Instruction for English Learners

Special Populations Conference

August 2018

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright *future* for every child

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Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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State Board of Education Goals
FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1 All Students Proficient and Showing Growth in All Assessed Areas

2 Every Student Graduates from High School and is Ready for College and Career

3 Every Child Has Access to a High-Quality Early Childhood Program

4 Every School Has Effective Teachers and Leaders

5 Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 Every School and District is Rated "C" or Higher

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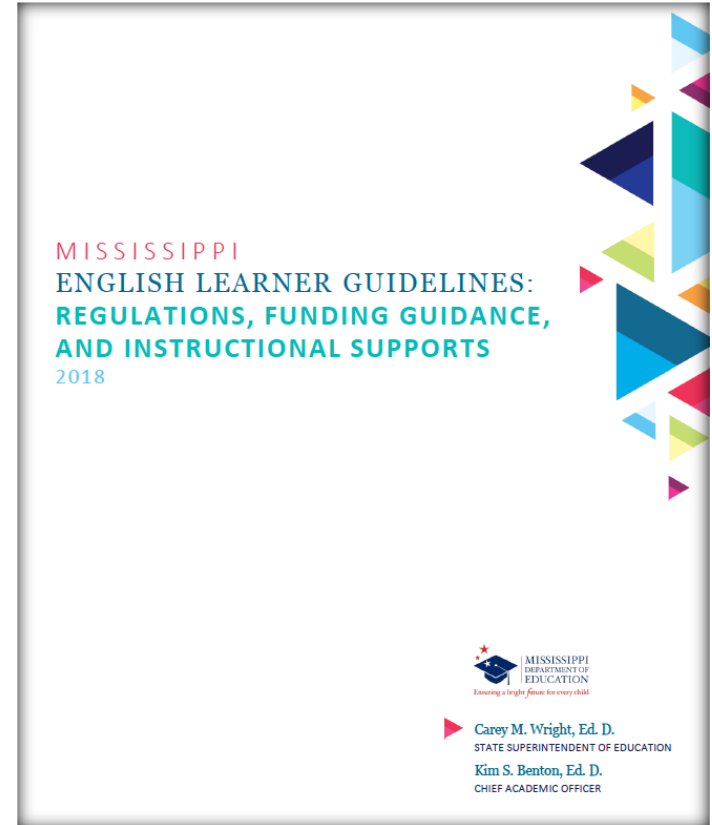Ensuring a bright future for every child

Session Goals

- Review the tools found in the Instructional section of the MS EL Guidelines that will assist educators in meeting the needs of English learners

- Review instructional practices for working with English Learners at the elementary and secondary levels

New English Learner Guidelines

Components Include:

- Mississippi English Learner Guidelines

- Federal Education Grants that can Support EL Students

- Instructional Strategies

- Administrator Supports

- USDE Dear Colleague Letter, Civil Rights of English Learners

MISSISSIPPI
ENGLISH LEARNER GUIDELINES:
REGULATIONS, FUNDING GUIDANCE,
AND INSTRUCTIONAL SUPPORTS
2018

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Carey M. Wright, Ed. D.
STATE SUPERINTENDENT OF EDUCATION

Kim S. Benton, Ed. D.
CHIEF ACADEMIC OFFICER

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Resources for:

- Parents

- Teachers and Administrators

- Students

APPENDIX A
RESOURCES FOR PARENTS

SOURCE	GRADE LEVELS	BRIEF EXPLANATION	WHERE TO FIND IT
Family Guides to Student Success	Pre- K - 8	Grade specific books with activities for home use using materials commonly found in the home to help students learn grade level concepts.	1. Local schools 2. http://www.mdek12.org/ESE/links/response-to-intervention-teacher-support-team/family-guides-for-student-success-(spanish-versions)
Reading Rockets	K-3	A collection of resources including articles and parent reading guides among numerous other things.	www.readingrockets.org
Fun Brain	K-8	Interactive activities that help develop skills in English literacy	https://www.funbrain.com
Math at Home Toolkit	Birth - Pre-K	Resources for math play at home	https://www.naeyc.org/math-at-home
Supporting Parent Engagement in Linguistically Diverse Families to Promote Young Children's Learning: Implications for Early Care and Education Policy	Early Childhood Education (ECE)	Brief that highlights research to inform policy in terms of ECE programs and parent engagement.	http://www.researchconnections.org/childcare/resources/30185/pdf
National Clearinghouse for English Language Acquisition (NCELA) Resource Library	Pre-K - 12	NCELA webpage contains annotated articles, briefs, and their respective URLs related to family engagement for ELs and dual language learners.	https://ncela.ed.gov/resources-library?keys=family+engagement

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Additional Instructional Resources

