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Supporting English Learners in a Rural Setting

Lisa Clark, Fresno County
Holly Harding, Butte County and
Angelica Hurtado, San Bernardino County
November 4, 2020



Webinar Norms

Please mute your mic if not speaking.



Use the Chat feature to communicate with others (we will moderate the chat).



Use your name and district as a starting point in the chat.

Ex: Angelica-SBCSS: Question



Meeting "Etiquette" is appreciated...imagine this is not a virtual meeting.



Goals for Today's Webinar

Educators will:

- gain strategies for connecting with their English learner students and families.
- discover new ways to provide contextualized language instruction and ensure learning in a rural setting.
- get access to resources that can be further explored after the session.



Rural communities?

Low numbers of
English learners (EL)
are characteristic of
most schools situated
in rural communities.

U.S. Department of Agriculture



Rural communities:

- can be located in small towns or far from any incorporated town/city
- defined by geographic isolation from other communities
- low-density settlement patterns
- historic dependence on agriculture

U.S. Department of Agriculture





Facts about English Learners in Rural Settings...

- Most schools in rural communities enroll very few students for whom English is a second or new language.
- Sometimes, interventions in small schools are dealt with as they occur, therefore procedures are developed as needed with support from county office
- The issue of developing a comprehensive plan or policy for EL in a small school may be a new initiative.

The Education Alliance Brown University



Facts continued...

- 44% of America's EL students live in rural communities.
- EL enrollment is often too low to establish a bilingual education program. So, urban EL students transferring to rural schools are not likely to experience the kind of program that may have been available to them in an urban school.
- Rural schools often don't have access to federal funds designated for ELs because their EL enrollments are too low.
- Teachers in rural schools want to know more about EL methodology, multiculturalism, EL curriculum development, EL assessment, and second language acquisition theory.

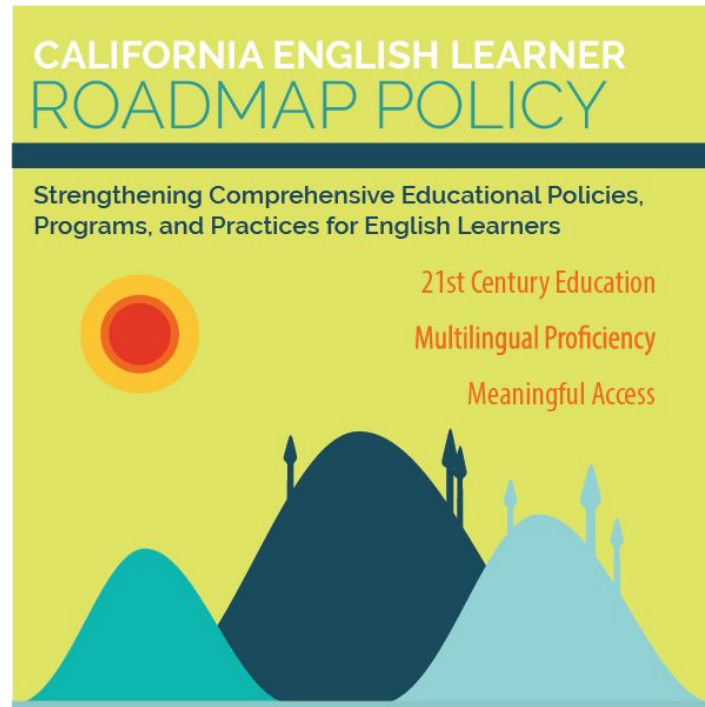


The federal government estimates that more than a third of rural America has little or no internet.
How do we support students with no or slow internet?



- Connecting with Families-
Principle 1
- Providing Access to Learning in Context-
Principle 2
- Providing Language Production Supports-
Principle 2

Roadmap Connection

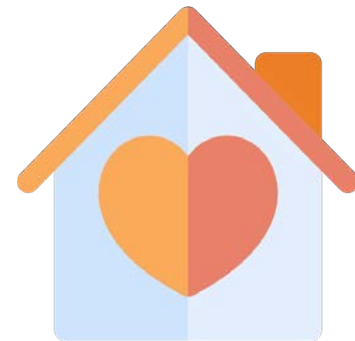


Strategy #1 Connecting with Families

The most **powerful tool** you have as an educator is your ability to **connect** with and really **listen** to your students and their families.



What do I know about about my students?



Conduct a family interview to discover the following about your students:

- Where are they from and what is their story?
- What prior learning and assets do they bring?
- What are their learning goals?

