

ILA

RESOURCE COLLECTION

Addressing the Impact of COVID-19 in the Literacy Classroom

This ILA Resource Collection considers the needs of today’s students, teachers, and other school-based professionals in light of COVID-19—and what culturally responsive and trauma-informed practices should be carried forth to ensure that literacy instruction not only bridges lingering learning gaps and mitigates residual effects of lost instructional time but also reimagines more equitable possibilities for students impacted by the pandemic.

About the Curator

Alejandro Gonzalez Ojeda ([@Alex_G_Ojeda](#)) is an assistant professor of educational leadership at San Diego State University and an instructional technology leader at Health Sciences High & Middle College. Ojeda’s scholarly and practitioner work has focused on evidence-based practices that prioritize clear instructional purpose. His work has been published in practitioner books and peer-reviewed articles, and he has led professional learning both nationally and internationally on school leadership, literacy instruction, and educational technology.

Ojeda’s work in the field of literacy spans policy and practice analysis. His most recent contributions have emphasized effective practices in resource adoption, and comprehensive intervention practices. A passionate advocate for the use of technology for purpose, his work also features ways in which educators can harness technology purposefully rather than at surface level. Throughout his career, he has led the design and implementation of blended and fully online learning programs at the K–12 and graduate level, including developing capacity among staff.

More to Explore

In addition to the resource collection, you may be interested in the following:

Videos

The following are available for free on demand:

- [Book Access in the Post-COVID Era](#)
- [Literacy Teaching in Turbulent Times](#)
- [What Should Equitable and Comprehensive Early Literacy Instruction Look Like in 2020 and Beyond?](#)

Position statements and briefs

- [The Essential Leadership of School Librarians](#)
- [Meeting the COVID-19 Challenges to Literacy Instruction](#)

Journal article

- ["Literacy in Lockdown: Learning and Teaching During COVID-19 School Closures"](#) (*open access*)

Blog posts

- ["Authenticity Brings Project-Based Learning to Life: How to Ensure It's at the Center of Instruction in Your Classroom"](#)
- ["Reading Rescue: Preventing the COVID-19 Slide With Lessons for Comprehension and Fluency at Home"](#)
- ["The Screen Time Dilemma: Picture Books as Tools to Guide Reflection on Social Habits and Cultural Practices"](#)
- ["Time to Revisit an Old Classic: Making Thoughts Visible Through the Language Experience Approach"](#)
- ["Using Literature to Eradicate Xenophobia: One Educator's Response to COVID-19"](#)

INTERNATIONAL
LITERACY
ASSOCIATION

About the International Literacy Association

The International Literacy Association (ILA) is a global advocacy and membership organization dedicated to advancing literacy for all through its network of more than 300,000 literacy educators, researchers, and experts across 128 countries. With over 60 years of experience, ILA has set the standard for how literacy is defined, taught, and evaluated. ILA's *Standards for the Preparation of Literacy Professionals 2017* provides an evidence-based benchmark for the development and evaluation of literacy professional preparation programs. ILA collaborates with partners across the world to develop, gather, and disseminate high-quality resources, best practices, and cutting-edge research to empower educators, inspire students, and inform policymakers. ILA publishes *The Reading Teacher*, *Journal of Adolescent & Adult Literacy*, and *Reading Research Quarterly*, which are peer reviewed and edited by leaders in the field. For more information, visit literacyworldwide.org.