- Cultural Awareness Checklist for teachers

- BICS CALP Checklist

- LaRue Reading Skills Assessment for Preliterate Children

- Instructional Strategies Menu for ELs

- TransAct

APPENDIX H

INSTRUCTIONAL STRATEGIES MENU FOR ENGLISH LEARNERS

Teacher Name _____ Date _____

STRATEGY	NO EVIDENCE OBSERVED	PARTIALLY IMPLEMENTED	FULLY IMPLEMENTED	ADDITIONAL
VISUAL SUPPORTS				Circle additional implemented/observed supports:
Labeling				Realia, models, pictures, videos,
Visual Schedule				PowerPoints with pictures/videos, timelines,
Manipulatives				graphic organizers, maps, charts, gestures,
Graphic Organizers (Venn diagrams, T-Charts, Flow Charts, etc.)				steps written out for procedures, charades, story maps, simply written clear directions,
Key terms/vocabulary are written out for students				other:
COOPERATIVE LEARNING STRATEGIES				Circle additional implemented/observed strategies:
Peer Buddy				Choral readings, small group activities,
Think-Pair-Share				panel discussions, pair activities,
Jigsaw Activities				other:
Turn and Talk				
Read-around, write-around				

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Instructional

Supports

Classroom Set Up

- Provide a visual schedule

- Post anchor charts with daily routines and procedures

- Utilize a word wall with pictures of words

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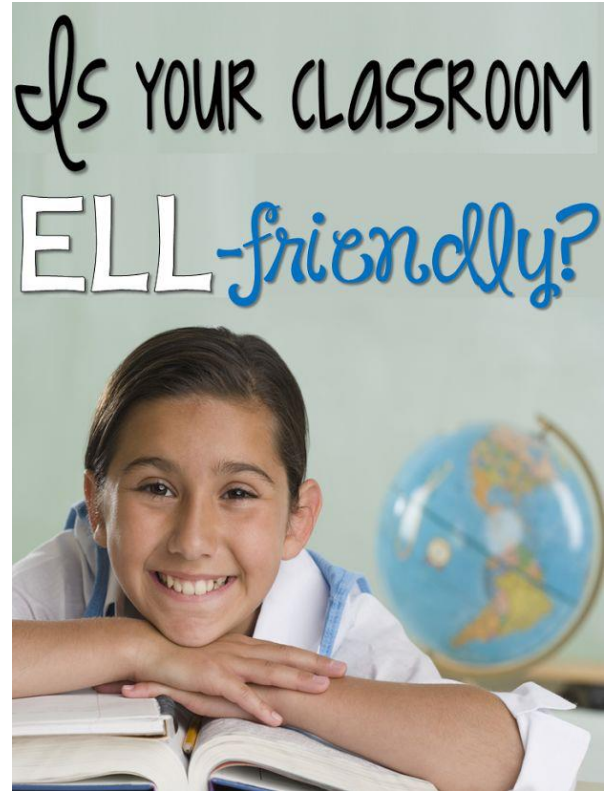
Classroom Set Up