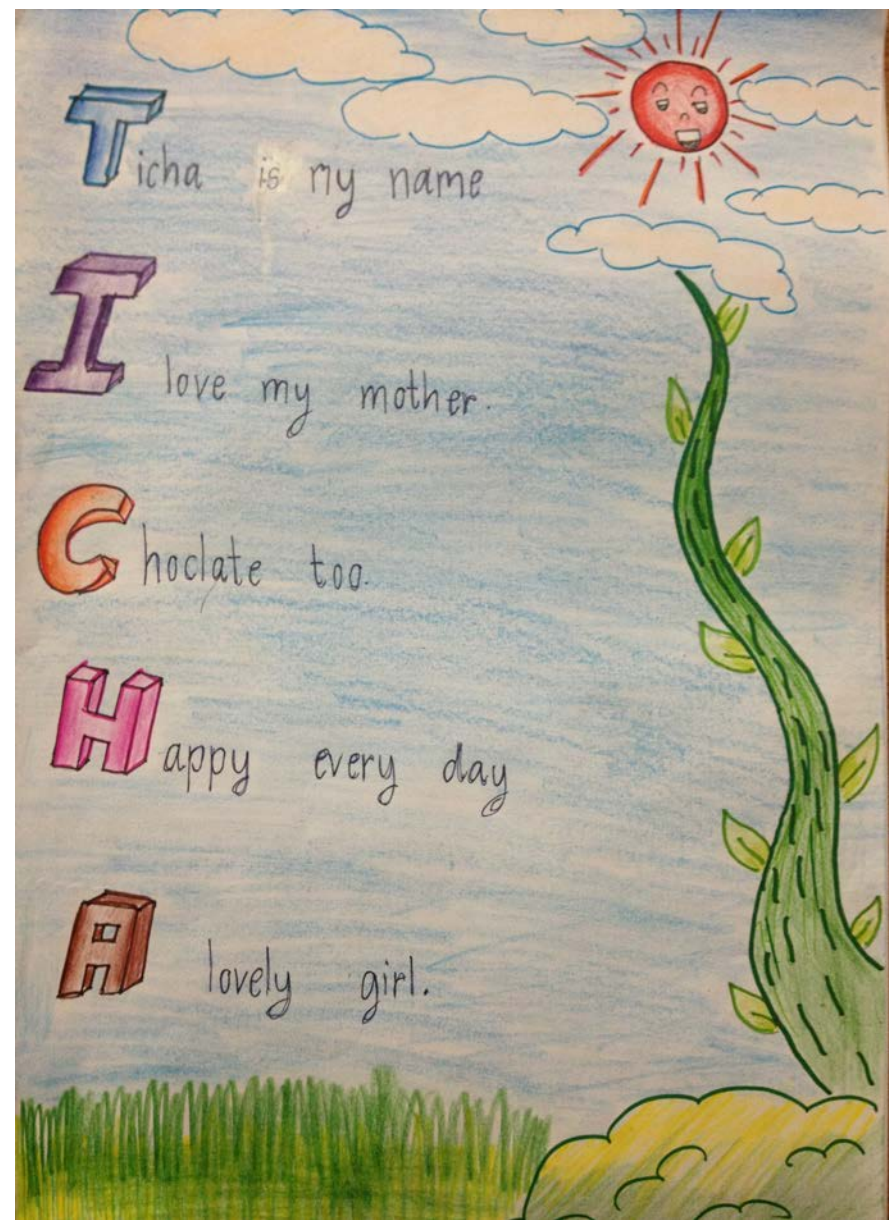




Family Interview during Distance Learning

COVID-19 has been very challenging for all of us. The goal of this interview is for me to learn about your family, what's important to you, and what makes you and your child unique and special. This will help me welcome _____ and your family into our classroom community and lessons, and it will give me a chance to discover how we can help each other so that _____ has the best possible year in _____ grade.

Family Members	<i>e.g., who lives in the house, ages of siblings, pets, etc.</i>
Home Languages	<i>e.g., Arabic, Italian, Navajo, Spanish, etc.</i>
Family Values & Traditions	<i>e.g., holiday celebrations, religious beliefs, work ethic, etc. / COVID impact?</i>
Family Outings	<i>e.g., shopping, beach, library, picnic, museums, walk in neighborhood / COVID impact?</i>



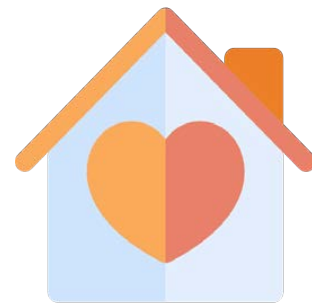
My SMART Goal

I will stop using too much
screen time

by May 13, 2016. I'll reach my goal by
trying to get into different
things other than screen time.
Shaled



What do I know about about my students?



- What access to resources and technology do they have?
- How might their family support or other responsibilities at home affect their learning during this time?
- As a teacher, how do I foster a conscious active community in my classroom?



Distance Learning Family Support Plan

Distance Learning Family Support Plan

Student:

Family members assisting with distance learning:

Teacher(s):

Date:

What are your current hopes for distance learning?

What are your greatest concerns?

What types of support would be most useful to you and your child during this time?

(Teacher: give examples of support *that is feasible* - e.g. phone call check ins, online meetings, hands-on activities to do at home, interactive online meetings with friends, training for parent for specific strategies, video examples of strategies)

What does a typical day look like in your home?

(Provide some sample daily schedules - from more structured to less structured - and ask for feedback about a schedule that works for the family.)

Teachers can make students who speak other languages feel more comfortable by learning a few words and phrases of that student's primary language and ask the student to share words from their language for all students in the classroom to know. This builds a language community within the classroom.

Creating a Community of Language Learners



As a teacher, model being a language learner...

- Demonstrate your openness to learning a new language
- Affirm home language
- Allow them to present and work in their home language

Creating a Community of Language Learners

Watch this video resource to gain new ideas about supporting home language in your classroom.

“Home Language in the [Classroom](#)”



Tips for Using Translation Tools

Be **concise** and use **simple** sentences.



There has been a schedule change. Beginning this Friday, we will now be meeting at 11:00 am.



For the last few weeks we have been meeting at 10:00 a.m. but several families have expressed concern around the timing. This coming Friday we will begin our new start time at 11:00am which I think will be a better fit for everyone.

Avoid jargon, slang, and idioms. Use only **literal terms**.



“met”



“ran into”

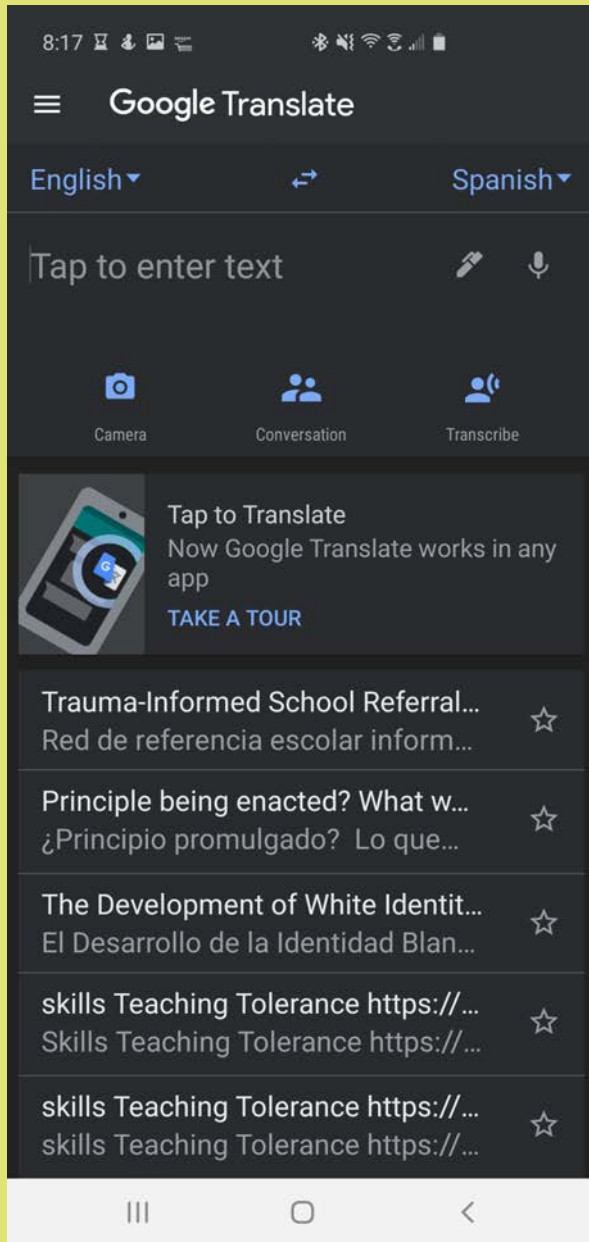


1. Conversation
2. Camera
3. Transcribe

You can find complete [instructions](#) on all Google Translate tools on the web.



