



# **Bilingual Coordinators Network English Learner Support Division**



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# CISC ELD Dream Team

## Considerations for Inclusivity and Support within Designated English Language Development in Remote Learning

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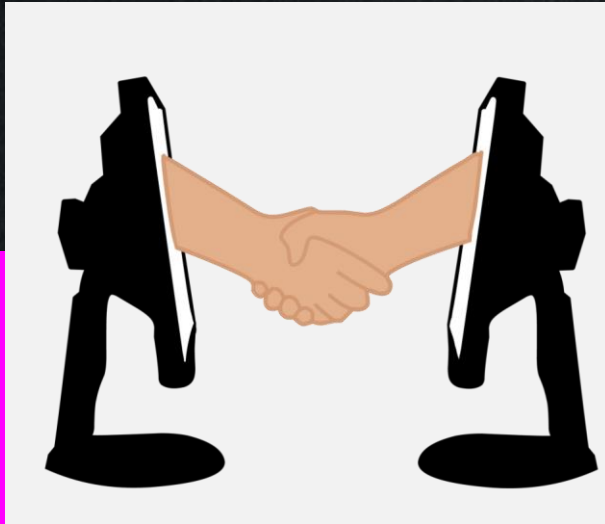
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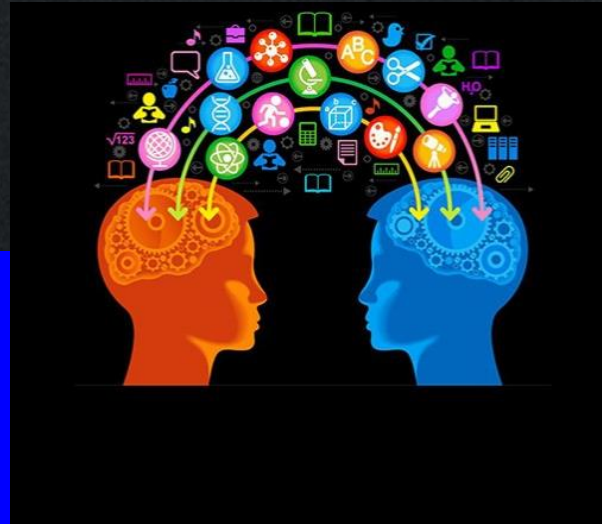


# Important Practices for ELD

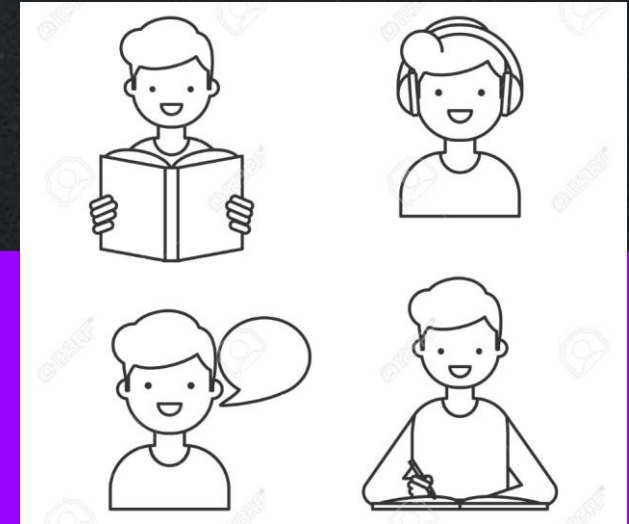
Whether online or in person supporting English language learners requires:



**Connect with Learners  
and Families  
Regularly**



**Connect with  
Learning**



**Connect with  
Language**



## Considerations for Inclusivity and Support within Designated English Language Development in Remote Learning

### COMPONENT 1: Connect with Learners & Families

| Important Practices  | Resources and Examples   |
|--|--|
| <p><b>Be tenacious about connecting with every student regularly.</b></p> <p><b>Reach out to students to foster relationships and connect on a human level on a regular basis.</b></p> | <p><b><u>Examples:</u></b></p> <p><b>Individual Connection:</b> Phone, email, WeChat, postcards, Google Voice, texting, work pick up locations</p> <p><b>Group Connections:</b> Remind, GroupMe, Talking point, Class Dojo, Google Hangouts, Microsoft Teams, Google Forms/surveys, Recorded messages via FlipGrid or SeeSaw and screencast videos.</p> <p><b>Monitoring:</b> Keep a log or spread sheet regarding student contacts. This will allow you to monitor best methods for contacting students and who you are not able to contact.</p> <p><b>Frequency:</b> Strive to connect with each of your English learners on a weekly basis.</p> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>● WISH Charter <a href="#">Distance Learning Family Support Plan</a></li> <li>● WISH Charter <a href="#">Student Supplies and Materials Request Form</a></li> <li>● <a href="#">Sample Call Log</a></li> </ul> |





# Connect with Learners and Families Regularly

How will we be **tenacious** about connecting with every student?



**Reach out** to students to foster relationships and connect on a human level.

Seek to **understand** students' perspectives on distance learning.

