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How to Design Engaging ELD Resources to Maximize English Learner Student and Parent Access?

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A bright sun is positioned in the upper center of the frame, casting a strong, multi-colored lens flare across the sky. The sky is a deep blue, filled with scattered, fluffy white clouds. The overall mood is bright and positive.

Gratitude:

What am I most grateful for in my life?

Optimism:

What am I most looking forward to?

Please introduce yourself in the “Chat Box” by typing in your name, role, grade level(s) you teach or support.

Share your *gratitude* or *optimism* statement.

**Time to check in
within the Chat Box**



Learning Intentions

- ❑ Deepen our understanding of essential design considerations to develop **more engaging** ELD lessons.
- ❑ Deepen our understanding of essential design considerations to provide **a higher level of access** for our English learner students and their learning partners.

Success Criteria

- ❑ I can identify some essential considerations for the development of more engaging ELD lessons.
- ❑ I can identify some tools and resources to develop more engaging ELD lessons.
- ❑ I can identify some essential considerations to provide a higher level of access for my English learner students and their learning partners.
- ❑ I can identify some tools and resources to provide a higher level of access for my English learner students and their learning partners.

Our Moral Imperative & the Why of ELD

Moral Obligation

Do we believe that all students can and will learn in our district/school?

Professional Obligation

Provide equitable access to instruction for all students.

Legal Obligation

“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum...for students who do not understand English are effectively foreclosed from any meaningful education...” *Lau v. Nichols, U.S. Supreme Court, 1974*

Imperatives for Educating English Learners

1. Valuing Language and Culture as Assets
2. Ensuring Equity in Intellectual Richness
3. Building Content Knowledge and Language in Tandem
4. Attending to Specific Language Needs
5. Integrating Domains of Communication
6. Providing Appropriate Scaffolding
7. Evaluating Progress Appropriately
8. Sharing the Responsibility





Refresher on Integrated and Designated ELD

English Language Arts/ English Language Development Framework

for California Public Schools

Kindergarten Through Grade Twelve



California Common Core State Standards

English Language Arts & Literacy in
History/Social Studies, Science, and
Technical Subjects

California English Language Development Standards (Electronic Edition)

Kindergarten Through Grade 12

Adopted by the California State Board of Education, July 2014

Published by the California Department of Education
Sacramento, 2015

**COMMON CORE
STATE STANDARDS
CALIFORNIA**
Adopted by the California
State Board of Education
November 2012

Integrated ELD Instruction (iELD)

ELD throughout the day and across the disciplines-- CA ELD Standards are used *in tandem with* ELA and content standards to support English learners' linguistic and academic progress.

CA ELA/ELD Framework



Integrated ELD



CA ELD Standards

in tandem with

**ELA/Literacy and
other content
standards**


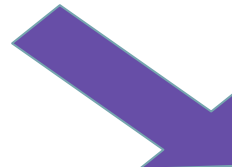
Designated ELD Instruction (dELD)

A protected ELD time during the regular school day to support ELs in developing the language needed for success in academic tasks across the content areas--

CA ELD Standards are used as the focal standards in ways that *build into* and *from content instruction*.

CA ELA/ELD Framework



	Integrated ELD	Designated ELD (Emphasis on oral language development)
Into		Preview key aspects of language (i.e., text structure, cohesion, verbs and verb phrases, nouns and noun phrases, etc.) derived from content areas that will support students in text- and discourse-level understanding
	<i>Teach content standards and develop academic English simultaneously</i>	
From		Amplify key aspects of language derived from content areas that will support students in text- and discourse-level understanding

Three Components that English Learners Need during ELD Instruction

Access to Content

- Visuals
- Total Physical Response
- Realia
- Labeling
- Repetition & review
- Etc.