- Provide multicultural books with labels on the bins or baskets

- Label classroom items (in all classroom languages, if possible)
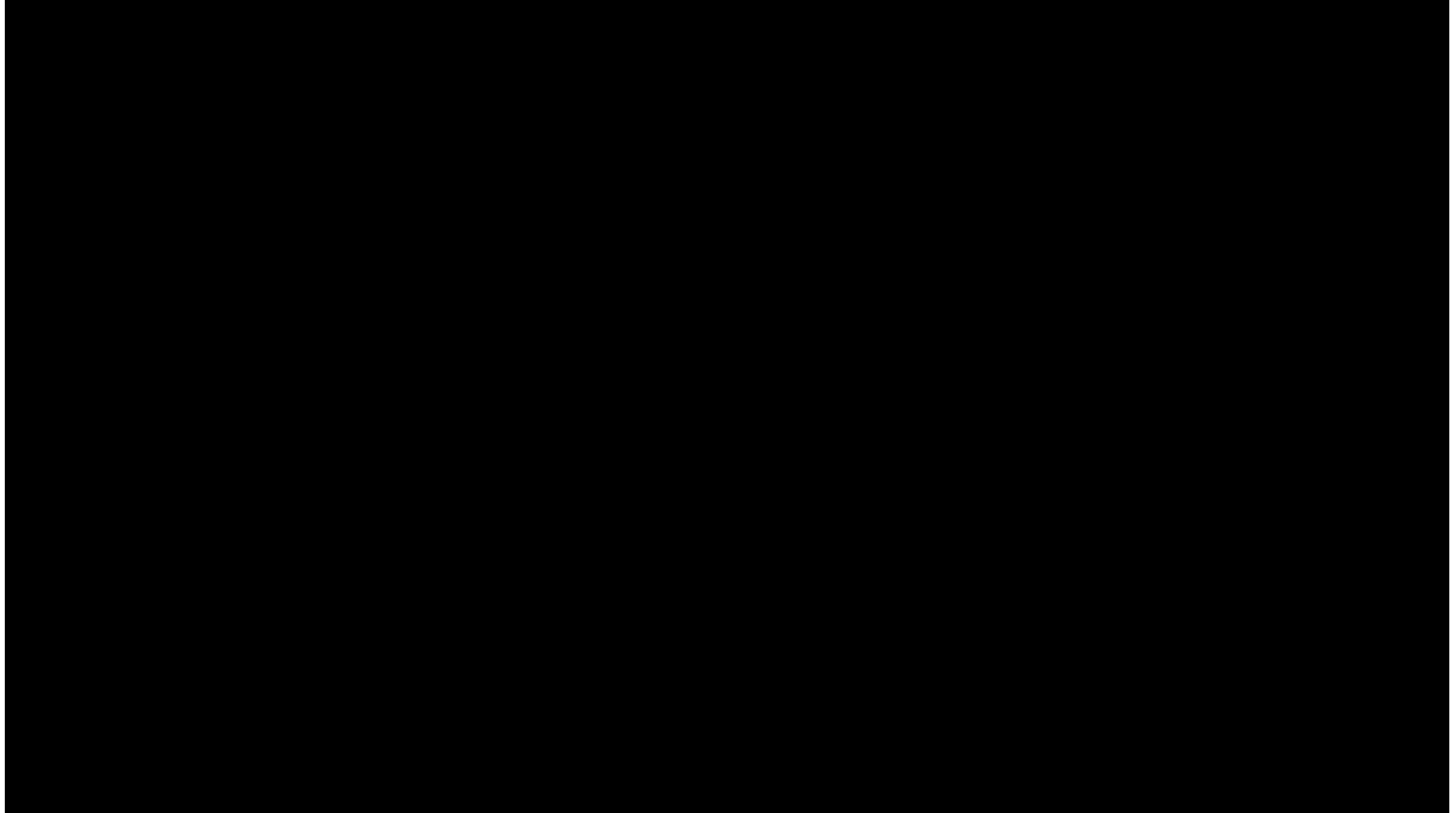
Strategies for Creating a Welcoming Classroom Environment

- Learn students' names – correct pronunciation is key!

- Offer one-on-one assistance when possible

- Assign a peer partner

- Use an interpreter, if possible

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- Invite their culture into the classroom

- Include ELs in a non-threatening manner

- Involve ELs in cooperative learning

- Help your ELs follow established rules

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Creating a Welcoming Classroom

Newcomer Kit

- Newcomer Kit Introduction

- Newcomer Orientation Chart

- Communication cards (elementary and secondary)

- Sentence stem cards

- Visual schedule template

- Welcome Sheet

Link: https://www.mdek12.org/EL

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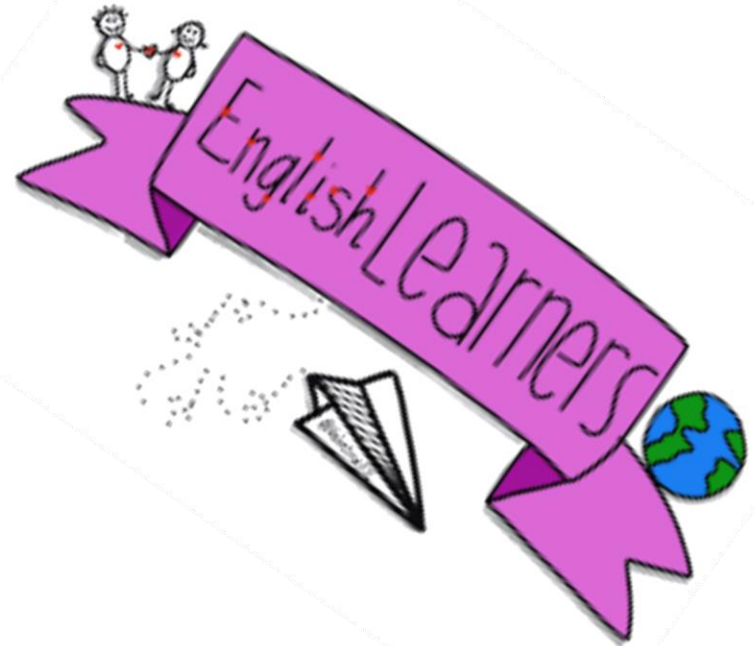
Parent

Communication

Importance of Parent Communication

- Benefits the students

- Helps parents feel comfortable with school personnel

- Improves the school community by tapping into parent skills

BETTER TOGETHER
HOME — ME — SCHOOL
HOME-SCHOOL PARTNERSHIP

Reasons for Lack of Participation

Parents may feel apprehensive due to lack of:

