Online instruction using video tutorials is still a fairly new concept, but it is gaining attention from educational researchers and product developers. As elearning shifts and adapts to emerging digital media trends, students will increasingly experience video tutorial instruction as part of the curriculum – whether at home or school (e.g., Khan Academy, Lynda.com, YouTube). To date, few guidelines exist on how to develop and deliver online video tutorials that are engaging, informative, and educationally valuable, especially for the K-12 audience. As part of the University of Oregon’s Project ESTRELLAS, we created 44 instructional videos following evidence-based principles of explicit instruction, accessibility, virtual presence, and aesthetic theory to produce six highly effective online modules designed to improve content-area reading for middle school English Learners. This presentation will focus on the rationale and instructional theory underlying the modules and results from implementing the modules in middle school classrooms to improve reading performance.