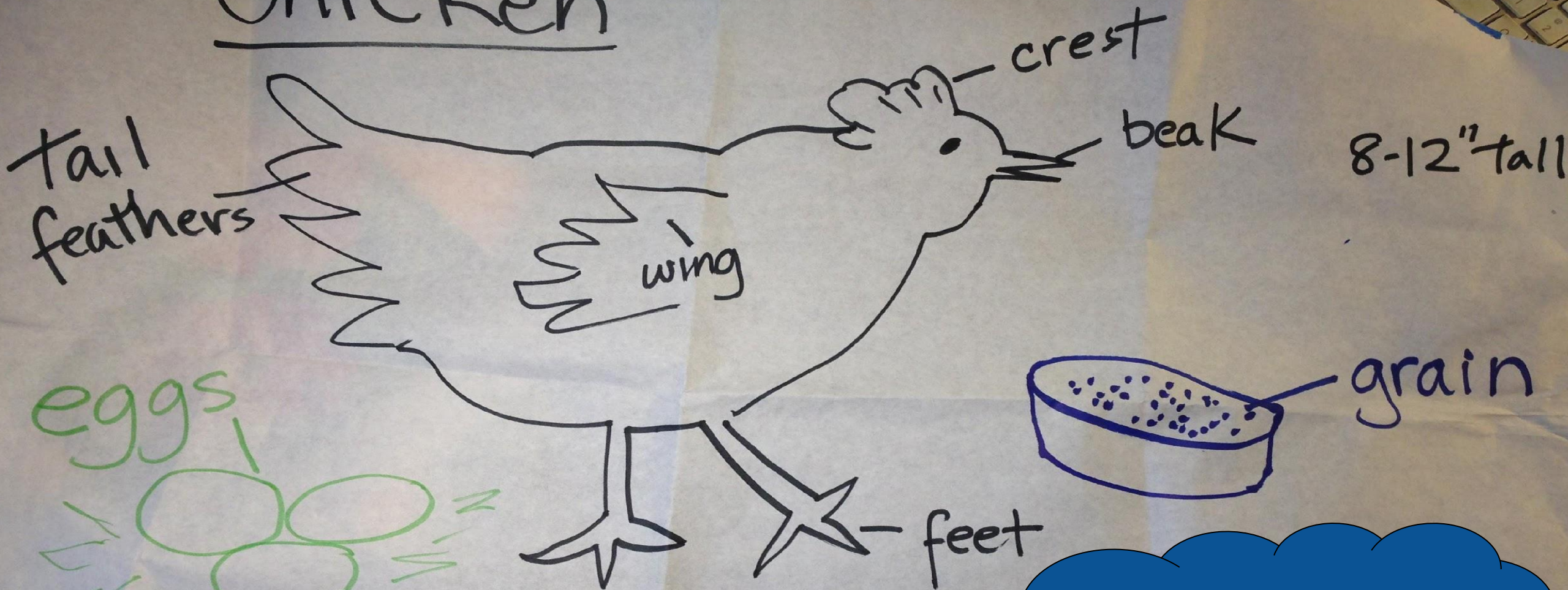
The Language to Participate

- Language Purposes (i.e., sequence, compare/contrast, cause/effect)
- Key Words & Phrases related to the Task
- Etc.

Knowledge of How English Works

- Condensing Ideas
- Expanding Ideas
- Verb & Verb Phrases
- Etc.

Chicken

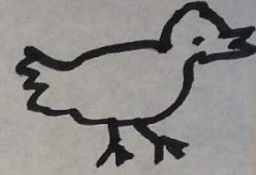


eggs

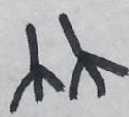
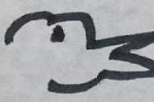


"oviparous"

Access to content

Chicken



has

2 feet 
beak 
wings 
tail feathers 


is

oviparous &

can

fly

eats

grain 

Language
to participate and talk
about content

(1) Singular



A chicken

has


is

can

eats

lays

plural (2+)