**Attend** to basic, socio-emotional and linguistic needs.





# Connect With Learning

How will we **design** the learning experiences?



- Establish rituals and familiar  **routines** to lower the affective filter.
- **Structure** activities so all students can  **engage,**  **contribute,**  **participate** in the learning and share at their proficiency levels.
- **Leverage** students' funds of knowledge, and cultural and linguistic  **assets.**





# Connect With Language

How do we keep the focus on language development?



- Establish a language goal
- Address the four domains of language learning by interacting in meaningful ways AND learning how English works
- Differentiate for language ability



# Connect With Language

How do we keep the focus on language development?



**Example:** [Writing Language Objectives](#)

**Resource:** [Language Functions, Graphic Organizers and dELD](#)



**Example:** [ELD Videos per strategy.](#)

**Resource:** [Engage The 4 Domains](#)

| Tests and Discourse in Context  | ELD Proficiency Level Continuum   |   |   |
|---|---|---|---|
|   | Emerging  | Expanding   | Bridging  |
| <p>Part 1, strands 3-4, corresponding to the CA CCS for ELD Literacy:</p> <p>1. SL.8.1, 6. L.8.3, 6<br/>2. SL.8.2, WHST.8.1, SL.8.2, L.8.3, 6<br/>3. WB.1, WHST.8.1, SL.8.1, 4, 6, L.8.3, 6<br/>4. WB.4-5, WHST.8.4-5, SL.8.6, L.8.3, 6</p> <p>Purposes for using language include but are not limited to:<br/>Describing, explaining, informing, stating, printing, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p>Informational text types include but are not limited to:<br/>Descriptions or accounts (e.g., scientific, historical, technical, biographical), reports (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debates), responses (e.g., literary analysis), and so on.</p> <p>Literary text types include but are not limited to:<br/>Stories (e.g., historical fiction, myths, graphic novels, poetry, drama, and so on).</p> <p>Audiences include but are not limited to:<br/>Peers (one to one)<br/>Small group (one to a group)<br/>Whole group (one to many)</p> | <p>1. Exchanging information/ideas<br/>Engage in conversational exchanges and express ideas on familiar topics by asking and answering one-to-one questions and responding using simple phrases.</p> <p>2. Interacting via written English<br/>Engage in short written exchanges with peers and collaborate on simple written tasks on a variety of topics, using technology when appropriate.</p> <p>3. Supporting opinions and persuading others<br/>Negotiate with or persuade others in conversations (e.g., to give and hold the floor or to ask for clarification) using learned phrases (e.g., "I think... Should you please repeat that?") and open responses.</p> <p>4. Adapting language choices<br/>Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).</p> | <p>2. Exchanging information/ideas<br/>Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, offering ideas, adding relevant information, and paraphrasing key ideas.</p> <p>2. Interacting via written English<br/>Engage in longer written exchanges with peers and collaborate on more detailed written tasks on a variety of topics, using technology when appropriate.</p> <p>3. Supporting opinions and persuading others<br/>Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases (e.g., "I agree with X, but...") and open responses.</p> <p>4. Adapting language choices<br/>Adjust language choices according to purpose (e.g., explaining, persuading, negotiating, task, and audience).</p> | <p>1. Exchanging information/ideas<br/>Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, offering ideas, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.</p> <p>2. Interacting via written English<br/>Engage in extended written exchanges with peers and collaborate on complex written tasks on a variety of topics, using technology when appropriate.</p> <p>3. Supporting opinions and persuading others<br/>Negotiate with or persuade others in conversations using an appropriate register (e.g., to acknowledge new information and justify views using a variety of learned phrases, indirect reported speech (e.g., "I heard you say X, and that's a good point. I still think X though, because...") and open responses.</p> <p>4. Adapting language choices<br/>Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience.</p> |

**Examples:** [Differentiate for Proficiency Levels](#)

**Resource:** [Digital Learning Support by Proficiency level](#)



# Technology Integration Tools

[Immersive Reader](#)

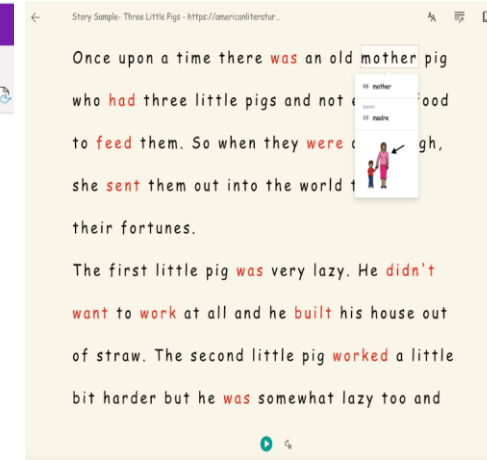
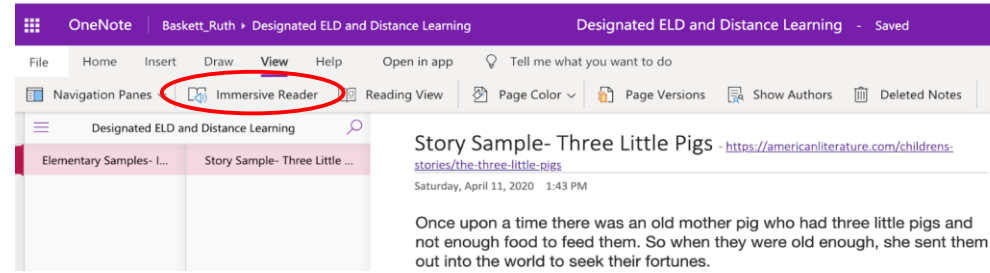
[Video on How to get and use](#)