- English language skills

- Familiarity with mainstream culture

- Familiarity with US public school systems

Ways to Increase Classroom Communication

- Smile

- Use gestures

- Connect EL parents with bilingual interpreters if possible

- Translate written communication

- Use a few words or phrases in their language to make them feel welcome

- Provide needed schoolwide and classroom information

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Ways to Increase Parent Participation

- Host a back to school night in the language that most of your ELs speak

- Arrange for a tour of the school with a bilingual facilitator

  https://www.youtube.com/watch?v=i8mj1F0zLiw

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EL INSTRUCTIONAL

STRATEGIES

Tier I Instruction:

Accommodations vs. Modifications

Start With Tier I Best Practices

- Speak slower (not louder)

- Speak distinctly

- Give longer wait times

- Allow students to write out answers before speaking

- Refrain from allowing "shout outs" when asking whole group or small group questions

- Write down key terms or use visuals

- Utilize scaffolding techniques to support learning

Start With Best Practices

Incorporate conversation into all aspects of your teaching!

- 30 second conversations

- Turn and talk

- Think, Pair, Share

http://www.mdek12.org/ESE/english-learners

Scaffolding Refers to:

- providing a variety of instructional techniques;

- moving students progressively toward stronger understanding of standards/skills;

- moving students toward greater independence;

- breaking the learning into smaller sections and then providing a tool, or structure, with each part.

It's what you do first.

Scaffolding Examples

- Use graphic organizers to make lessons more visual

  - Venn diagrams, flow charts, semantic maps, etc.

- Utilize sentence frames to support writing and speaking

- Connect new information to prior learning

$$
\begin{array}{r}
24 \\
3\overline{)74} \\
14 \\
2
\end{array}
\qquad
\begin{array}{r|l}
74 & 3 \\
14 & 24 \\
2 &
\end{array}
$$

Sentence Frame Examples

- Science:

 What is something <u>poisonous</u> that you should stay away from?

I should stay away from _____ because

_____.

Accommodations and Modifications

Classroom Accommodations and Modifications

Success of our EL students can be significantly impacted by implementing appropriate accommodations and modifications.

- **Accommodations** don't change the actual content being delivered. They're add-ons, tools that ensure that students can demonstrate what they know without lessening their expectations.

- **Modifications** are changes made to the core content so that the learning objectives are different and more accessible for the student.

All testing accommodations are considered classroom accommodations *however* not all classroom accommodations are considered state testing accommodations.

Examples of Classroom Accommodations

- Alternate responses

- Advance notes

- Extended time

- Teacher modeling

- Simplified written and verbal directions

- Frequent breaks

- Use of dictionaries/glossaries

Instructional Modifications

- Are typically implemented when they are written in the LSP or an IEP

- Change the content or learning objectives, so teachers should try as many accommodations as possible

  - maintain instruction for the standard/skill

  - modify the reading material level as needed

Accommodations and Modifications

Teachers must provide **documentation** of the accommodations and modifications used, as well as their results.

The fire was spreading really fast causing William Brown to pull the alarm twice but one again he struck the wrong box. Luckely when the fire fighters drove towards the wrong location they saw the glow of the fire and drove towards it. Alexander Frear was gonna visit his step sister when he saw the fire. When he tried to help her a mall yelled "across the river" meaning that the fire was on both sides of the
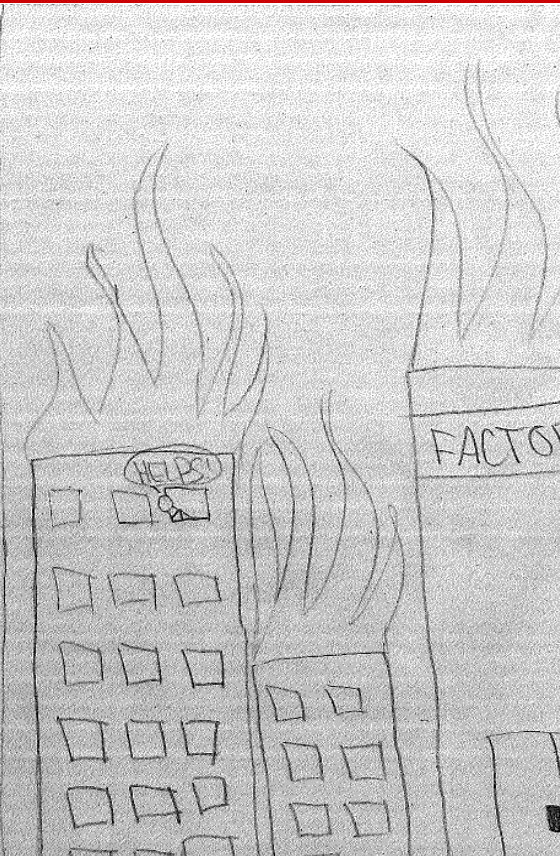
FACTOR

HELP!!