A chickens s 

have

are

can

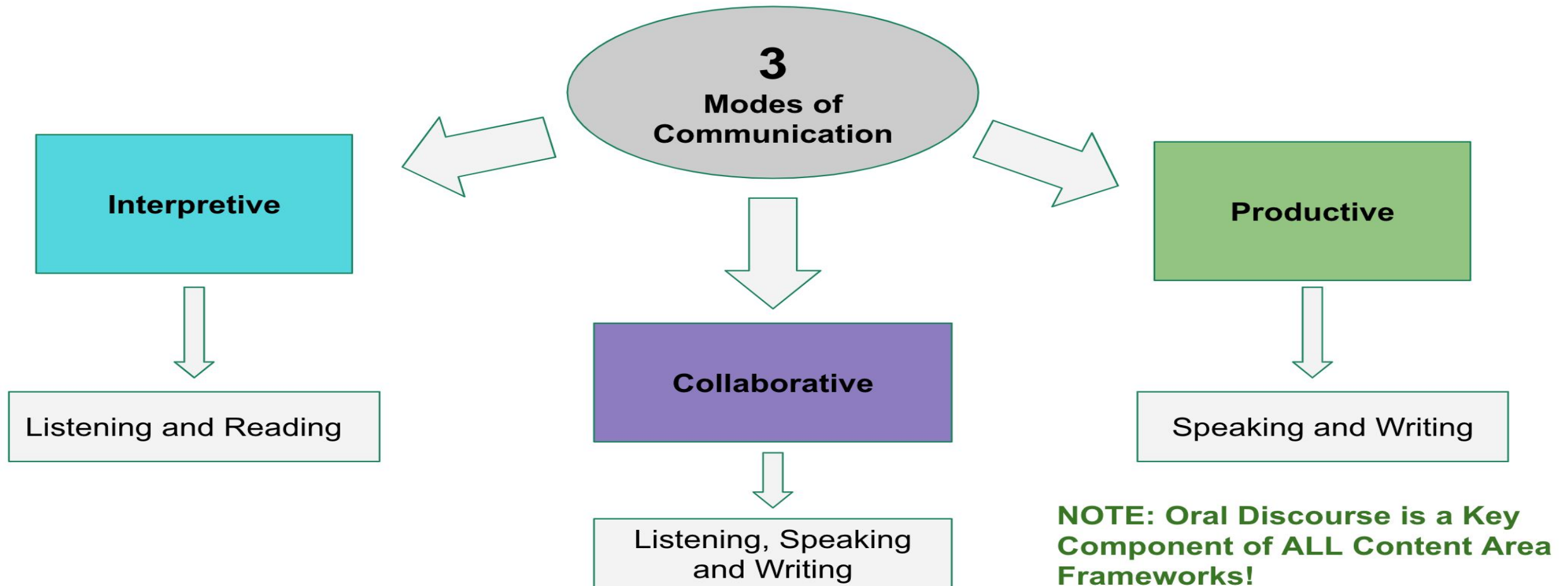
eat

lay

Anchor chart that
explains how
singular and plural
changes the verb
form

How English
works

English Language Development (ELD)





Getting to Know Your English Learners

Addressing Students' Social Emotional Needs

COVID-19 HIERARCHY OF NEEDS FOR SCHOOLS

Based off of Mazlow's Hierarchy of Needs

**SCHOOL IS
IMPORTANT DURING
THIS CRISIS**

BUT....

**NOT AS IMPORTANT
AS THE NEEDS OF
OUR FAMILIES WHO
ARE EXPERIENCING
ANXIETY AND FEAR
AS WE DEVELOP OUR
NEW NORMAL**



Our kids and families need us more than ever to model social and emotional learning before content.

@jaydostal

Students' Challenges During the COVID-19 Crisis

- Food insecurity
- Unsafe home/living environment
- Job/Home responsibilities (unsafe work environment)
- Many distractions in the home
- Depression and/or substance abuse
- Limited technology, books, resources
- Limited English language skills



Checklist for Knowing Your Students ... and their families!

- ☐ Names (and correct pronunciation)
- ☐ Strengths
- ☐ Interests
- ☐ Dreams
- ☐ Academic Level
- ☐ Language Level
- ☐ _____ (... add more)



What else should we know about the families we serve to best meet the needs of our English Learners in the current learning context (Distance and Hybrid learning)?