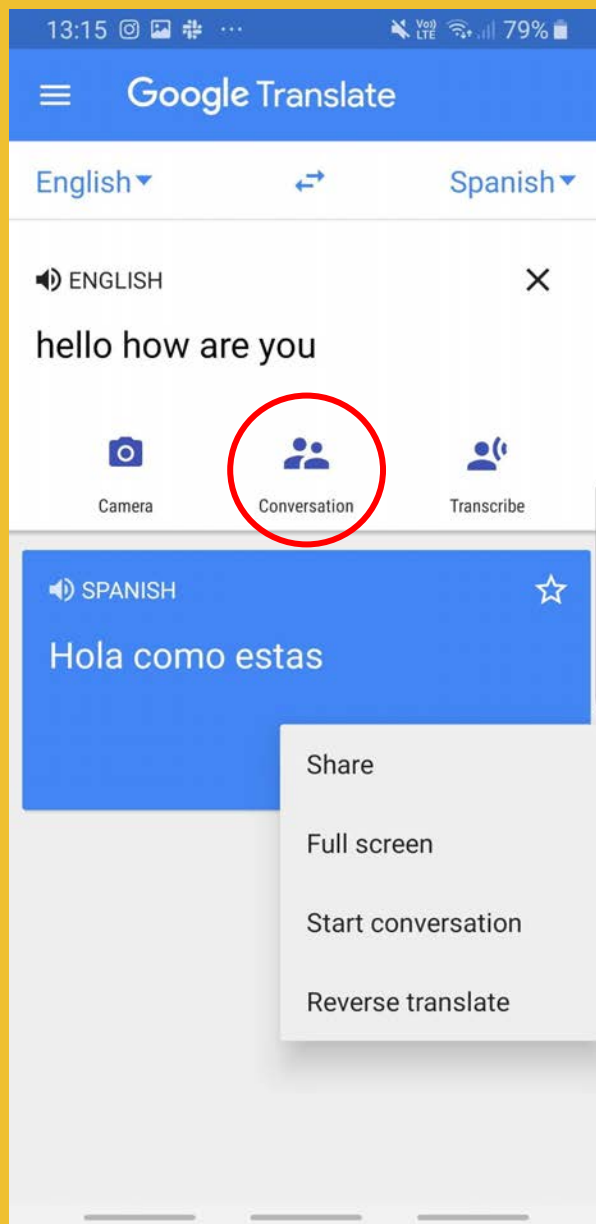
- **Text translations:** Type in text (103 languages).
- **Offline translations:** Type in text offline (59 languages).
- **Instant camera translations:** Camera translates in real time (88 languages).
- **Photos:** Take a photo and upload for more accurate translation (50 languages).
- **Conversations:** Real-time, two-way conversation (43 languages).
- **Handwriting:** Draw text and characters on screen (95 languages).
- **Phrasebook:** Save translated words and phrases.
- **Tap to Translate:** Tap to copy text in any app and translation pops up (Android only)



Using the Google Translate App on your phone

This is what Google Translate looks like in the app on your phone. From here you have some options for how to proceed...





Conversation Tool

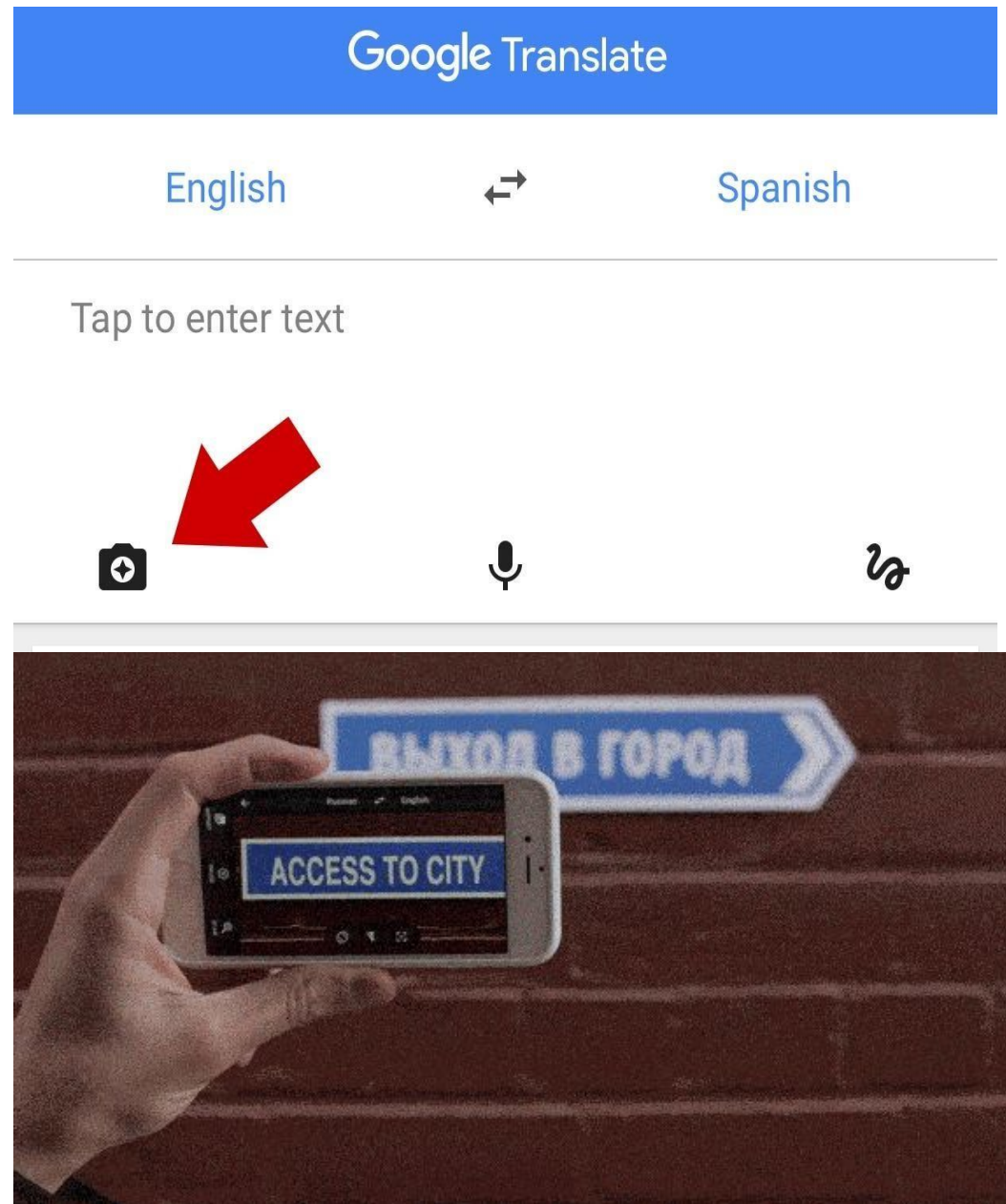
If you are talking to someone and you don't share a language then you should tap the Conversation icon to enter conversation mode. To explain what you're doing to the other person, tap the hand icon at the top right and show them the screen. Once they understand you can close the pop-up message and get started. At the bottom, you'll see a microphone symbol next to each language and you can take turns speaking and watch the app translate your speech and talk aloud to your companion in their own language.