Accommodation or Modification Activity

Determine whether the scenario represents an accommodation or a modification. Hold up the correct card to identify.

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Accommodation or Modification?

A classroom teacher provides an outline for the lesson with important vocabulary highlighted in a word bank box.

Accommodation: This allows the student to understand the main ideas of the lesson and important vocabulary without having to translate and choose the important information to put into their notes.

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Accommodation or Modification?

Teacher allows EL students to use an outline for the lesson with important vocabulary highlighted in a word bank box on formative and summative assessments.

Modification: EL students need to meet the same standards as all other students in order to be college and career ready.

Accommodation or Modification?

Teacher allows EL students to use a word to word dictionary on formative and summative assessments.

Accommodation: This is an allowable state testing accommodation. If this is an accommodation on the student's LSP, it needs to first be implemented in the classroom.

Strategies for Supporting
Oral Language

Activity

Resources and Strategies – Oral Language

ACTIVITY

- Choose a partner

- For 30 seconds, tell your partner about your favorite vacation or your dream vacation

- Here's the catch: *you can't use any words that have the letter **n** during your conversation!*

30 Second Conversations

- Encourage language development by allowing students opportunities to practice fluency and social language

- Allow teachers to scaffold conversation by supplying vocabulary and sentence mazes as needed

- Allow teachers to build rapport with EL students

- Can be part of the morning routine as students are welcomed into the classroom

- Can be conducted by students with one another to practice social and academic language during structured "Turn and Talk" moments

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30 Second Conversations – Examples

Teacher: Hi, Kelli! Did you have a good night?
Kelli: Good morning. Yes.
Teacher: I'm so glad! What did you do after you finished your homework?
Kelli: I help cook.
Teacher: Who did you help cook?
Kelli: I help me mom and me grandma.
Teacher: I always loved helping my grandma cook. What did you make?
Kelli: We cook arroz con pollo and maduros. I help fry the plantains.
Teacher: Which was your favorite thing to eat?
Kelli: I like maduros. They have a good sauce. It is with garlic and orange juice. It is good.

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Question and Answer Prompting

- Provides EL students with opportunities to answer questions and practice newly acquired academic vocabulary

- Gives students sufficient wait time to translate the question being asked into their native language, process the answer, and translate the answer back to English

- Encourages English Learners to expound upon their answers by prompting students with elaborating questions

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Question and Answer Prompting

Teacher elaboration when the student's response is **correct**:

- You are correct! How did you learn that?

- You are right! What else do you know about that?

- Good thinking! Can you tell me more?

Question and Answer Prompting

Teacher elaboration when the student's response is **partially correct**:

- You're heading in the right direction, but that's not quite complete. Do you have anything else to add?

- You're telling me some good things, especially the part about _____. What else?

- Yes! I agree that _____. Can you tell me more about _____?

Question and Answer Prompting

Teacher elaboration when the student's response is in their **native language**:

- Do you know any English words to say that?

- Call on one of your friends to help tell us what you said in English.

- Can you help us translate that into English?

Question and Answer Prompting

Teacher elaboration when the student's response is **incorrect or confusing**:

- Tell me more so I know what you're thinking.

- Help me understand what you mean. Tell me again.

- Do you think _____ or _____? (Give a right answer as one of the options.)

Question and Answer Prompting

Teacher elaboration when the student is **silent**:

- Can you show us what you know by acting it out or drawing it?

- I'm going to come back to you and ask you again. Please get ready to talk with us.

- I really want to hear what you know about this.   Let me know when you are ready. (Provide a yes or no question, or an either/or choice to the student to support their attempt to respond.)

The Stages of Second Language Acquisition

1. Preproduction

2. Early Production

3. Speech Emergence

4. Intermediate Fluency

5. Advanced Fluency

*It is important to tie instruction for each student to their particular stage of language acquisition.

Preproduction Phase

- Little or no comprehension

- Survival English

- Silent period

- Learning basic conversation

Early Production

- Limited comprehension

- One or two- word responses

- Simple vocabulary

- Understands more than they are able to express

- Students have between 500 and 1,000 English words they can use to communicate.

- Students usually use one or two-word phrases.

- Vocabulary and understanding are growing but students may be unable to demonstrate knowledge yet.

Speech Emergence

- Understands social English/not much academic

- Writes simple and complex sentences

- Difficulty with content area vocabulary

- Grade level reading a challenge

- Students have about 3,000 words they can use and understand.

- They can have short conversations.

- They are able to understand simple stories, especially with visual supports.

Early Fluency

- Fluent in conversation

- Difficulty with academic English

- Literacy skills below a native speaker

- Have about 6,000 words they use and understand

- Use more complex sentences

- Are more willing to express opinions

Early Fluency

- Completion of math and science work at grade level with minimal support

- Literature and social studies understanding is growing.

