

6-12 ENGLISH LANGUAGE ARTS INSTRUCTIONAL MODELS

LEARNER-CENTERED MODEL

OVERVIEW: This model focuses on student voice, choice, flexibility, as well as deeper approaches to learning such as inquiry, engineering design process, project-based learning, and design thinking. Students may focus on processing moods, emotions, feelings, and current events using physical activity and creative thinking.

TEACHER PLANNING GUIDANCE

Teachers will provide guidance to students as they work through developmentally-appropriate opportunities to engage with relevant and meaningful topics and themes that build towards learning goals.

Prior to selecting a meaningful topic/theme for students to explore, teachers should identify the specific required content that has not been taught and develop learning opportunities to address the missing content. Teachers may utilize the [Oregon English Language Arts and Literacy Standards](#) and district curriculum guides to assist with determining which standards students have had sufficient exposure to and experience with prior to a school closure.

SUGGESTED STRATEGIES

The learner-centered pathway allows for higher levels of inquiry and student autonomy as they build conceptual understanding and work individually and/or collaboratively to complete research papers and projects on reading and interpreting text. Students may need guidance on project planning and guidance on time and task allocation.

- [Distance Learning for All: Care, Connection, Continuity](#) (Offers guidance and requirements)
- Create a network of support for students that allows differentiation and meets their learning needs (Teacher, peers, and other educators) [ODE Special Education, ODE TAG, ODE English Learners \(page 18\)](#)
- **Communication with students and families:** In this learner-centered pathway, teachers maintain regular office hours to make themselves available at consistent times to meet with students, check their progress, and support their learning.
- **Text Access:** When possible, schools are encouraged to send texts home with students. PDFs of texts in the public domain should be made available, as well as audio versions of texts (ex- read alouds posted in closed access communities like Google Classroom). Further, partnerships with local libraries may be leveraged to increase text access, in areas where libraries are operational. Encouraging the use of texts already in the home (including family recipes, old papers and

SAMPLE DAILY SCHEDULE:

(Maximum English Language Arts instruction is 2.5 hours/week.)

Learning time is 30 minutes daily. Projects may span multiple weeks.

Note: Daily and weekly schedule times and activities are recommendations; however, teachers, students, and families should work together to adapt schedules and activities to meet individual needs.

Possible structure built around a theme (social justice, empathy, hope, wellness, forgiveness, isolation, etc.)

- Selection of text
 - Provide guidance for students on choosing texts based on the theme.
 - Conduct conferences with students on what texts they've selected and why and provide support for those who've not been able to identify a text.
- Written response
- Create opportunities for students to respond to what they've read through a variety of different styles of writing, both formally and informally.
- Provide student choice as to the most effective way to communicate their understanding, reflection, analysis, or criticism. This may resemble an informational/explanatory, narrative, or argumentative essay or may be a mode of creative writing like poetry where students are asked to mimic an author's craft.
- Use conferencing and feedback from teachers and peers, to emphasize the recursive process of writing.
- Use of text-independent creative writing is also an appropriate path; by empowering students to write creatively teachers empower students' self-expression.
- Further exploration (research)
 - Create guidance for students to pursue answers to questions they've generated via the reading of their text and their writing process. This can include media savvy online research but should also encourage offline models like interviews with family, community



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magazines religious texts) may empower additional student choice.

- **Literature Circles:** Student discussion can be centered around a topic (i.e. traits of a strong protagonist) or a theme (i.e. empathy) and is based on the text they read that week.
- **Media Literacy:** Students select news sources to critically analyze for bias and validity.
- **Composition:** Students will write in a variety of modes, including formal writing (argumentative, narrative, and/or informational/explanatory response) and informal writing (journaling, creative writing, blogging, storytelling, etc). They may also create primary sources by documenting their experiences in writing or another medium.
- **Project-Based Learning:** Students create a product -- podcast, fiction, poetry, video, art, newspaper, song/rap, graphic story, scrapbook, speech, etc--to be shared with their peers (or other audience)
- **Differentiation:** Differentiation is expected based on student's learning needs and goals. Support for families and students will be provided as necessary/required.

