



Distance Learning Guidance without Text Access

Distance learning requires students to have access to high-quality texts and opportunities to read, understand, and express understanding of complex grade-level texts. Suggestions for building knowledge through themes and topics in a distance learning environment are provided below.

Print

- Print the “Topics and Themes” page for the appropriate grade-level. Make a copy for each student.
- Print a copy of the text for each student, along with the questions, discussion question, and assessment questions. There is a “Download PDF” button that will allow for printing the text for distribution. *Because these texts are public domain, they may be printed.*
- Provide hard copies to students at designated drop-off locations and determine a method for receiving completed work.

Email

- Assign directions through email. Include directions to create a log-in, as needed.
- Prompt students to complete the daily assignment and reply to the email with evidence of learning on a regular cadence (i.e., daily, weekly). Responses to questions and assessments may be submitted in writing through email. Discussions might be summarized and submitted in writing, or recorded and submitted in the form of a video.
- Provide feedback through email.

File Sharing

- Assign directions through file sharing (such as a Google doc or Google slides). Include directions to create a log-in, as needed.
- Create a virtual file (such as a Google doc) for each student as a Learning Log.
- Prompt students to complete the steps of the assignment and reply 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

Topics and Themes: Grade 3

For each week, follow the schedule:

- Day 1: Read the text aloud and identify challenging vocabulary words. Ask a guardian or your teacher for support with the words that you do not understand.
- Day 2: Reread the text and complete the Guiding Questions.
- Day 3: Use the Discussion question to discuss the text with a guardian, peer, or your teacher.
- Day 4: Reread the text and complete the Assessment.
- Day 5: Make connections: How is the text that you read connected to the topic or theme of the unit?_
 - Show your understanding by:
 - Write one to two paragraphs explaining how the characters of two texts are similar and different.
 - Write a summary of the text.
 - Draw an illustration that reflects the topic or theme and explain the illustration to a guardian or peer.

Grade 3	Unit 3: Louisiana Purchase	Unit 4: Treasure Island
Theme	Impact of Choices	Discovery
Week 1	<u>The Wind and the Sun</u>	<u>Arriving at Emerald City</u>
Week 2	<u>Do What You Can</u>	<u>What is a Spacewalk?</u>
Week 3	<u>The Sheep and the Pig</u>	<u>The Tale of Peter Rabbit</u>
Week 4	<u>Lewis and Clark: American Explorers</u>	<u>What is Antarctica?</u>

Topics and Themes: Grade 4

For each week, follow the schedule:

- Day 1: Read the text aloud and identify challenging vocabulary words. Ask a guardian or your teacher for support with the words that you do not understand.
- Day 2: Reread the text and complete the Guiding Questions.
- Day 3: Use the Discussion question to discuss the text with a guardian, peer, or your teacher.
- Day 4: Reread the text and complete the Assessment.
- Day 5: Make connections: How is the text that you read connected to the topic or theme of the unit?_
 - Show your understanding by:
 - Write one to two paragraphs explaining how the characters of two texts are similar and different.
 - Write a summary of the text and how it connects to the theme.
 - Draw an illustration that reflects the topic or theme and explain the illustration to a guardian or peer.

Grade 4	Unit 3: <i>The Lightning Thief</i>	Unit 4: Hurricanes
Theme	Stories Tell a Lesson	The Wonders of the Natural World
Week 1	<u>The Fox, the Hen, and the Drum</u>	<u>Dust of Snow</u>
Week 2	<u>The Elephant and the Crocodile</u>	<u>From “The Wild Horses of Assateague Island”</u>
Week 3	<u>The Legend of the Dipper</u>	<u>The Peanut Man</u>
Week 4	<u>The Little Girl Who Would Not Work</u>	<u>What are Clouds?</u>

Topics and Themes: Grade 5

For each week, follow the schedule:

- Day 1: Read the text aloud and identify challenging vocabulary words. Ask a guardian or your teacher for support with the words that you do not understand.
- Day 2: Reread the text and complete the Guiding Questions.
- Day 3: Use the Discussion question to discuss the text with a guardian, peer, or your teacher.
- Day 4: Reread the text and complete the Assessment.
- Day 5: Make connections: How is the text that you read connected to the topic or theme of the unit?_
 - Show your understanding by:
 - Write one to two paragraphs explaining how the characters of two texts are similar and different.
 - Write a summary of the text and how it connects to the theme.
 - Draw an illustration that reflects the topic or theme and explain the illustration to a guardian or peer.

