



Professional  
Development

In the face of unprecedented times, Hill Learning Center is committed to supporting you in your challenge of providing distance learning. In some cases the desire will likely be to sustain a student's current skills or perhaps build automaticity with mastered skills. In these cases, using some outside resources or previously mastered word attack lists may be appropriate. For students reading at a 3rd grade level or below, Hill recommends decodable text. This time away from direct instruction is a good opportunity to build automaticity with highly decodable text which will support swift gains when direct instruction resumes.

Many software companies and resource providers have made resources available for a short time at no cost to teachers and families supporting their readers at home. Listed below are a few that we recommend based on their alignment to Hill Methodology and the science of reading. This is not a complete list, just a few that we knew about today.

[Reading A-Z](#) Decodable Readers & Passages, Sound/Symbol Books  
[Headsprout](#) from Reading A-Z for phonics and phonological awareness independent practice  
[Heggerty Phonological Awareness](#) Lessons videos for families to do together  
[Nessy](#) schools must apply for a free account for the school  
[Fluency Matters](#)  
[West Virginia Phonics Lessons](#) Day 5 of each lesson contains a decodable text  
[Freereading.net](#) decodable passages  
Additional resources are available on the [HLS website](#)

**HillRAP** lessons will only work if the iPads in use are on a shared network. This means that a teacher cannot use their iPad at home as a student uses their iPad on another network in their own home. A compromise for the current need for distance learning is outlined below and relies on the ability of a teacher having been trained in HillRAP, having a current HLS license, and the intention of delivering instruction in a realtime environment, not a recorded lesson. In cases of our print edition users, they can proceed with many of the same steps outlined below.

The teacher will need to establish a Google Hangout, Zoom, or other online meeting application account for distance learning and schedule a time that students and teachers will be online at the same time.

The teacher will work from an iPad with the HLS app installed to record responses from the student(s). The student(s) will work from copies of materials that have been sent home or shared via Google classroom.

After all have logged in to the video chat, the teacher can start the lesson in much the same way as he/she always does:.

### **Oral Drill (using teacher iPad)**

Teachers will ask oral drill questions from their question banks and load questions using the HLS website.

### **Phonological Awareness (using teacher iPad)**

Teachers will proceed through the PHA component marking student responses on their iPad.

### **Word Attack (using print lists)**

This is the area where the differences begin. Teachers have several choices here. They may print the appropriate word attack lists from the HLS website as a PDF and assign them to the children in Google classroom or share paper copies of potential lists with students as take-home materials.

Students can read the lists that are assigned by the app, although they would read from paper copies. Teachers will track this manually using the word attack lists from the print edition. See the criteria below for mastery.

#### Criteria

Automatic initial responses are marked for each item. If a word is decoded correctly for the initial two days it is read, it is considered mastered and would no longer be practiced. These words are not placed on review. Any word that is read incorrectly, must be read correctly for three consecutive days before being placed on review for three consecutive Mondays (or the first day of the week). If the student reads the word incorrectly on any review day, the word is then returned to daily practice. Mark student's initial response on the iPad: ✓ ,h, •

### **Fluency (using print lists and other text resources)**

Fluency from List could be completed by sending a mastered word attack list to the student just as the teacher sent the word attack lists. The teacher would have his/her own copy of the same list. The teacher could capture results on a graph if the student is unable to mark appropriately on the graph independently. Fluency text passages are not available without student use of the app or the printed Hill Readers. Students could be assigned another decodable text with a similar skill. The teacher can monitor progress using the Fluency from Text chart located in the resources section of the HLS website.

#### Criteria

##### Fluency from List:

Students should read a list for two days to establish a baseline. After day two, the teacher can set a goal of 10 words higher than the average of the two days. The student must meet or exceed this goal for 3 consecutive days with no more than three errors.

##### Fluency from Text:

Goal should be for the most appropriate grade level given each student's baseline performance.

Reasonable End of Year WCPM Targets

Grade 1: 60 words correct per minute

Grade 2: 100 words correct per minute

Grade 3: 110 words correct per minute

Grade 4: 135 words correct per minute

Grade 5: 150 words correct per minute

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### **Comprehension (using other text resources)**

We would suggest that teachers use a decodable text with students reading below a third grade reading level. Potential resources include: Reading A-Z decodables, freereading.net, and West Virginia's Phonics Lessons linked above. For students reading above a third grade reading level, teachers could provide leveled text for the students to read. Potential resources include: Reading A-Z, Newsela, NCWiseOwl, Scholastic ([scholastic.com/learnathome](http://scholastic.com/learnathome)). Hill Readers are available for purchase on [Amazon](http://Amazon).

### **HLS Website**

The website [hls.hillcenter.org](http://hls.hillcenter.org) contains many more activities than can be used in a typical RAP session. Take this time to download and share some of the teaching ideas with families or deliver them virtually.

**HillWrite Dictation, Spelling, Handwriting, and Writer's Workshop** could be continued if a teacher has established this process prior to moving to distance learning. These could be shared via Google Hangout and posted as assignments in Google Classroom. Students could also write on paper, take pictures of their work, and load the pictures for submission into Google Classroom if that is more developmentally appropriate for the student.