RESOURCES

- Differentiation strategies for teaching and reaching our exceptional learners remotely
- [Emergent Bilinguals: WIDA, Colorín Colorado](#)
- [Students Experiencing Disabilities: Understood, National Center for Learning Disabilities](#)
- Gifted Learners: [National Association for Gifted Children](#)
- Multicultural Learners: [Teaching Tolerance](#)
- [6-8 Online Resources](#) - Oregon Open Learning resources
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members, and others.

- Support this research through guidance around media literacy, appropriate citations, and types of synthesis.
- **Showcase (multimodal communication of key learnings)**
 - Provide students with guidance around choosing an audience for their ideas. This may include publication opportunities and communication methods they feel are best suited for their work.
 - Encourage portfolio-based showcases where multiple products are shared with appropriate and varied audiences.
 - Use of interdisciplinary learning opportunities
 - Seek opportunities for interdisciplinary learning as much of the work around this pathway may be asynchronous and limited by time constraints.
 - Leverage the flexibility of a learner-centered pathway to develop, practice, and showcase literacy skills across all content areas. As such, teachers should consider thematic units that apply to additional core and elective content areas.

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TEACHER-CENTERED MODEL

OVERVIEW: This model is used to teach specifically to the standards. Instruction takes the form of direct instruction, then demonstration of skills or concepts in a mode directed by the teacher. Skills and concepts covered using this model could then be used flexibly in a student-centered approach.

TEACHER PLANNING GUIDANCE

Teachers will provide guidance to students as they work through developmentally-appropriate opportunities to engage with relevant and meaningful topics and themes that build towards learning goals.

Prior to selecting a meaningful topic/theme for students to explore, teachers should identify the specific required content that has not been taught and develop learning opportunities to address the missing content. Teachers may utilize the [Oregon English Language Arts and Literacy Standards](#) and district curriculum guides to assist with determining which standards students have had sufficient exposure and experience with prior to a school closure.

SUGGESTED STRATEGIES

The teacher-centered pathway uses confirmation and structured inquiry as students apply content to assigned coursework. The role of the teacher in this pathway is to provide direct support for students as they engage in topics and themes. Students create work products that are shared largely between themselves and their respective teachers.

- [Distance Learning for All: Care, Connection, Continuity](#) (Offers guidance and requirements)
- Create a network of support for students that allows differentiation and meets their learning needs (Teacher, peers, and other educators) [ODE Special Education](#), [ODE TAG](#), [ODE English Learners \(page 18\)](#)
- **Communication with students and families:** In this facilitator-centered pathway, teachers maintain regular office hours to make themselves available at consistent times to meet with classes for direct instruction, conferences with individual students to guide and check their progress and support their learning.
- **Text Access:** When possible, schools are encouraged to send texts home with students. PDFs of texts in the public domain should be made available, as well as audio versions of texts (read-alouds posted in closed-access communities such as Google Classroom). Further, partnerships with local libraries may be leveraged to increase text access, in areas where libraries are operational.

SAMPLE DAILY SCHEDULE:

(Maximum English Language Arts instruction is 2.5 hours/week.)

Learning time is 30 minutes daily. Note that projects may span multiple weeks.

Note: Daily and weekly schedule times and activities are recommendations; however, teachers, students, and families should work together to adapt schedules and activities to meet individual needs.

Possible structure built around a theme (social justice, empathy, hope, wellness, forgiveness, isolation, etc.)

1. Selection of text
 - a. Select a longer text or several shorter texts that you think your students will find engaging based around the theme you've chosen.
 - b. Use shorter works of fiction and non-fiction, depending on the situation, during this absence given unique time constraints.
 - c. Provide scaffolds through targeted questions, annotation models, etc that demonstrate grade-level appropriate text analysis strategies
 - d. Ensure that students have equitable access to these texts. See the resources column for more information on text access.
2. Written response
 - a. Identify the Oregon ELA writing modes emphasized in the 2019 English Language Arts and Literacy Standards and create an opportunity for students to respond to the texts they've read using those modes.
 - b. Model effective writing strategies and processes via video or screencasting so students can view your writing process
 - c. Provide feedback on drafts of writing through student conferences and emphasize the recursive process of writing