- Increasingly able to read and understand academic texts with modification

Fluency

- Students are close to performing like their native-English peers

- Still some difficulty with academic vocabulary

- May still struggle with figurative language

- May still have an accent (particularly if they entered puberty before they began learning English)

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Stages of Oral Language Development

Factors Affecting Rate of Language Acquisition

- Personality of the Learner

- Introverted students may develop oral language later but develop written language more quickly

- Self-motivation

- Willingness to take risks

- Environmental Factors

- Importance family places on English
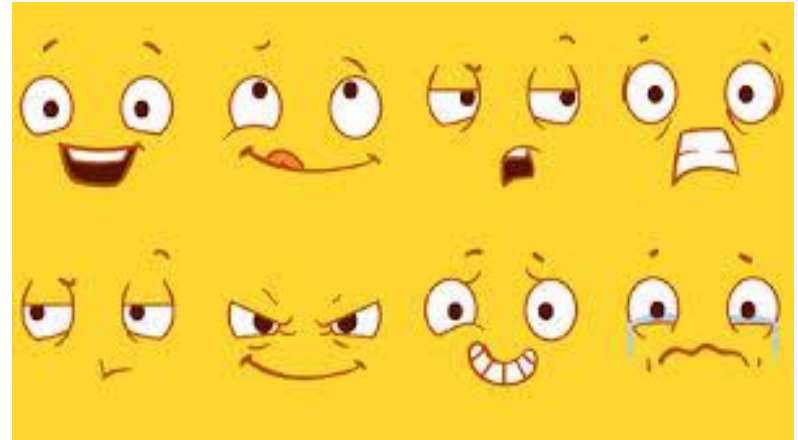
Factors Affecting Rate of Language Acquisition

- Amount of English spoken at home

- Whether the student is engaged in the broader English-speaking community

- Cognitive Factors

- Chronological age (8-12 is ideal age)

- Raw intellectual and linguistic ability

Factors Affecting Rate of Language Acquisition

- Native Language Development

Students with a strong foundation in their native language tend to excel.

Students who learn two languages at an early age can be more disorganized in their cognitive/linguistic processing.

Factors Affecting Rate of Language Acquisition

- Characteristics of Native Language

- Languages like Spanish and French have a nearly identical alphabet and numeric system, while languages like Arabic and Mandarin do not.

- Students with languages that are not written or languages based more on "clacking" sounds tend to struggle more.

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Questioning in Each Stage of Language Acquisition

Classroom Examples: *Preproduction*

Teacher Prompts	*Three Little Pigs* Questions
"Show me…" "Circle the…" "Where is…?" "Who has…?"	Ask questions students can answer by pointing at pictures in the book. "Show me the wolf." "Where is the house?"

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Classroom Examples: *Early Production*

Teacher Prompts	*Three Little Pigs* Questions
Yes/no questions Either/or questions "Who…?" "What…?" "How many…?"	Ask questions students can answer with one or two words. "Did the brick house fall down?" "Who blew down the straw house?" "How many houses did the wolf blow down?"

Questioning in Each Stage of Language Acquisition

Classroom Examples: *Speech Emergence*

Teacher Prompts	*Three Little Pigs* Questions
"Why…?" "How…?" "Explain…"	Ask "why" and "how" questions students can answer with short sentences. "Why didn't the brick house fall down?" "Who blew down the straw house?" "How many houses did the wolf blow down?"

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Questioning in Each Stage of Language Acquisition

Classroom Examples: *Intermediate Fluency*

Teacher Prompts	*Three Little Pigs* Questions
"What would happen if…?" "Why do you think…?" Questions requiring more than a sentence response	Ask "What would happen if…" and "Why do you think…" questions. "What would happen if the pigs outsmarted the wolf?" "Why could the wolf blow down the house made of sticks, but not the house made of bricks?"

Questioning in Each Stage of Language Acquisition

Classroom Examples: ***Advanced Fluency***

Teacher Prompts	*Three Little Pigs* Questions
"Decide if…" "Retell…"	Ask students to retell the story, including main plot elements, but leaving out unnecessary details.

RESOURCES FOR

SUPPORT

MDE Resources and Tools | Educational Apps | Websites

Resources – MDE English Learner Page

| COMMUNITY | FAMILY | EDUCATORS | ADMINISTRATORS |

English Learners

Mississippi's English Learner (EL) population is growing rapidly, with the state now serving more than 12,100 identified EL students. In response to this growth, as well as requests from districts new to serving EL students, we are launching a series of recorded webinars designed to provide administrators, general education teachers, EL tutors and other educators with information on how to effectively serve this population.

