

## Student-Centered Routines for ELA with Online Options

Routine	In-Person Example	Online Example
Annotation	Students annotate paper versions of their texts using pens/pencils/highlighters.	Students highlight and make comments on their own digital version of a text that has been added to OneNote or <a href="#">Google Docs</a> .
Quick writes	Students capture thinking in reader/writer notebook	Students capture their thinking in a reader/writer notebook (digital or paper). Students may be asked to submit an image of their writing if done on paper.  Students are asked to submit their quick write through <a href="#">Pear Deck</a> for teacher formative assessment and feedback.
Pair/trio share	Students “turn and talk.”	Students work together in a breakout room in Zoom or Google Meet, or they call or text each other.
Charting	The teacher records the class’s thinking on the board or chart paper.	The teacher uses <a href="#">Google Slides</a> to capture student thinking during a screen share or, if asynchronous, asks students to add their thinking to a shared document or slide deck.
Gallery walk	Students move throughout the room to view and provide feedback on student created charts.	Students post short clips of their thinking on a site such as Flipgrid and leave each other feedback or comments.  Students could also post their thinking to a <a href="#">Jamboard</a> , <a href="#">Padlet</a> , or create a slide in a shared Google Slides presentation.
Whole group discussion	Students sit in a circle and discuss their thinking in response to a shared question.	Students and the teacher come together to discuss a shared task or question on Zoom. In asynchronous situations, this might be a threaded discussion on a discussion board or site such as Padlet.
Model	The teacher uses tools such as a document camera to model writing or annotating a text.	The teacher shares screen during a synchronous class or <a href="#">creates a short video</a> where he or she demonstrates and thinks aloud as he or she works.