhill.” Lucy says that it “almost looks as if it wanted to say something to us.” 	
9	<p>“If it comes to that, which is the right side? How do we know that the Fauns are in the right and the Queen (yes, I know we’ve been told she’s a witch) is in the wrong? We don’t really know anything about either.”</p>	<p>Let’s Discuss!</p> <p>Teaching Notes</p> <p>Suggested Pacing: ~6 minutes</p> <p>Directions:</p> <ul style="list-style-type: none"> • Direct students to read the quotation on the slide and the question. • Conduct a brief whole-class discussion to establish why Edmund is questioning the right and wrong sides. <ul style="list-style-type: none"> ○ Ask: “Why might Edmund be questioning what side is the right side?” 	<p>Reread this excerpt: “If it comes to that, which is the right side? How do we know that the Fauns are in the right and the Queen (yes, I know we’ve been told she’s a witch) is in the wrong? We don’t really know anything about either.”</p> <p>Answer in your reading log: Why might Edmund be questioning what side is the right side?</p>

	<p>Why might Edmund be questioning what side is the right side?</p>	<ul style="list-style-type: none"> • During the discussion, use teacher talk moves so students [clearly express their ideas (Goal One), listen carefully to understand others' ideas (Goal Two), provide evidence to support their claims (Goal Three), establish new ways of thinking (Goal Four)]. • Prompt students to use the conversation stems learning tool as needed. <p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • If students are not providing answers similar to the Student Look-Fors: <ul style="list-style-type: none"> ○ Ask: "What are the two 'sides' being discussed?" ○ Ask: "Why is Edmund confused?" ○ Ask: "What is meant when Edmund says 'yes, I know we've been told she's a witch'?" <p>Student Look-Fors:</p> <ul style="list-style-type: none"> • Answers will vary. • Students should understand that Edmund may be questioning the right side for several reasons: <ul style="list-style-type: none"> ○ He is greedy and wants to lure his siblings to the Witch in exchange for more Turkish Delight. ○ He doesn't want his siblings to be correct about the White Witch because that would mean he is wrong. ○ He is unsure of himself and the choices that he has made. 	<p>If you need help answering this question think about these things:</p> <ul style="list-style-type: none"> • What are the two 'sides' being discussed? • Why is Edmund confused? • What is meant when Edmund says 'yes, I know we've been told she's a witch'?
10	<p>Find the paragraph that begins with "The Robin appeared to understand the matter thoroughly." Reread the paragraph. What was happening in Narnia?</p>	<p>Let's Discuss! Teaching Notes</p> <p>Suggested Pacing: ~5 minutes</p> <p>Directions:</p> <ul style="list-style-type: none"> • Direct students to work with their partners. • Say "Find the paragraph that begins with "The Robin appeared to understand the matter thoroughly." • Prompt students to reread that paragraph. 	<p>Find the paragraph that begins with "The Robin appeared to understand the matter thoroughly." Reread the paragraph.</p> <p>Answer in your reading log: What was happening in Narnia?</p> <p>If you need help answering this question think about these things:</p>

		<ul style="list-style-type: none"> • Direct students to read the question on the slide. • Direct students to discuss their answer with their partner. • Prompt students to use the conversation stems learning tool during the discussion. • Conclude the discussion by conducting a whole-class discussion in response to the question on the slide: “What was happening in Narnia?” • Use teacher talk moves so students [clearly express their ideas (Goal One), listen carefully to understand others’ ideas (Goal Two), provide evidence to support their claims (Goal Three), establish new ways of thinking (Goal Four)]. • As the students are providing responses, continue the class list of information about the robin for students to reference. <p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • If students are not providing answers similar to the Student Look-Fors: <ul style="list-style-type: none"> ○ Ask: “What important event was happening in Narnia?” ○ Ask: “How does the robin signal to you that winter is ending?” ○ Ask: “What, then, did the robin understand?” <p>Student Look-Fors:</p> <ul style="list-style-type: none"> • The students should be looking for evidence in the text. • Students should be participating in a whole-class discussion to respond to the guiding question. • Students should understand that the snow was melting. Narnia is warming, signaling an end to winter. This is connected to the robin because a robin is a symbol of spring. 	<ul style="list-style-type: none"> • What important event was happening in Narnia?” • How does the robin signal to you that winter is ending?” • What, then, did the robin understand?”
11	<p>Why is Narnia’s winter ending?</p> <p>What is different about this trip through the wardrobe?</p>	<p>Let’s Discuss!</p> <p>Teaching Notes</p> <p>Suggested Pacing: ~2 minutes</p> <p>Directions:</p>	<p>Answer in your reading log:</p> <ul style="list-style-type: none"> • Why is Narnia’s winter ending? • What is different about this trip through the wardrobe?

