



# English Language Arts Distance Learning 6-12

A digital version of this document can be found at <https://sde.ok.gov/covid19-instruction-support>.

This document is designed to support Oklahoma teachers and districts as they provide distance learning opportunities for students. Distance learning aims to provide students with continuous learning opportunities at home and may or may not include technology.

## Questions to Consider while Planning for Distance Learning

- 1. What are reasonable goals for student learning in your context? What experiences should be prioritized?** Plan with the following in mind:
  - district and school guidance and directives including expectations for learning time at home (e.g., ELA: 40–60 minutes, 4 times a week)
  - students' access to technology/internet/phones
  - students' and your other responsibilities to family, work outside of school, etc.
  - students' current understandings, literacy skills, and background knowledge
- 2. In what ways can students have voice and choice over the texts they read and the pieces they write?**
  - **Examples include:** choice of texts in fiction, poetry, drama, and nonfiction; choice of genre of texts; choice of mode (i.e., narrative, informative, opinion/argument, combination); choice of multimodal content (i.e., alphabetic, visual, aural, spatial, gestural)
- 3. How will students be introduced to the literary or informational text or writing task?**
  - **Examples include:** video of the teacher, an author, or someone else (YouTube, Instagram, FlipGrid, etc.), a mentor text, a poem, a current event
- 4. In what ways can students be prompted to have productive discussions with their peers or family members about what they read and write?**
  - **Examples include:** summarizing the literary or informational text(s) to someone and asking for a response or follow-up question; reading their piece of writing aloud to someone and asking for feedback; calling, texting, or FaceTiming another student in the class to discuss; participating in a dashboard discussion or participating in a live chat with the teacher and/or other students through Zoom, Facebook Live, Skype, Instagram, or FlipGrid
- 5. In what ways can students document their thinking and progress?**
  - **Examples include:** keeping a reader's notebook with titles read, titles to be read, responses to titles, questions about titles, etc.; keeping a writer's notebook with journal entries, prompts,

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topic ideas, drafts, sketches, etc.; responding to questions posed by the teacher or shared questions posed by the class; contributing to a shared classroom blog or personal blog

## 6. In what ways can students share artifacts of their learning?

- **Examples include:** email, blog, discussion board (FlipGrid, Google Classroom), shared document, slideshow, or photograph of notebook entries

## 7. How will students receive feedback during their learning?

- **Examples include:** teacher and peer responses via email, shared document, discussion board, or phone call

## 8. Can I still collaborate with other teachers during this time?

- Social studies and science teachers may have literacy-based learning activities related to reading and writing, revealing an opportunity for partnership. Fellow ELA teachers inside and outside of your district may be interested in leveraging an online platform or learning activity together.

For specific guidance related to **Special Education** and **English Language Learner** instruction, visit [Special Education](#) and [English Language Learners](#).

**Considerations for Universal Design** can be made to ensure all activities are accessible for all learners. Learn more about [Universal Design for Learning](#).

## Example Activities

The following examples are meant to provide a sample structure for activities designed with the guidance provided in this document in mind.

- **Middle School:** Listen to two songs by the same band or musical artist. Decide which one you like better and why. Write a paragraph about your choice, including at least three reasons.
- **High School:** Write a review for a movie, TV show, video game, or album that you have recently consumed.

For more examples, check out these [ELA Middle School and High School Example Activities](#). If you have additional ideas for activities, please consider submitting them to [this survey](#).

## Practical Advice

- When something doesn't work, give yourself permission to move on to the next idea.
- If you have multiple courses for which you have to plan, consider assigning similar assignments in structure and make adjustments to the topic.
- Focus on enrichment activities that reinforce concepts and skills learned earlier in the school year, rather than feeling that you have to only address new content.

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- As you continue to support students, it is vital to practice self-care and find ways to connect with family, friends, and other teachers.

## Instructional Resources

<a href="#">Common Lit</a>	A website with free literary and informational texts paired with vocabulary, analysis questions, and discussion questions. The library can be searched by grade bands, themes, genres, literary devices, related books, and text sets.
<a href="#">ReadWriteThink</a>	A partnership between the National Council of Teachers of English and the International Literacy Association, this website contains hundreds of free ELA lesson plans for each grade level.
<a href="#">Writing Prompts</a>	A teacher built this collection of hundreds of writing prompts aligned to the modes of narrative, informative, and argument.
<a href="#">Kelly Gallagher's Corona Virus Lesson Plan</a>	This teacher/author's lesson plan encourages students to capture this moment in history and includes numerous links to articles and other websites to spark thinking and writing.
<a href="#">Scholastic Learn at Home</a> , Grades 6-9	This collection of nonfiction articles is organized by day.
<a href="#">Writing Contests</a>	The first lines of this chart include monthly and quarterly writing contests such as The First Line, Rattle's Ekphrastic Challenge, NYC Midnight, and Write the World. The end of the chart includes April and May contests that students could pursue in their writing.
<a href="#">TEDEd</a>	This vast collection of video lessons—some animated, some filmed like regular TED Talks—is both educational and entertaining. There are four ELA categories of video lessons: Literature, Linguistics, Writing & Composition, and Speaking.
<a href="#">Additional Resources</a>	A growing list of ELA resources for instruction and technology

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## Stay Connected to Community

**You aren't alone.** There are tens of thousands of other teachers around the state and nation who are collaborating and sharing strategies, resources, and ideas for distance learning for students. Sign-up for the Secondary ELA Newsletter at [this link](#), and join some of the following communities and collaborate with others.

Social Media	OSDE-Hosted Virtual Meetings
<p>Join the <a href="#">#ELAOK Facebook Group</a>.</p> <p>Join Twitter discussions with these hashtags:</p> <ul style="list-style-type: none"> <li>● <a href="#">#elaok</a></li> <li>● <a href="#">#engchat</a></li> </ul> <p>Watch and share videos in the <a href="#">ELAOK FlipGrid group</a>.</p>	<p>Join OSDE staff and #elaok teachers around the state for weekly virtual meetings to gain resources, strategies, and advice for distance learning.</p> <p><b>Secondary English Language Arts Virtual Meeting Every Friday 2:00 - 3:00 p.m.</b></p> <p>Connect via Zoom:</p> <ul style="list-style-type: none"> <li>● Link: <a href="https://zoom.us/j/208143400">https://zoom.us/j/208143400</a></li> <li>● Meeting ID: 208-143-400</li> <li>● Phone: (346) 248-7799</li> </ul>

## Contact Information for OSDE ELA Staff

We are here to help in any way we can. Feel free to email any of the following people at OSDE if you have questions or need support.

- **Jason Stephenson**, Director of Secondary English Language Arts, [Jason.Stephenson@sde.ok.gov](mailto:Jason.Stephenson@sde.ok.gov), Twitter: [@teacherman82](https://twitter.com/teacherman82)
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