For questions regarding EL services, as well as requests for on-site large or small-group professional development, please email Sandy Elliott at selliott@mdek12.org. Check back often for new resources!

Tools and Supports

- English Learner Guidelines: Regulations, Funding Guidance and Instructional Supports
- Language Service Plan (Revised 2018)
- EL Professional Development Request
- Newcomer Kit introduction
- Newcomer orientation plan template
- Communication cards for elementary students
- Communication cards for secondary students
- English Language Acquisition Stages Information for Educators
- Family welcome sheet
- Sentence stem cards
- Visual schedule

EL Literacy Tips of the Month

- Identifying EL Students (Aug. 2017)
- Vocabulary Development (Sept. 2017)
- Comprehension (Oct. 2017)
- Phonological Awareness and Phonics (Nov. 2017)
- Fluency (Jan. 2018)
- Other Webinars

Elementary Education and Reading

- 601-359-2586
- Staff
- FAQ

Services

Academic, Career, Counseling and Support Services

Dyslexia

Early Childhood

English Language Arts

English Learners

Gifted Programs

Intervention Services

Library

Literacy

Resources – MDE Intervention Services Page

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Resources – MDE Literacy Page

Note: Resources can be found under the "PD and Resources for Teachers" Link on the Literacy page

Literacy

Mississippi Literacy-Based Promotion Initiative

The Office of Elementary Education and Reading is responsible for supporting and training K-3rd grade teachers, curriculum specialists and other educators by providing research-based instructional strategies on literacy and guidance on the implementation of the Literacy-Based Promotion Act. Passed during the 2013 legislative session, the Literacy-Based Promotion Act (LBPA) places an emphasis on grade-level reading skills, particularly as students' progress through grades K-3. Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state-wide assessment for 3rd grade will not be promoted to 4th grade unless the student qualifies for a good cause exemption.

The LBPA was amended in 2016 and includes changes such as an Individual Reading Plan (IRP) and increased expectations for 3rd grade students beginning in 2018-2019.

Questions may be directed to Dr. Kymyona Burk, State Literacy Director (K-12), at kymyona.burk@mdek12.org or 601-359-2586. Questions may be directed to the K-3 Assistant State Literacy Coordinators: LeighAnne Cheeseman, Jill Hoda, Casey Sullivan, or Kristen Wells.

Visit www.strongreadersms.com for the latest resources, activities and news about Mississippi's literacy campaign.

Tools and Supports

State Literacy Plan
- Mississippi Comprehensive Literacy Plan (Birth-12th Grade)

Educators and Parents
- Professional Development and Resources for Teachers
- Resources for Administrators
- Literacy Research
- Resources for Parents
- IRP Guidance Webinar
- Kindergarten Integrated Centers for Literacy

Resources for Teachers

Literacy Focus for the Month
- **Elementary Literacy Focus of the Month Manual**
  - Elementary Literacy Focus of the Month Guiding Questions
  - August Literacy Focus of the Month in Action (Screening & Diagnostics: Data Meeting)
  - September Literacy Focus of the Month in Action (Phonological Awareness and Phonics)
  - October Literacy Focus of the Month in Action (Vocabulary)
  - November Literacy Focus of the Month in Action (Fluency)
  - December Literacy Focus of the Month in Action (Comprehension)
  - January Literacy Focus of the Month in Action (Writing Connected to Text)
  - February Literacy Focus of the Month in Action (Cooperative Learning)
  - March/April Literacy Focus of the Month in Action (Reading Strategies: Before, During, and After)
- **Secondary Literacy Focus of the Month Manual**
  - Secondary Literacy Focus of the Month Guiding Questions
  - September Literacy Focus of the Month in Action (Morphology for Content-Specific Vocabulary)
  - October Literacy Focus of the Month in Action (Vocabulary and Word Attack Strategies)
  - November Literacy Focus of the Month in Action (Fluency)
  - December Literacy Focus of the Month in Action (Comprehension)
  - January Literacy Focus of the Month in Action (Writing Connected to Text)
  - February Literacy Focus of the Month in Action (Cooperative Learning)
  - March/April Literacy Focus of the Month in Action (Reading Strategies: Before, During, and After)

Regional Literacy Trainings

Elementary
- NEW ABCs of Coaching Day 1 Presentation
- NEW ABCs of Coaching Day 1 Resources
- NEW ABCs of Coaching Day 2 Presentation and Resources
- NEW Passport to Literacy Training Binder
- NEW Rethink Literacy! Training Binder (3rd-5th Grade Teachers)