**Time to check in
within the Chat Box**



English Learner Typology

Type	Description
Native U.S.-born ELs	ELs who are U.S. born citizens
Foreign-born ELs	ELs who were born outside of the U.S.
Newcomer ELs	ELs who have been in the U.S. for 1 or 2 years
Highly-schooled Newcomer ELs	ELs who have been in the U.S. for 1 to 2 years, but who attained a high quality education in their primary language

Type	Description
Students with interrupted formal education	Students who had limited to no access to school in their home country or whose education was interrupted.
Transnational ELs	ELs who frequently travel between the U.S. and their home country
Long-term English Learners (LTELs)	Students who remain classified as EL for 5 years or longer
Reclassified English language learners (RFEPs)	Former ELs who have met their state's linguistic and academic criteria to be reclassified as fluent English proficient and exited from EL programs.

Three English Language Proficiency Levels



**Time to check in
within the Chat Box**

What information do you have currently about your English learners' diversity?



Building Community in a Distance Learning Environment

Connect

Communicate

Collect



Engaging and Providing Access to English Learners via Distance and Hybrid Learning

Identify and Align Supports for English Learners

Visual and Auditory

- images, graphics, videos
- text-to-speech
- read alouds

Translation

- oral and/or in writing
(word, sentence,
paragraph, whole text)

Collaboration

- collaborate, communicate, share



Focus for Synchronous Learning ...

Designated ELD instruction by proficiency level

First teaching!

Engage students in language learning, use, and practice with you and their peers.

Design rich collaboration for all language strands:

L, S, R and W, use platforms that allow users to provide feedback to each other.

Some Synchronous Learning Tools and Strategies

Tools for Students to Engage in Meaningful Talk

- ❑ Zoom breakout rooms
and chat
- ❑ Google hangout with
captions
- ❑ Microsoft Teams
- ❑ Phone calls, WhatsApp,
Google Duo

Strategies for Students to Engage in Meaningful Talk

- ❑ Storytelling
- ❑ Think-Pair-Share
- ❑ Jigsaws
- ❑ Collaborative work
- ❑ **Feedback protocols**

Source: [3 ways to make remote learning more engaging](#), [Jorge Valenzuela](#), ISTE, 2020



Focus for Asynchronous Learning ...

Language practice, review, extension and enrichment

Access to language and content via

- teacher videos that may include TPR,
- audio clips in English and the primary language,
- videos with closed captions,
- primary language resources,
- explicit routines that incorporate the use of symbols or "action buttons" for specific tasks,
- supplementary programs



Some Asynchronous Learning Tools

Tools for Teachers to make their design and content more engaging

- ☐ Nearpod
- ☐ Keynote
- ☐ Recap
- ☐ Screencastify
- ☐ Screencast-o-matic
- ☐ Jamboard

Tools for Students to Engage in Meaningful Talk

- ☐ Vocaroo
- ☐ Flipgrid (Educator's Guide)
- ☐ Seesaw



Maximizing Access to the Content for English Learners

- ❑ Produce teacher videos introducing the task in English (and other languages, if possible),
- ❑ Create clear, concise, agreed-on, consistent, and color coded Teacher directions,
- ❑ Record audio clips for the Teacher directions in English (and other languages, if possible),
- ❑ Provide videos and other text to activate and build prior knowledge in English (and other languages, if possible),
- ❑ Incorporate tools that allow you to present the learning task via various modalities,
- ❑ Add tools that allow students choice to express their learning in multiple formats.

Offer all of the above in the primary language for additional support!