Camera Tool-

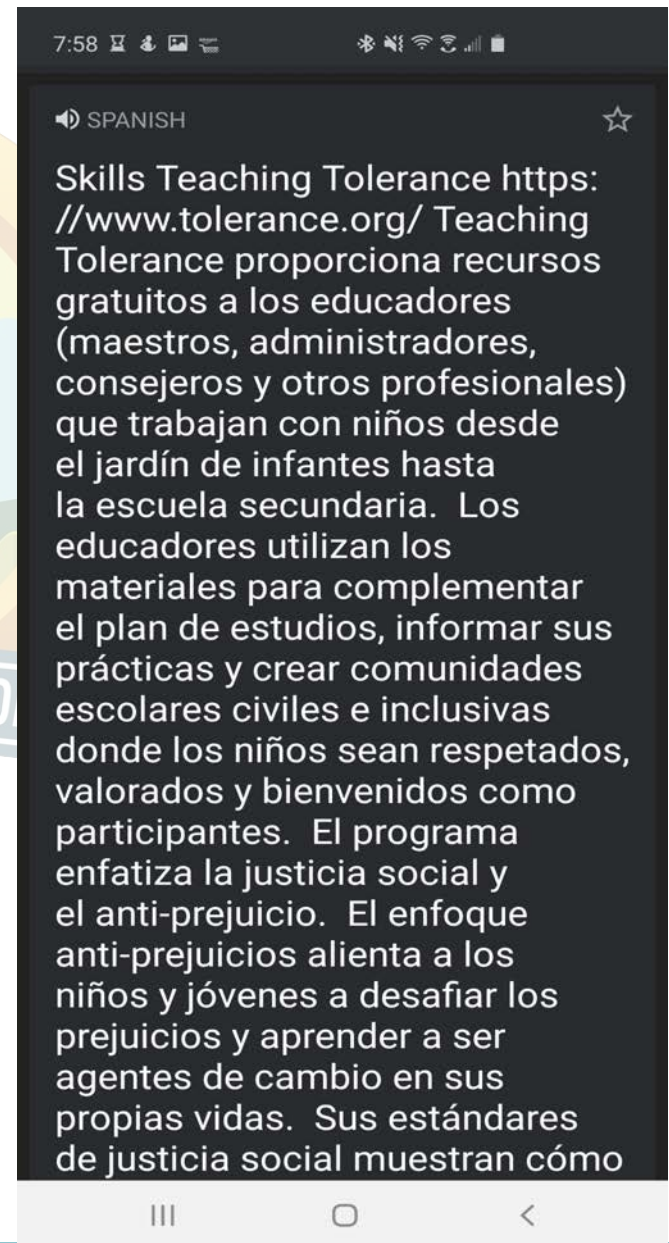
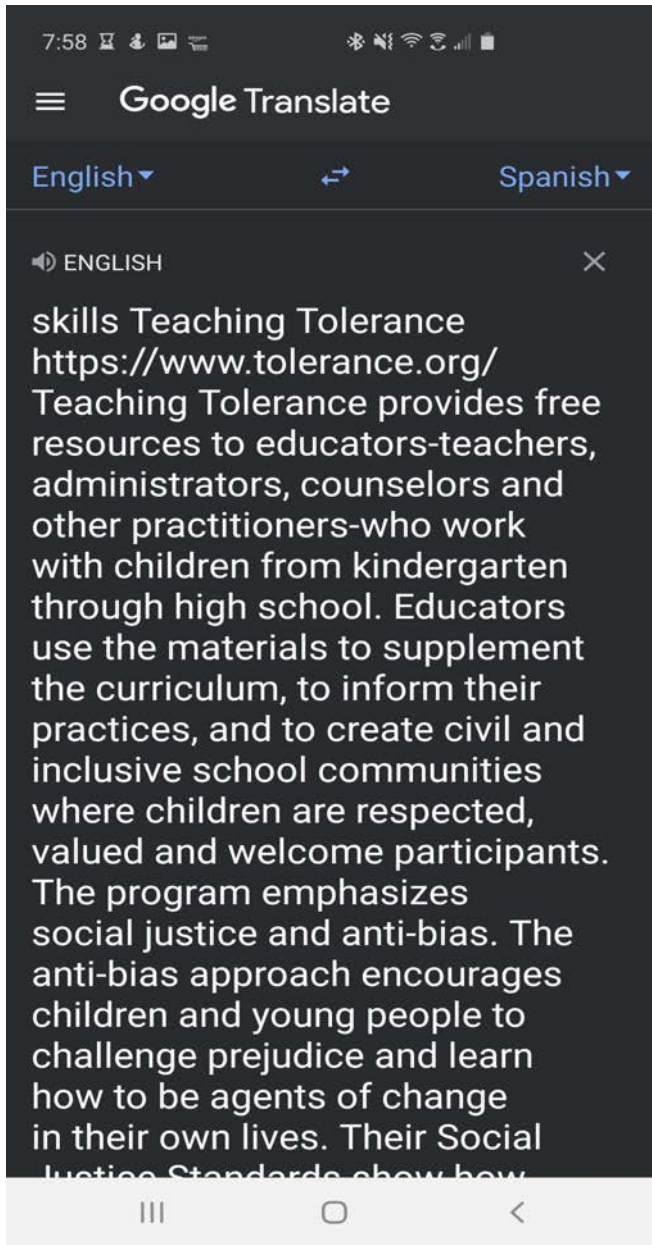
If you want to translate a sign, something on a menu, or any other written text, then tap the camera icon.

Translate will find and translate any text from the first language into the second.



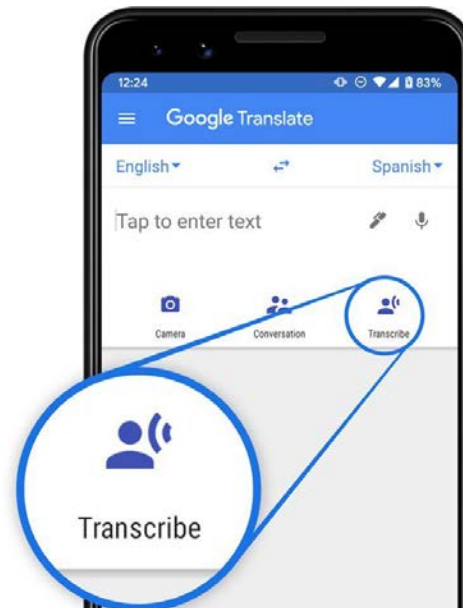


You can
also hold
your
phone
over
written
text in a
book to
translate.



The Transcribe tool lets you translate in near real-time while someone speaks a different language. You can transcribe a classroom lecture or a speech. To use this feature, click on the “Transcribe” icon from the home screen. You will then select the source and target languages from the language dropdown at the top.

Transcribe Tool





talkingpoints

HOW IT WORKS

Hi, Maria had a great day today!

Thank you!
That's great.

¡Hola, María tuvo un gran día hoy!

¡Gracias!
Que genial.

Rules for Translations

- ❑ Keep it **simple**
- ❑ Keep it **predictable**
- ❑ Keep **language** the focus



Strategy #2 Providing Access to Learning in Context



Look at Those Seeds Grow!

WHAT YOU NEED

- [What Are the Parts of a Seed?](#)
STUDENT ACTIVITY SHEET | HANDS-ON
- [Planting Seeds and Watching Them Grow](#)
ESHEET | INTERACTIVE
- [Seeds Observation Journal](#)
STUDENT ACTIVITY SHEET

MATERIALS

- Bean seeds soaked overnight
- Toothpicks
- Hand lens
- Newsprint and markers
- Seeds (You can use packaged seeds or dried ones similar to those used for the dissection activity. Dried seeds need to be soaked overnight.)
- Paper cups and lids for each student or pair of students
- Newspaper (to protect the desks from any soil that spills)
- Pencils
- Soil



Photo Credit: Clipart.com.