[Immersive Reader](#)

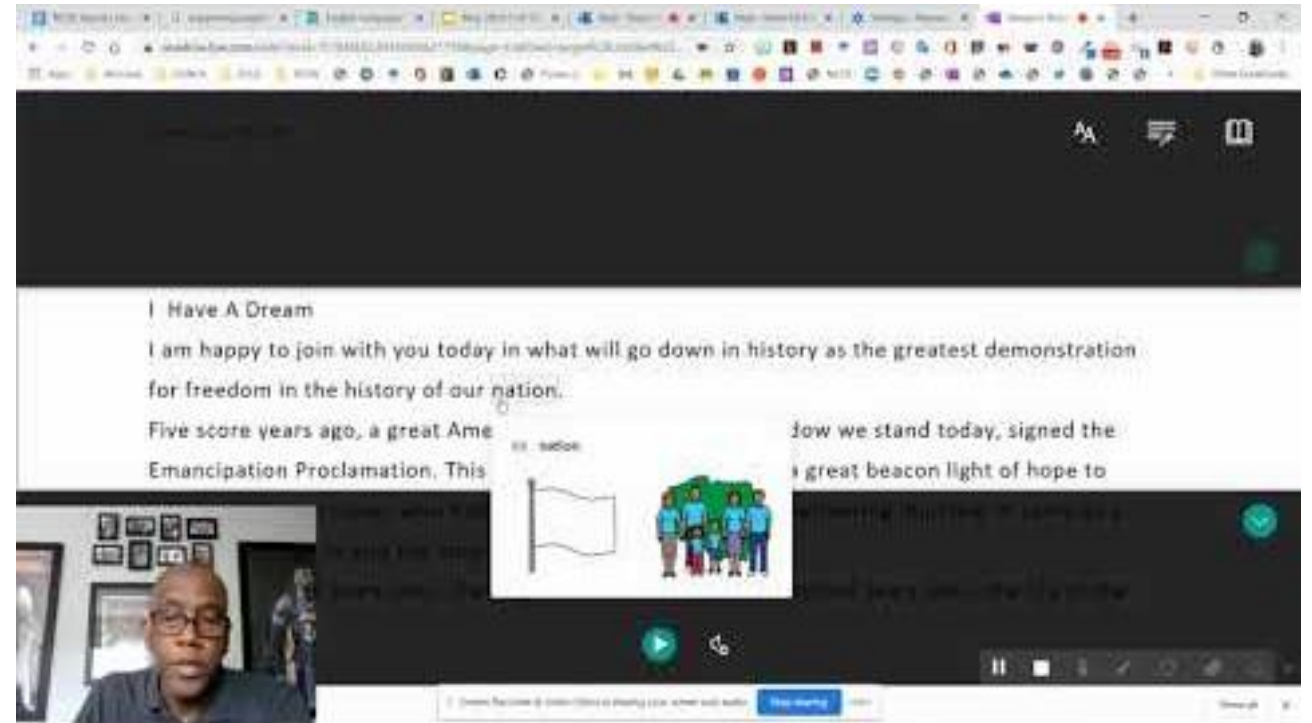
[Google: Read and Write](#)

<https://rewordify.com/>

| From frustration...  | ...to understanding  |
|--|--|
| Don't let an abstruse lexicon heighten your trepidation. Rewordify.com can assuage your anxiety. | Don't let a difficult and confusing word list increase your fear and nervousness. Rewordify.com can calm your fear and stress. |



## Quick one-take demonstration of Immersive Reader



# Important Considerations

## Newcomers

- Focus on foundational language (nouns, verbs and creating simple sentences)
- Work on minimal pairing
- Pictorial input
- Provide individual language frames in chats
- Visual word banks
- Primary language supports
- [Closed Captioning in L1](#)
- Precise language goals
- Repetition

## LTEL

- Ramp up the language-focus on academic vocabulary and more complex syntax
- Be aware of Multiple meaning words-explicitly teach them or provide a resource
- Provide opportunities to say the same things in multiple ways
- Repetition
- Don't make assumptions regarding language skills

## Els with Disabilities

- Use adaptive technology
- Provide word banks
- Immersive reader
- Focus on language that occurs in multiple disciplines-Tier 2 words
- [Academic word list](#)
- Repetition
- Utilize paraprofessionals as appropriate



# In Summary



**EVERY Student**  
**Maximize Tech Features**  
**Teach *Language* Daily**  
**Familiar Constructs**  
**Elevate L1**  
**Chunk and Chew**