		<ul style="list-style-type: none"> • Say “The robin is used in literature to symbolize that a change is coming, and that something special lies ahead. C.S. Lewis uses the robin to guide the siblings toward change.” • Conduct a brief whole-class discussion: <ul style="list-style-type: none"> ○ Ask: “Why is Narnia’s winter ending?” ○ Ask: “What is different about this trip through the wardrobe?” • During the discussion, use teacher talk moves so students [clearly express their ideas (Goal One), listen carefully to understand others’ ideas (Goal Two), provide evidence to support their claims (Goal Three), establish new ways of thinking (Goal Four)]. • Prompt students to use the conversation stems learning tool as needed. • As the students are providing responses, continue the class list of information about the robin for students to reference. <p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • As needed, prior to the discussion, allow students 2 minutes to review the section in the text where the robin is introduced. • If students are not providing answers similar to the Student Look-Fors: <ul style="list-style-type: none"> ○ Ask: “Thinking about what we have read so far, how might these two events--winter ending and the four children going through the wardrobe-- be connected?” <p>Student Look-Fors:</p> <ul style="list-style-type: none"> • The students should be looking for evidence in the text. • Students should be participating in a whole-class discussion to respond to the guiding question. • Students should understand that winter is ending because the power of the White Witch is fading. This trip through the wardrobe is different because all four children are together. 	<p>If you need help answering this question think about this:</p> <ul style="list-style-type: none"> • Thinking about what we have read so far, how might these two events-- winter ending and the four children going through the wardrobe-- be connected?
12	A symbol is an object that has a meaning other than its literal meaning.	<p>Let’s Express Our Understanding!</p> <p>Teaching Notes</p>	A symbol is an object that has a meaning other than its literal, or exact, meaning.

	<p>In your reading log, respond to the question:</p> <p>What is the robin a symbol for in this chapter? Provide 1–2 pieces of evidence to support your response.</p> <p>Example: A heart is a symbol for love. So we can say that a heart symbolizes love.</p>	<p>Suggested Pacing: ~5 minutes</p> <p>Directions:</p> <ul style="list-style-type: none"> • Read the slide. • Prompt students to write 2-3 sentences in their reading log in which they respond to the question on the slide using information from the class list on the board, the class discussion, and evidence that they find in the text. • Say: “A strong response will identify what the robin represents and 1-2 pieces of text evidence to support that answer. You should also explain how the text evidence supports your answer to the question.” <p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • If students are not providing responses similar to the Student Look-Fors: <ul style="list-style-type: none"> ○ Prompt students to use the class list created during this lesson’s discussion. • Use this time to work with students individually or in small groups as they write their responses. • As needed, prompt students to use the transitions and evidence sentence starters learning tools to support them in writing their responses. <p>Student Look-Fors:</p> <ul style="list-style-type: none"> • The students should be looking for evidence in the text. • The students should write one paragraph in their reading log responding to the question on the board. • The student response should offer information from the class discussion, including the italicized bullets above. • Example response: <ul style="list-style-type: none"> ○ <i>In this chapter, the robin symbolizes the change coming to Narnia (good in Narnia). This is the first time that all the siblings have entered the wardrobe together. After they arrived, the White Witch began to weaken and the snow began to melt. The robin helped</i> 	<p>Example: A heart is a symbol for love. So we can say that a heart symbolizes love.</p> <p>Answer in your reading log: What is the robin a symbol for in this chapter? Provide 1–2 pieces of evidence to support your response.</p>
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Creating Distance Learning Resources

		<i>show the siblings to Mr. and Mrs. Beaver so that they could find Aslan who will bring peace back to Narnia.</i>	
13	<p>In this lesson, you learned how the robin is used as a symbol of change.</p> <p>You also wrote a response to a question using evidence from the text to support your answer.</p>	<p>Let's Close!</p> <p>Teaching Notes</p> <p>Suggested Pacing: ~1 minute</p> <p>Directions:</p> <ul style="list-style-type: none">• Read the slide.	<p>Today, you learned how the robin is used as a symbol of change.</p> <p>You also wrote a response to a question using evidence from the text to support your answer.</p>

Resources

- District approved audio books/websites/digital books