PURPOSE

To learn the basic parts of seeds and what they need to grow into a plant.

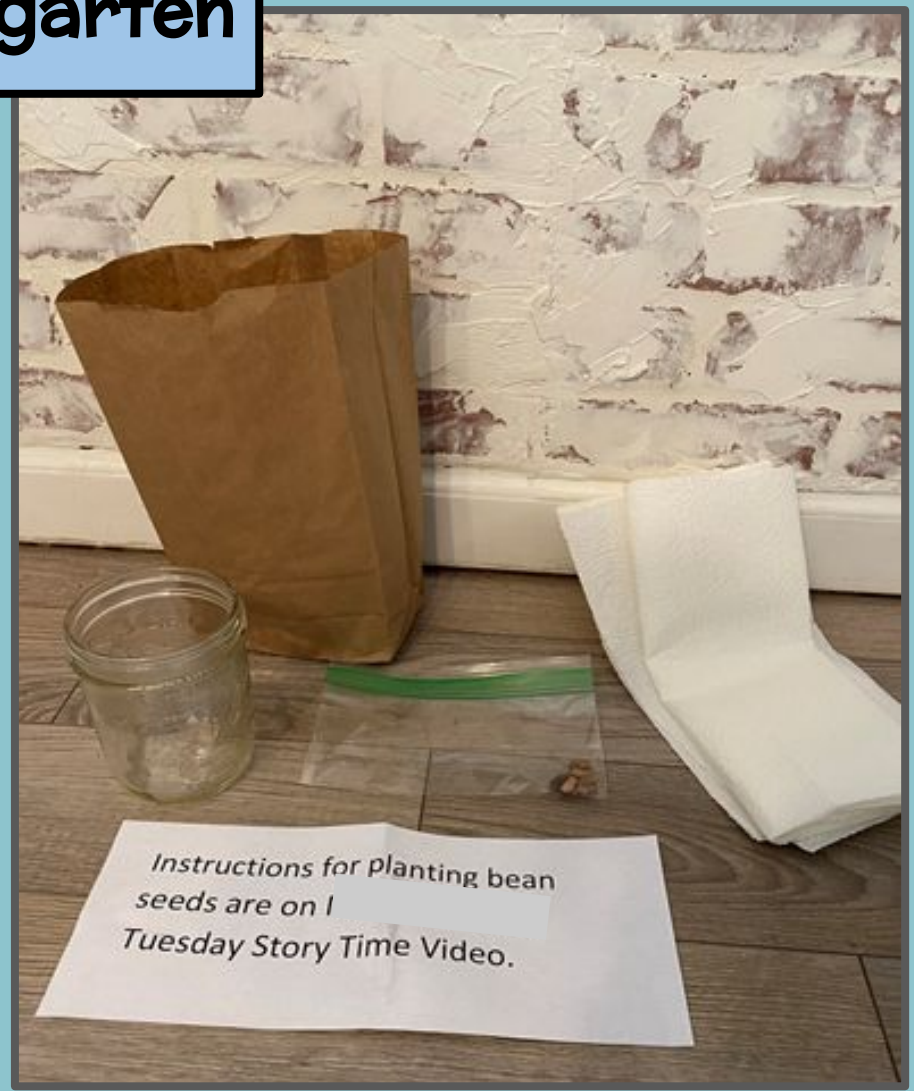
Middle School



Kindergarten



Picture 1

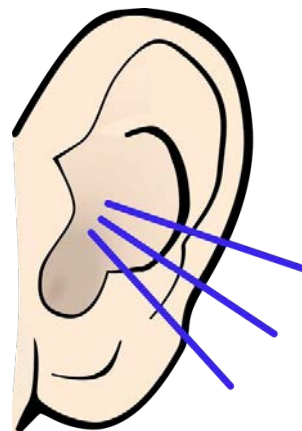
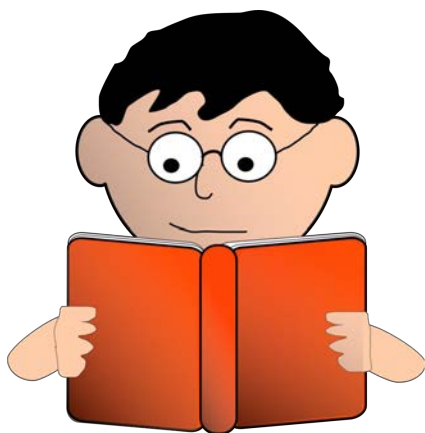


Picture 2



Strategy # 3

Providing Language Production Supports



Typology	Key Characteristics	Considerations
Newcomers/ Immigrants	<ul style="list-style-type: none"> Recent immigrant to the U.S. who has little or no English proficiency One who is in his or her first 12 months of attending school in the U.S. Little or no English language proficiency on arrival Some well-prepared in native language, on grade level, others are below Some arrive with many transferable credits, others with no transcript records Steady progress through ELD sequence If school offers native-language content courses, credit accrual toward graduation can be rapid Academic achievement in terms of grades similar to rest of the school Facing cultural transition 	<ul style="list-style-type: none"> Special orientation and transitional classes Newcomer class or program High quality literacy-focused English Language Development curriculum Extended time through a five or six-year high school program Home language academic content classes Deliberate instruction within context of content to learn: How English Works and become proficient in using it Direct Instruction for Language to Access/Comprehend Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
Well-Educated Newcomer/ Immigrant Students	<ul style="list-style-type: none"> Recent immigrant who is in his or her first 12 months of attending school in the U.S. Schooling in native country usually excellent Strong literacy skills in home language Rapid movement through ELD sequence Academic achievement in terms of grades exceeds rest of school Often highly motivated Good possibility of graduating in four years 	<ul style="list-style-type: none"> Should not be placed in academic content classes that stall or repeat content they already know High level academic course in home language should be offered where available Mainstream English classes with native language support materials and text If appropriate credit is given for coursework completed in the home country Deliberate instruction within context of content to learn: How English Works and become proficient in using it Direct Instruction for Language to Access/Comprehend Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
Under- schooled	<ul style="list-style-type: none"> In U.S. several years or less Little to no English language or proficiency Little to no literacy in native language Schooling in native country interrupted, disjointed, inadequate, or no schooling at all Three or more years below grade level in Math Slow acquisition of English Tendency to struggle in academic content classes (D's and F's) Lack of credit accrual over time 	<ul style="list-style-type: none"> An intensity of approach and focus on English Extended time in high school with fifth and sixth year options Age appropriate materials/curriculum with content support Additional Content Support as needed Special orientation and transitional support Social/Emotional support Deliberate instruction within context of content to learn: How English Works and become proficient in using it Direct Instruction for Language to Access/Comprehend Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning

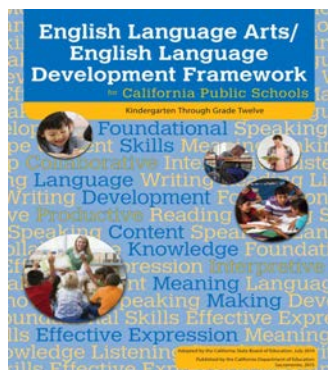
Adapted from *Knowing Our English Learner Students – Secondary School Leadership for English Learner Success* UNIT1 ©2006, California Tomorrow and Los Angeles County Office of Education