Grade 5	Unit 3: <i>The Lion, the Witch, and the Wardrobe</i>	Unit 4: <i>Wonderstuck or Shutting Out the Sky</i>
Theme	Being Fair and Just	Overcoming Obstacles
Week 1	<u>The Bear and the Two Travelers</u>	<u>The Lion and the Mouse</u>
Week 2	<u>The Thief and His Mother</u>	<u>The Three Little Pigs</u>
Week 3	<u>The Ant and the Dove</u>	<u>Rumpelstiltskin</u>
Week 4	<u>How Boots Befooled the King</u>	<u>The Peace Corps Journey</u>

Topics and Themes: Grade 6

For each week, follow the schedule:

- Day 1: Read the text aloud and identify challenging vocabulary words. Ask a guardian or your teacher for support with the words that you do not understand.
- Day 2: Reread the text and complete the Guiding Questions.
- Day 3: Use the Discussion question to discuss the text with a guardian, peer, or your teacher.
- Day 4: Reread the text and complete the Assessment.
- Day 5: Make connections: How is the text that you read connected to the topic or theme of the unit?
 - Show your understanding by:
 - Write two paragraphs that explain how the theme is developed in the text.
 - Draw an illustration that reflects the topic or theme and explain the illustration to a guardian or peer.

Grade 6	Unit 3: <i>Hatchet</i>	Unit 4: <i>Out of the Dust</i> or <i>The Witch of Blackbird Pond</i>
Theme	Survival	Lessons of Hardships and Challenges
Week 1	<u>The Donkey, the Fox, and the Lion</u>	<u>The Story of the Lazy Boy: A Kachari Folktale</u>
Week 2	<u>The Great Fire</u>	<u>Thumbelina</u>
Week 3	<u>What is Earth?</u>	<u>Columbus</u>
Week 4	<u>The Water of Life</u>	<u>National Address to America’s Schoolchildren</u>

Topics and Themes: Grade 7

For each week, follow the schedule:

- Day 1: Read the text aloud and identify challenging vocabulary words. Ask a guardian or your teacher for support with the words that you do not understand.
- Day 2: Reread the text and complete the Guiding Questions.
- Day 3: Use the Discussion question to discuss the text with a guardian, peer, or your teacher.
- Day 4: Reread the text and complete the Assessment.
- Day 5: Make connections: How is the text that you read connected to the topic or theme of the unit?
 - Show your understanding by:
 - Write two paragraphs that explain how the theme is developed in the text.
 - Draw an illustration that reflects the topic or theme and explain the illustration to a guardian or peer.

Grade 7	Unit 3: Memoir	Unit 4: <i>Behind the Scenes</i>
Theme	Telling Your Story	Slavery and Freedom
Week 1	<u>The Land of Story-Books</u>	<u>Invictus</u>
Week 2	<u>Annabel Lee</u>	<u>Letter to the Treasurer of Spain</u>
Week 3	<u>Down the Rabbit Hole</u>	<u>Frederick Douglass: A Biography</u>
Week 4	<u>A Woman Who Went to Alaska</u>	<u>Letter from Frederick Douglass to Harriet Tubman</u>

Topics and Themes: Grade 8

For each week, follow the schedule:

- Day 1: Read the text aloud and identify challenging vocabulary words. Ask a guardian or your teacher for support with the words that you do not understand.
- Day 2: Reread the text and complete the Guiding Questions.
- Day 3: Use the Discussion question to discuss the text with a guardian, peer, or your teacher.
- Day 4: Reread the text and complete the Assessment.
- Day 5: Make connections: How is the text that you read connected to the topic or theme of the unit?
 - Show your understanding by:
 - Write two paragraphs that explain how the theme is developed in the text.
 - Draw an illustration that reflects the topic or theme and explain the illustration to a guardian or peer.

Grade 8	Unit 3: "The Tell-Tale Heart"	Unit 4: Conservation or <i>Call of the Wild</i>
Theme	Perception	Beauty Around Us
Week 1	<u>The Children's Hour</u>	<u>"Sea Fever"</u>
Week 2	<u>"The Tell-Tale Heart"</u>	<u>At A Window</u>
Week 3	<u>"Alice's Adventures in Wonderland: Chapter 12"</u>	<u>Emerald Ash Borer</u>
Week 4	<u>"Conflicting News Reports on the Fate of the Sinking Titanic"</u>	<u>Autumntime</u>