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- **Literature Circles:** Student discussion can be centered around a topic (i.e. traits of a strong protagonist) or a theme (i.e. empathy) and is based on the text/s they read that week. Teachers may create specific group roles, guiding questions, and expectations for this discussion.
- **Media Literacy:** Teachers select news sources for students to analyze for bias and validity.
- **Composition:** Teachers provide direct instruction in specific modes of writing including formal writing (argumentative, narrative, informational/explanatory) and informal writing (journaling, creative writing, blogging storytelling, etc.) so that students can write in assigned modes. They may also create primary sources by documenting their experiences in writing or another medium.
- **Project-Based Learning:** Students create a product—podcast, fiction, poetry, video, art, newspaper, song/rap, graphic story, scrapbook, speech, etc.—to be shared with their peers (or other audience). Teachers will guide students through the project selection process as well as during the creation of these projects through individual virtual meetings with students.
- **Differentiation:** Differentiation is expected based on student’s learning needs and goals. Support for parents and students will be provided as necessary/required.

RESOURCES

- Differentiation strategies for teaching and reaching our exceptional learners remotely
 - [English Learners: WIDA, Colorín Colorado](#)
 - [Students Experiencing Disabilities: Understood, National Center for Learning Disabilities](#)
 - Gifted Learners: [National Association for Gifted Children](#)
 - Multicultural Learners: [Teaching Tolerance](#)
- [6-8 Online Resources](#) - Oregon Open Learning resources
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- d. Empower students to write creatively and self-express through text independent creative writing
- 3. Further exploration (research)
 - a. Ask students to identify one or two questions from their reading of the text that are conducive to additional research and provide strategies and guidance for how they should go about that work.
 - b. Provide additional writing or communication opportunities for students to share their research with you or a peer.
- 4. Showcase (multimodal communication of key learnings)
 - a. Ask students to create a product to communicate their understanding of the text, additional research, or both to an audience beyond just themselves. In this context, it may be the teacher, peers, or family
- 5. Interdisciplinary Learning Opportunities
 - a. Allow students to choose themes/texts based on specific content that supports learning in those disciplines through collaboration with a peer in history, science, or math.
 - b. Use of student-generated writing and other products from other content areas may also be an appropriate product for English. Consider opportunities for collaboration with colleagues that support this work.

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HYBRID MODEL

OVERVIEW: This model is a happy medium between the two approaches above. Instruction in this pathway may take the form of menus, activity calendars, and more in order to offer choices and options for students and families based on student interest and available resources.

TEACHER PLANNING GUIDANCE

Teachers will provide guidance to students as they work through developmentally-appropriate opportunities to engage with relevant and meaningful topics and themes that build towards learning goals.

Prior to selecting a meaningful topic/theme for students to explore, teachers should identify the specific required content that has not been taught and develop learning opportunities to address the missing content. Teachers may utilize the [Oregon English Language Arts and Literacy Standards](#) and district curriculum guides to assist with determining which standards students have had sufficient exposure and experience with prior to a school closure.

SUGGESTED STRATEGIES

The hybrid pathway allows for a balance between student and teacher-centered learning approaches of instruction and employs different levels of inquiry as appropriate. This pathway provides a foundation of support provided by the teacher with opportunities for students to engage in the completion of individual and/or group projects and other learning opportunities. Students may need guidance on project planning and guidance on timelines and task allocation.

- [Distance Learning for All: Care, Connection, Continuity](#) (Offers guidance and requirements)
- Create a network of support for students that allows differentiation and meets their learning needs (Teacher, peers, and other educators) [ODE Special Education](#), [ODE TAG](#), [ODE English Learners \(page 18\)](#)
- **Communication with students and families:** In this hybrid pathway, teachers maintain regular office hours to make themselves available at documented times to meet with students, check their progress, and support their learning as requested.
- **Text Access:** When possible, schools are encouraged to send texts home with students. PDFs of texts in the public domain should be made available, as well as audio versions of texts (ex- read alouds posted in closed access communities like Google Classroom). Further, partnerships with local libraries may be leveraged to increase text access, in areas where libraries are

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Note: Daily and weekly schedule times and activities are recommendations; however, teachers, students, and families should work together to adapt schedules and activities to meet individual needs.

Possible structure built around a theme (social justice, empathy, hope, wellness, forgiveness, isolation, etc.). In this pathway, teachers may offer students one required element and an additional choice-based element for one or multiple strands.

