Critical Components of Online Instruction		
When planning for virtual instruction, determine which components of the virtual lesson are best suited to be delivered synchronously and which should be delivered asynchronously. Example online tools are identified below to support the delivery and implementation of each component of the lesson. (S)=Synchronous (A)=Asynchronous		
Lesson Component	Objective	Online Tools
Direct Instruction	Lesson Hook (S) Brainstorm & Access Prior Knowledge - What inferences can you make about the artist based on what you see in the image? - What do you wonder? What are you curious about? - What do you already know? How did you learn it? - Skill Review- define inference	Synchronous - Zoom for virtual classroom session - Padlet- post questions and see student responses in real time
Modeling	Read Aloud & Think Aloud (S) - Read an excerpt of the text - Model the process of drawing a conclusion based on the excerpt. - Demonstrate annotation by using the drawing tool to underline evidence from the text. - Think aloud to model making an inference by drawing a conclusion and making connections to the evidence.	Synchronous - Zoom for virtual classroom session - Drawing tool for virtual annotation Asynchronous - Record read aloud and think aloud for students that do not attend the virtual meeting.
Discussion	Discussion Opportunities - Students will engage in discussion in the following manners: - Opening brainstorm/commentary (S) - Breakout room (S) small-group discussions - Discussion Board	Synchronous - Padlet- Brainstorm/commentary - Zoom- Breakout Rooms Asynchronous - Schoology Discussion board
Research and Exploration	NA	NA
Collaborative Tasks	Breakout Rooms (S) Following the read aloud and think aloud, students will collaborate to make an inference and cite supporting evidence	Synchronous - Zoom- Breakout Rooms - Google Docs- Collaborative workspace

Practice and Review	Feedback and Scaffolding
	● In the moment feedback given to small-group work products (S)
	● The open ended response assignment on schoology was tailored according to individual student needs including the following: (A)
	   ○ Including Inference Starters
	   ○ Small Group work session during office hours
	   ○ Providing an exemplar
		Synchronous
		● Google Docs- Collaborative workspace
		
		Asynchronous
		● Schoology-rubric and virtual feedback

Assessment	Small-Group Inference (S) Exit Ticket (S) Open Ended Response (A)	Synchronous ● Google Docs ● Quizziz Asynchronous ● Schoology Assignment
Reflection and Metacognitive Skill Building	Open Ended Response assignment includes reflection on how students identified evidence, and what connections they made to draw conclusions (A)	Asynchronous ● Schoology Assignment

Adapted from: Catlin R. Tucker