Secondary
- REL Southeast Literacy Tools for Middle School Training Binder
- REL Southeast Literacy Tools for High School Training Binder
- Rethink Literacy! 2.0 ELA/Social Studies Training Binder (High School)
- Rethink Literacy! 2.0 Science Training Binder (High School)
- Rethink Literacy! 2.0 ELA/Social Studies Training Binder (6th-8th)
- Rethink Literacy! 2.0 Science Training Binder (6th-8th)
- Rethink Literacy! 2.0 Math Training Binder (6th-8th)
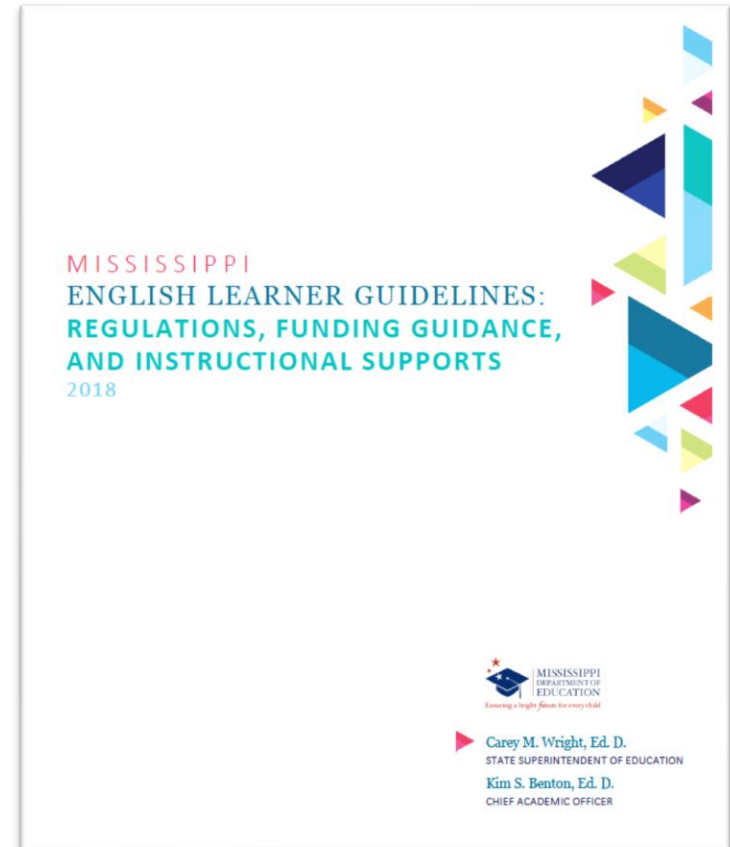- Rethink Literacy! 2.0 Algebra 1 Training Binder

English Learners
- November
- October
- September
- August
- English Learner Supports
- Academic Language and English Learners
- Strategies for Teaching English Learners

Services
- Academic, Career, Counseling and Support Services
- Dyslexia
- Early Childhood
- English Language Arts
- English Learners
- Gifted Programs
- Intervention Services
- Library
- Literacy
- Mathematics
- Reading Fair
- Science
- Social Studies
- Textbook Adoption and Procurement
- Visual & Performing Arts

Documents ∧
Resources ∧

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STRONG READERS = STRONG LEADERS
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New English Learner Guidelines

- Mississippi English Learner Guidelines

- Federal Education Grants that can Support EL Students

- Instructional Strategies

- Administrator Supports

- USDE Dear Colleague Letter, Civil Rights of English Learners

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ENGLISH LEARNER GUIDELINES:
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Newcomer Kit

Path: MDE website, English Learners page

Newcomer Kit

- Newcomer Kit Introduction

- Newcomer Orientation Chart

- Communication cards (elementary and secondary)

- Sentence stem cards

- Visual schedule template

- Welcome to Our School

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Apps for ELs

Chatterpix Kids (FREE)
Duck, Duck, Moose, Inc.

Create "talking" images
- 30 second voice recording
- Add photo filters and stickers
- Save to camera roll

Sock Puppets (FREE)
Smith Micro Software, Inc.

Create "talking" images
- 30 second voice recording
- Add backgrounds and graphics
- Save to camera roll

Apps for ELs

Duolingo (FRE

Duolingo

Key Features:

- Personalize lessons
- Practice reading and writing
- Practice speaking and listening with Chatbots

Newsela

Key Features:

- Nonfiction texts at different reading levels
- Primary sources, biographies, speeches, careers, and myths & legends
- Sign-in with Google Credentials

Websites for ELs

Rewordify Rewordify.com — understand what you read

Key Features:

- Enter your own text
- Simplifies difficult words
- Helps improve vocabulary

News in Levels **(FREE)** News in Levels

Key Features:

- Read or listen to news articles
- Graduated levels of learning
- Learn up to 3000 words

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Websites for Teachers of EL Students

Teacher resources:

- ¡Colorin Colorado! http://www.colorincolorado.org

- Reading Rockets http://www.readingrockets.org/reading-topics/english-language-learners

- Edutopia https://www.edutopia.org

- Everything ESL http://www.everythingesl.net

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