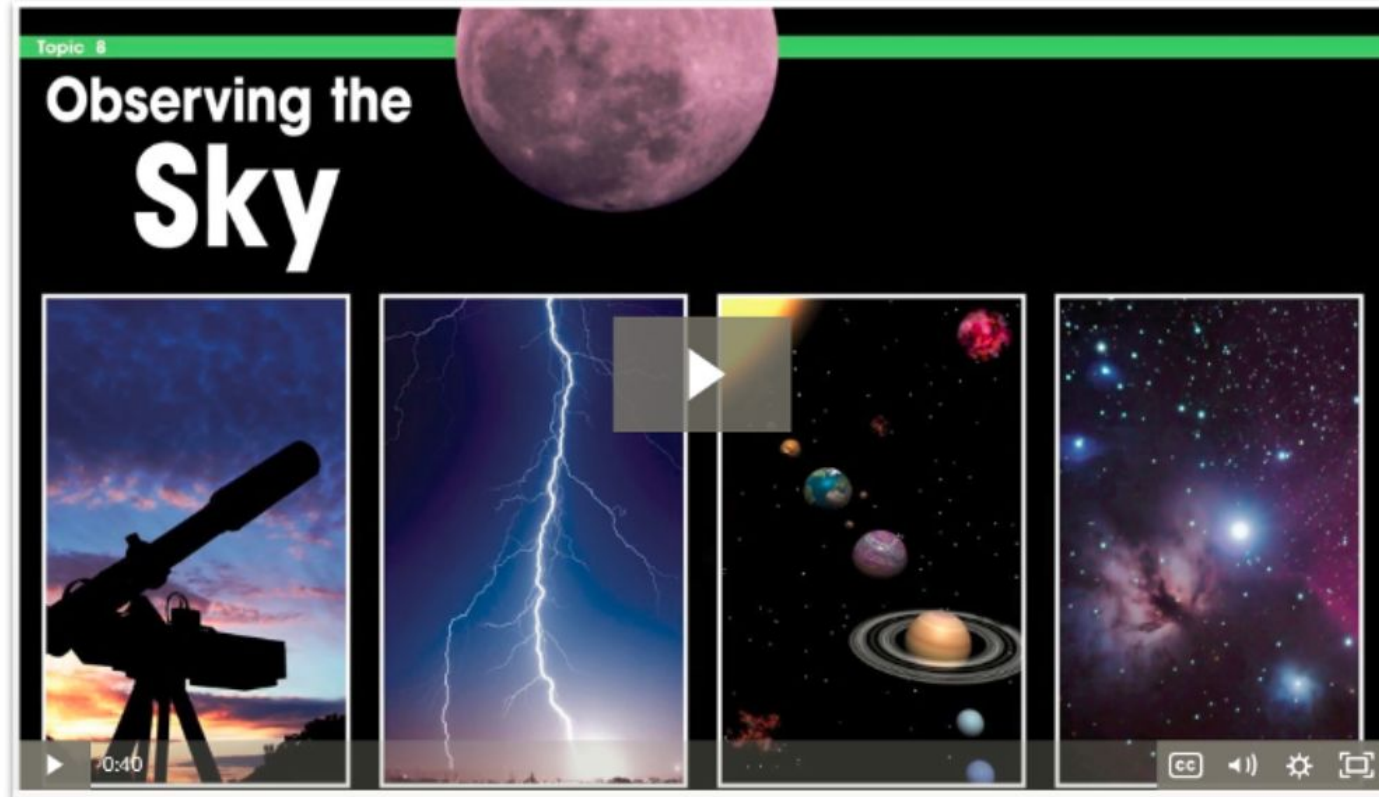
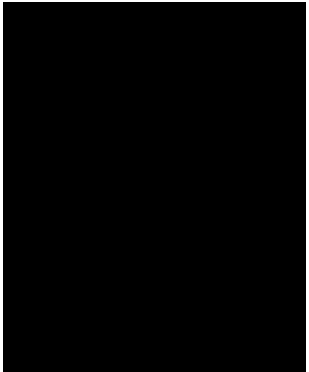


Activity 1: Observing the Sky

2. Read to me



1. Tell me what to do



The first picture shows a telescope. A telescope helps us look at things in the sky that are very far away.

The other picture shows things we can see in the sky.

Do you know what they are?

3. Turn and Talk



What do you see in the sky when you wake up in the morning?