Considerations when planning instruction for English Learners: English Learners Typologies and Standards

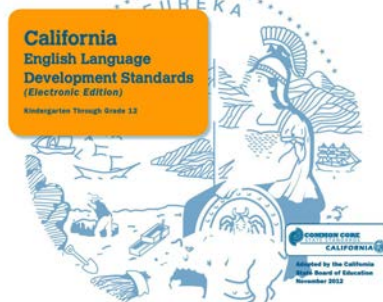
English Learner Student Typologies, continued

Typology	Key Characteristics	Considerations
Long-Term English Learner	<ul style="list-style-type: none"> Been enrolled in US schools for six or more years (grades 6-12) Remain at same language proficiency level for 2 or more consecutive prior years, or has regressed to a lower English language proficiency level Student in grades 6 to 9, inclusive, has scored at the "Standard Not Met" level on the prior year CAASPP-ELA Usually orally fluent in English Reading/writing below level of native English peers Bi-modal academically; some doing well, others not Some have literacy in primary language, others not Some were in bilingual programs, most not Mismatch between student's own perception of academic achievement (high) and actual grades or test scores (low) Similar mismatch between perception of language ability and reality 	<ul style="list-style-type: none"> Motivation and Engagement Academic Language Rigor Study Skills and Goal Setting Attention to Maximizing Graduation Credits and A-G requirements – Communication about credits from counselors and teachers LTEL class or program Deliberate instruction within context of content to learn: How English Works and become proficient in using it Direct Instruction for Language to Access/Comprehend Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
At-Risk of becoming Long Term English learner	<ul style="list-style-type: none"> Been enrolled in US schools for 4 or five years Score at Level 1 or 2 on language proficiency test Student in grades 4 to 9, inclusive, scored in the fourth or fifth year at the "Standard Not Met" level on the prior year CAASPP-ELA 	<ul style="list-style-type: none"> Motivation and Engagement Academic Language Rigor Study Skills and Goal Setting Deliberate instruction within context of content to learn: How English Works and become proficient in using it Direct Instruction for Language to Access/Comprehend Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
Over-age for grade level	<ul style="list-style-type: none"> Turned 15 before their 9th grade year; turned 16 before their 10th grade year; turned 17 before their 11th grade year; turned 18 before their 12th grade year May have gaps in prior schooling or a history of school failure and in-grade retention 	<ul style="list-style-type: none"> Motivation and Engagement Age appropriate materials/curriculum Special orientation and transitional support Social/Emotional support Attention to Maximizing Graduation Credits and A-G requirements – Communication about credits from counselors and teachers Deliberate instruction within context of content to learn: How English Works and become proficient in using it Direct Instruction for Language to Access/Comprehend Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
Fluent English Proficient, but struggling academically	<ul style="list-style-type: none"> Re-designated from limited English proficiency to fully proficient Receiving at least one D or F in core academic classes Following re-designation, decline in grades and achievement 	<ul style="list-style-type: none"> Focus on Reading Fluency through academic vocabulary Regular participation in Academic Talk/Conversations Attention to Maximizing Graduation Credits and A-G requirements – Communication about credits from counselors and teachers Deliberate instruction within context of content to learn: How English Works and become proficient in using it Direct Instruction for Language to Access/Comprehend Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning

Adapted from *Knowing Our English Learner Students – Secondary School Leadership for English Learner Success* UNIT1 ©2006, California Tomorrow and Los Angeles County Office of Education

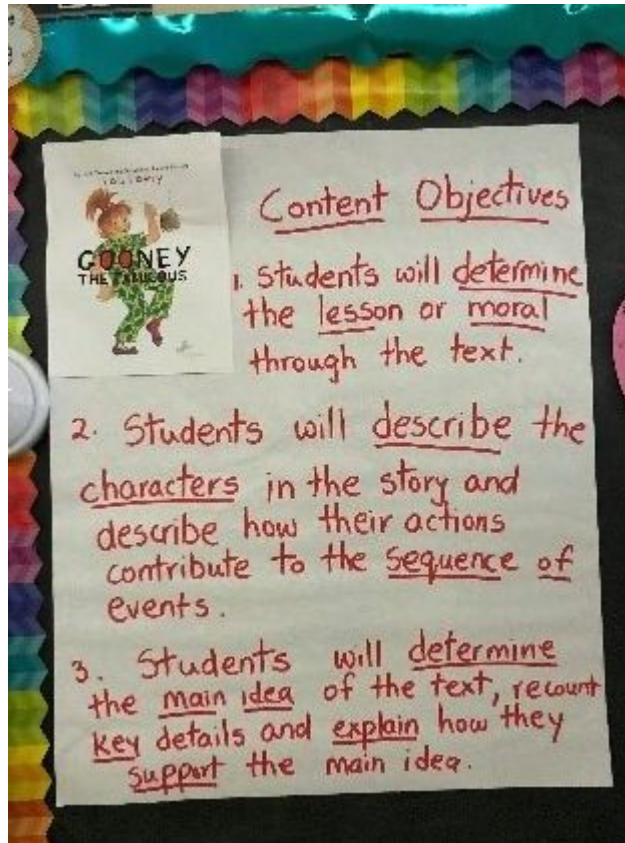


CA ELD Standards



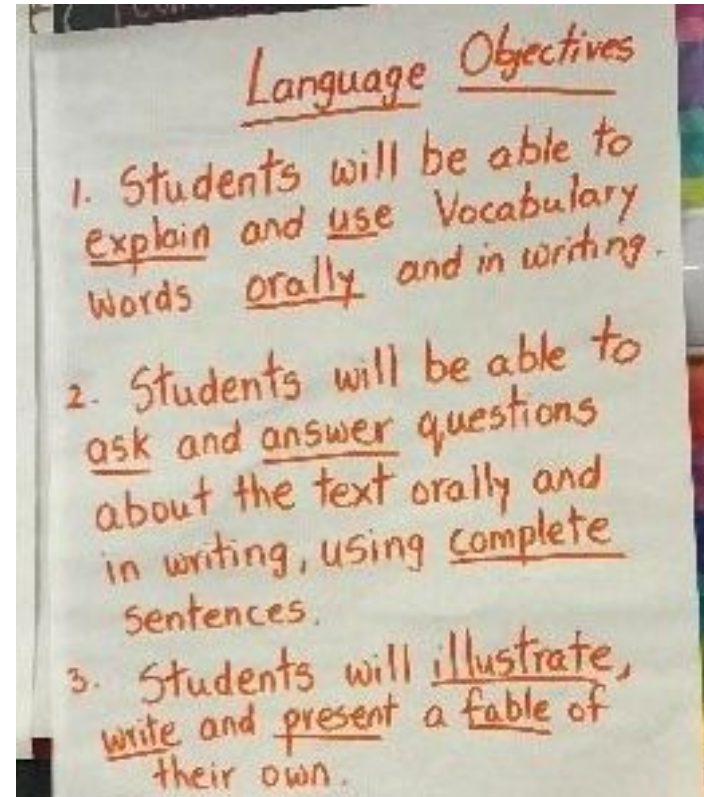
CA ELA/ELD Framework

Establish Language Objectives



Content Objectives

1. Students will determine the lesson or moral through the text.
2. Students will describe the characters in the story and describe how their actions contribute to the sequence of events.
3. Students will determine the main idea of the text, recount key details and explain how they support the main idea.