1. Selection of text
 - a. Select one required text and create a menu of additional text options that you think your students will find engaging based around the theme you've chosen.
 - b. Use shorter works of fiction and non-fiction, depending on the situation, during this absence given unique time constraints.
 - c. Provide scaffolds through targeted questions, annotation models, etc that demonstrate grade-level appropriate text analysis strategies with flexibility for students to adapt these models or develop their own questions individually or by collaborating.
 - d. Ensure that students have equitable access to these texts.
2. Written response
 - a. Identify the Oregon ELA writing modes emphasized in the 2019 English Language Arts and Literacy Standards, and create an opportunity for students to respond to the texts they've read using their choice of an appropriate mode. This and additional writing options may be displayed or presented in a choice board or similar format.

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operational. Encouraging the use of texts already in the home (including family recipes, old papers and magazines religious texts) may empower additional student choice.

- **Literature Circles:** Student discussion can be centered around a topic (i.e.: traits of a strong protagonist) or a theme (i.e.: empathy) and is based on the text they read that week.
- **Media Literacy:** Students select, or are assigned, news sources to critically analyze for bias and validity.
- **Composition:** Students will write in a variety of modes, including formal writing (argumentative, narrative, or informational/explanatory response) and informal writing (journaling, creative writing, blogging, storytelling, etc). They may also create primary sources by documenting their experiences in writing or another medium.
- **Project-Based Learning:** Students create a product -- podcast, fiction, poetry, video, art, newspaper, song/rap, graphic story, scrapbook, speech, etc--to be shared with their peers (or other audience).
- **Differentiation:** Differentiation is expected based on student's learning needs and goals. Support for families and students will be provided as necessary/required to achieve learning success.

RESOURCES

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 - [Emergent Bilinguals: WIDA](#), [Colorín Colorado](#)
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- b. Model effective writing strategies and processes via video or screen casting so students can view your writing process.
 - c. Provide feedback on drafts by conferencing with students to provide feedback on drafts of writing and emphasize the recursive process of writing. Provide students with structures to provide feedback to their classmates through peer review and writer's workshops.
 - d. Empower students to write creatively and self-express through text independent creative writing
3. Further exploration (research)
 - a. Ask students to identify one or two questions from their reading that are conducive to additional research and provide strategies and/or guidance for how they should go about that work.
 - b. Provide additional writing or communication opportunities for students to share their research with you, their peers, family members or an additional audience that the student feels is appropriate.
 4. Showcase (multimodal communication of key learnings)
 - a. Ask students to create a product to communicate their understanding of the text, additional research, or both to an audience beyond just themselves. In this context, it may be the teacher, peers, or family
 - b. Ask students to select writing and other products for a portfolio to share
 5. Interdisciplinary Learning Opportunities
 - a. Choose themes/texts in collaboration with a peer in history, science, or math based on specific content that supports learning in those disciplines.
 - Use of student-generated writing and other products from other content areas may also be an appropriate product for English. Consider opportunities for collaboration with colleagues that support this work.

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Daily/Weekly Learning Time

Students should be reading fiction and/or non-fiction texts every day. These texts are most engaging and most effective in a distance and home learning context when students choose the grade-level appropriate texts they read.

Student voice, choice, and pace are similarly vital in how students communicate about what they've read, whether through writing or other modes. This may vary based on student interest, the resources students have available, or what a student feels is most appropriate for their learning.

Students should have the opportunity for meaningful practice of each of the ELA strands in an integrated manner on a weekly basis. While they may be practiced individually, the integration of multiple strands in any given learning experience is ideal. Close attention should be given to the [Oregon English Language Arts and Literacy Standards](#) to ensure appropriate rigor.

Fiction/Non-Fiction

- Students should read and engage in fiction or non-fiction texts on a daily basis. It is important that students be given the ability to choose texts based on their interests, individual academic needs, or family context.

Writing

- Students should respond in writing to the texts that they've chosen to read. While all students should be given practice writing with the modes outlined in the standards, it is also vital to offer students the opportunity to express themselves in writing in a way that is authentic to them. This may include additional writing that is solely student-generated and not text-dependent

Communication and Multimodal Literacy

- Students will interact with digital resources that empower them to understand and communicate understandings about their world. Great leeway should be given in how students choose to communicate learning that is rooted in the text.

Research

- Students should be given the opportunity to pursue additional research in topics that interest them from their reading.