Seesaw
CLASSROOM

Recursos para apoyo en español en casa:

1. Dime que hacer



Mira el video.
¿Qué aprendiste sobre
el sol y la luna?



2. Escucha el cuento



Tema 8

Observar el cielo

¿Por qué el Sol y la Luna viven en el cielo?

Al comienzo del mundo, el Sol y la Luna eran gemelos: un hermanito y una hermanita. A ellos solo les interesaba jugar y nunca hacían la tarea.

—Te toca hacer el día, Sol —le decía su papá. Pero Sol no le hacía caso y se iba a jugar con Luna.

—Debes provocar la marea, Luna —le decía la mamá. Pero Luna se iba rápido a jugar con su hermanito Sol.



Como jamás hacían la tarea, los hombres les dieron las quejas a sus padres.

—Disculpe señor, pero no podemos vivir así. Sin la luz de Sol no crecen los vegetales y pasamos mucha hambre —dijo un agricultor.

—Y sin la marea de Luna no podemos atrapar peces en la orilla —dijo el pescador.



What other ideas do you have to increase engagement and access for your English learners?

**Time to check in
within the Chat Box**





More Resources

Resources for Building Community in a Blended or Virtual Learning Environment

Focus on

- **Safety**
- **Communication**
- **Shared values and interests**

- Weekly surveys to check in with students,
- Virtual office hours,
- Virtual drop-in times for students to interact socially (with teacher monitoring),
- Establish virtual classroom community agreements,
- Conduct a classroom culture inventory (what is or is not happening),
- Scaffold responsibility.

Click [here](#), and/or [here](#) for ideas on how to build community in virtual or hybrid learning



CCEE-SDCOE K-12 Distance Learning Units

[Integrated Units of Study in Grades K-5](#), and [thematic units in grades 6-12](#)

Units provide flexibility for teachers and students by integrating content across ELA, ELD, Mathematics, Science, History/Social Science, Arts, Computer Science, Physical Education, and Health

Units are designed to develop increased understanding, retention, and application of key learning concepts by incorporating flexibility and choice throughout the lessons

Lessons within units utilize text, media, and simulations to support learning

Distance Learning Unidades en español



Link to Access Distance Learning Units of Study en español:

bit.ly/SDCOE-DL-Learn

This recorded session will be made available soon to download and share.

To inquire about individual support regarding instructional design or implementation of the units of study for your district please contact:

izela.jacobo@sdcoe.net



Resource Quick Links



SDCOE Innovative Digital Learnings (Over 140 archived trainings and webinars)

<https://bit.ly/SDCOEdigital>

SDCOE Ensuring Equity in Distance Learning Resources

<https://bit.ly/SDDistance>

SDCOE Trending Tech Tools- Appy Hour Training

<https://bit.ly/SDTechtools>

SDCOE Mental Health and Wellness Resources

<https://bit.ly/SDCaring>

SDCOE Zoom Resources and Trainings

<https://bit.ly/SDZoom>





MULTILINGUAL CALIFORNIA



MCAP FALL 2020 WEBINAR – 4th of Series

Topic: Supporting English Learners in the Rural Setting

This session will focus on how educators can connect with their English learner students and how they can provide language and learning in a rural setting. The session will also include guidance on the use of a statewide document that can be used to support Designated English Language Development in remote learning

Register Now Via Zoom



Lisa Clark

Coordinator of
English Language
Arts and English
Language
Instructional
Services, FCOE



Holly Harding

Title III Specialist
for Region 2,
BCOE



Angelica Hurtado

Program Manager
for English
Learner and
Biliteracy
Programs,
SBCSS

Speakers: Lisa Clark, Holly Harding and Angelica Hurtado

Date: Wednesday, November 4, 2020

Time: 3:15 pm - 4:00 pm (PST)

Registration: FREE

SAVE THE DATE

Next Series: Nov. 18 & Dec. 2

Questions? Please contact Dr. Alma Castro at alma@gocabe.org or
Alexandria Ramos at alexandria@gocabe.org

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Thank you!




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