Language Objectives

1. Students will be able to explain and use Vocabulary words orally and in writing.
2. Students will be able to ask and answer questions about the text orally and in writing, using complete sentences.
3. Students will illustrate, write and present a fable of their own.



Word Banks



Adjectives	Powerful verbs	Adverbs
disgusting	stamped	loudly
horrendous	screamed	carelessly
beautiful	cried	ferociously
shining	rampaged	carefully
perfect	whimpered	stupidly
smelly	whispered	silently
hairy	tiptoed	menacingly
soft	danced	quietly
striking	shuffled	loudly
shocking	leapt	energetically
terrifying	raced	rapidly
funny	roared	viciously
red	declared	gracefully

Sensory analysis adjectives

Appearance	Aroma	flavor	Texture
appetizing	Acidic	Acidic	Bouncy
Attractive	Acrid	Aftertaste	Brittle
Bright	Aromatic	Bland	Bubbly
Browned	Bitter	Bitter	Chewy
Bubbly	Bland	Burnt	Chunky
Cheap	Burnt	Buttery	Clammy
Chunky	Cheesy	Cheesy	Close consistency
Clear	Citrus	Citrus	Coarse
Cloudy	Fatty	Cool	Crispy
Coarse	Floral	Creamy	Crumbly
colorful	Fragrant	Dry	Crunchy
colorless	Fresh	Fatty	Crystalline
Crisp	Lemony	flavorsome	Dry
Crumbly	Mild	Fresh	Elastic
Crystalline	Minty	Fruity	Effervescent
Delicate	Musty	Heavy	Fibrous
Dry	Perfumed	Hot	Firm
Dull	Piquant	Light	Fizzy
Expensive	Rancid	Meaty	Flaky
Fancy	Rotten	Mediocre	Fluffy
Fattening	savory	Metallic	Foamy
Fine dining	Scented	Mild	Goosey
Firm	Sickly	Minty	Greasy
Flaky	Spicy	Nutritious	Gritty
Flat	Strong	Nutty	Hard
Fluffy	Sweet	Plain	Hot
Foamy	Tainted	Rancid	Juicy
Fragile	Tart	Rich	Light
Fresh	Weak	Salty	Lumpy
Glossy	Zesty	savory	Moist
Golden		Sharp	Mushy
Greasy		Sickly	Open texture
Grainy		Sour	Pulpy
Hard		Spicy	Powdery
Healthy		Stale	Rubbery
Heavy		Strong	Runny
Hot		Sweet	Sandy
Limp		Tainted	Short
Lumpy		Tangy	Slimy
Mediocre		Tart	Smooth
Moist		Tasteless	Soft
Mottled		Tasty	Soggy
Mushy		Undercooked	Spongy
Nutritious		Warm	Springy
Opaque		Weak	Sticky
Plain		Zesty	Stiff
Powdery			Stodgy

Providing English learners with Structured Opportunities for Oral Interaction

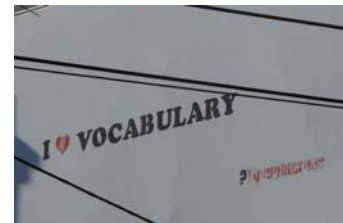
During distance learning: Create activities where students can share with family or caregiver by...

1. Posing a question
2. Having students react to the question
3. Instructing students to share with their family or caregiver
4. Asking students to post their reaction on the class site



Explicit Focus on Rich Academic Language

- Build in images, videos, and total physical response (TPR) in your virtual lessons
- Have students practice or use language and vocabulary with family members
- Pre-teach vocabulary to English learners to bolster up their comprehension and ability to access the content during your lesson



- Take advantage of chants and songs to practice vocabulary and fluency
- You can teach them online or send home chant and song booklets
- Encourage students to practice with their families
- Break up students into small groups when teaching Designated ELD virtually



The Friends Song

(Tune: ♪ Twinkle, Twinkle Little Star ♪)

Friends, friends you can see
My good friends are here with me.
Conner's my friend, Brittini's my friend
Lane's my friend, Katlyn's my friend.
Friends, friends, you can see
My good friends are here with me.



Sentence Starters - Dr. Kate Kinsella

Requesting Assistance

Excuse me... Sorry for interrupting...

- Would you mind repeating the directions?
- I didn't hear _____. Will you say it again?
- I missed _____. Will you please repeat it?
- Would you mind showing me how to _____?
- Would you please help me (write/say) _____?
- How do I spell the word _____?
- Is there another way to (write/say) _____?
- May I run an idea by you?
- Does this _____ (*example, reason, explanation*)

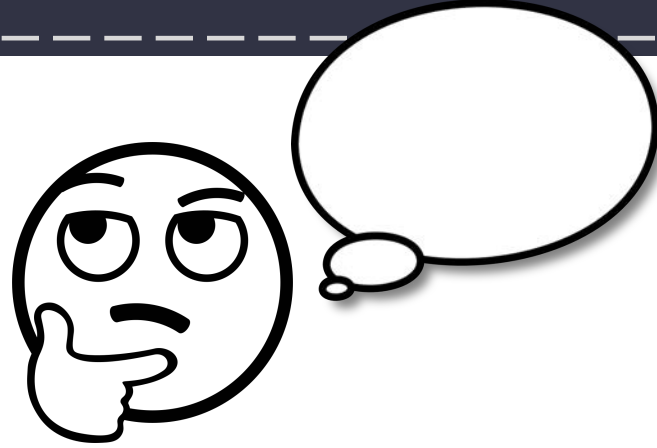
Asking for Clarification

Excuse me...Sorry for interrupting...

- Did you say _____?
- Did I understand you correctly?
Do you mean I/we have to _____?
- I have a question about _____.
- One question I have is _____?
- Will you explain _____ again?
- What do you mean by _____?
- I don't quite understand your _____
(*question/suggestion/feedback/idea*).
Can you please rephrase it?



Think Alouds



“Process of going through a text, reporting everything the reader is aware of noticing, doing seeing, feeling, asking, and understanding as he/she reads.”

Jeffrey D. Wilhelm

- ❑ During this strategy, teachers verbalize aloud while reading a section of a text orally
- ❑ While reading the section, the teacher will answer questions like “Do I understand what I just read?” and “What were the most important points in this reading?” (engaging students)
- ❑ After the teacher models what to do, the students can start thinking-aloud, and the teacher will provide feedback (with gradual release of responsibility)

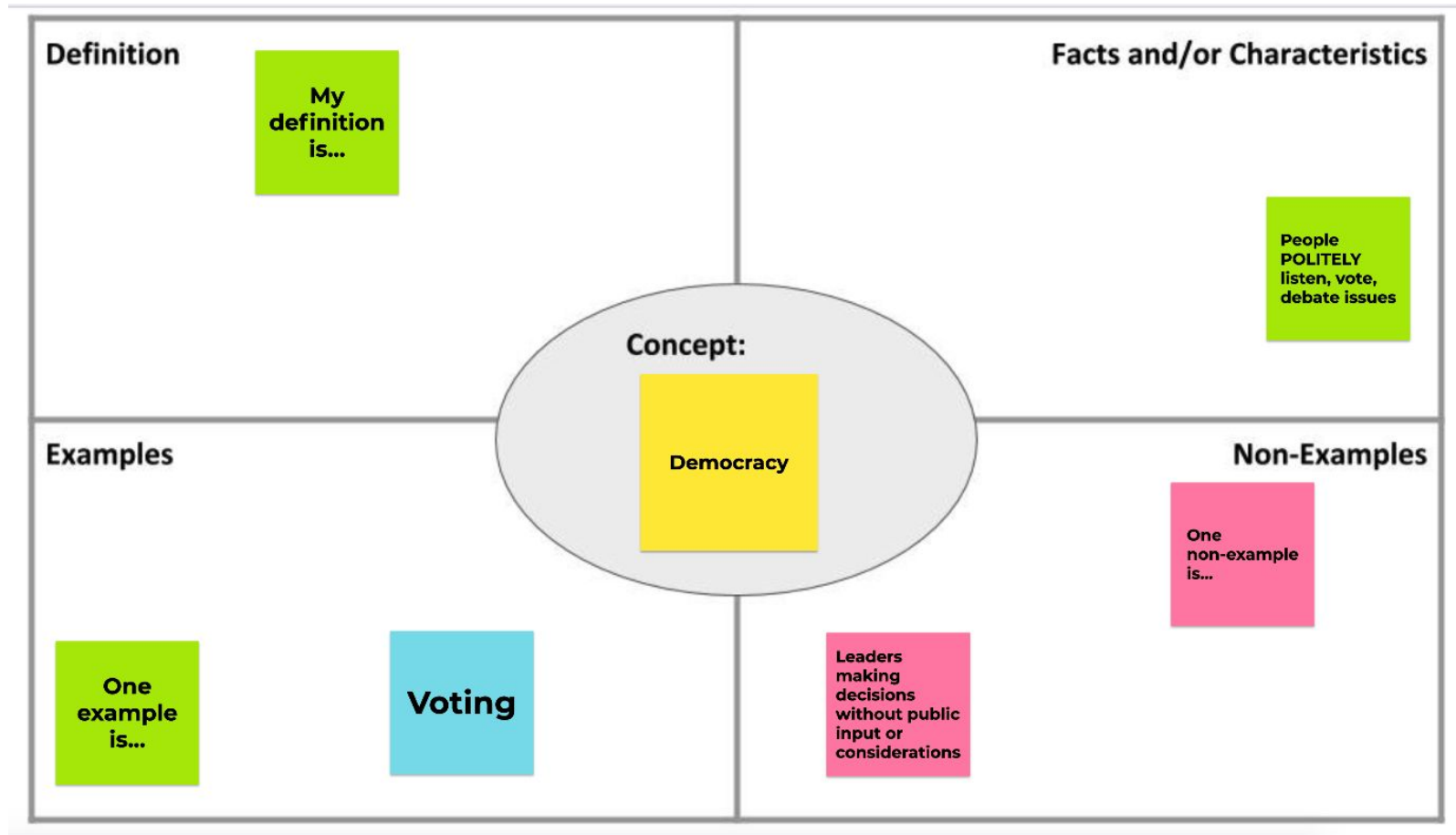
Resource: Improving Comprehension with Think-Aloud Strategies, By Jeffrey D. Wilhelm



Visual Vocabulary



Frayer Model



Marginal Notes

Leaf morphology

External leaf characteristics (such as shape, margin, hairs, etc.) are important for identifying plant species, and botanists have developed a rich terminology for describing leaf characteristics. These structures are a part of what makes leaves determinant; they grow and achieve a specific pattern and shape, then stop. Other plant parts like stems or roots are non-determinant, and will usually continue to grow as long as they have the resources to do so.

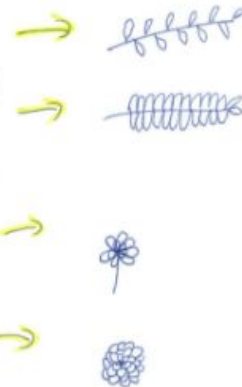
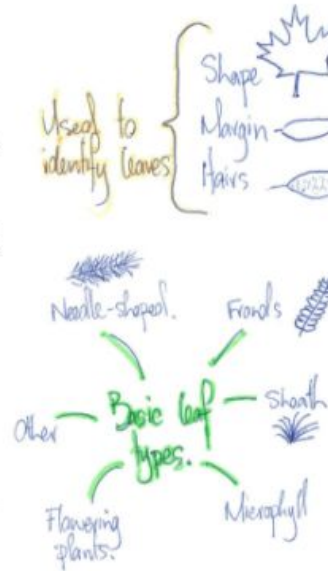
Basic leaf types

- Ferns have fronds
- Conifer leaves are typically needle-, awl-, or scale-shaped
- Angiosperm (flowering plant) leaves: the standard form includes stipules, a petiole, and a lamina
- Lycophytes have microphyll leaves.
- Sheath leaves (type found in most grasses)
- Other specialized leaves (such as those of Nepenthes)

Arrangement on the stem

Different terms are usually used to describe leaf placement :

- **Alternate** — leaf attachments are singular at nodes, and leaves alternate direction, to a greater or lesser degree, along the stem.
- **Opposite** — leaf attachments are paired at each node; **decussate** if, as typical, each successive pair is rotated 90° progressing along the stem; or **distichous** if not rotated, but two-ranked (in the same geometric flat-plane).
- **Whorled** — three or more leaves attach at each point or node on the stem. As with opposite leaves, successive whorls may or may not be decussate, rotated by half the angle between the leaves in the whorl (i.e., successive whorls of three rotated 60°, whorls of four rotated 45°, etc). Opposite leaves may appear whorled near the tip of the stem.
- **Rosulate** — leaves form a rosette



KEEP YOUR
HEAD UP
KEEP YOUR
HEART STRONG



We invite you to join us for our next webinar:



MULTILINGUAL CALIFORNIA

MCAP FALL 2020 WEBINAR – 5th of Series

Topic: Designated and Integrated SLD with GLAD® en español Pictorial Input Chart
This session will provide an overview of GLAD® en español. We will focus on 1 key instructional strategy; which will strongly support Spanish language development, and biliteracy within a dual language setting. We will explore application in a biliterate environment where the target language is Spanish. We will highlight how this strategy can be utilized with both designated and integrated SLD. This session will be conducted in both Spanish and English.



Diana Hernandez
Coordinator for the
OCDE Project
GLAD® National
Training Center

Omar Guillén
Coordinator for the
OCDE Project
GLAD® National
Training Center

Register Now Via Zoom

**Speakers: Diana Hernandez
and Omar Guillén**

Date: Wednesday, November 18, 2020
Time: 3:15 pm - 4:00 pm (PST)
Registration: FREE

SAVE THE DATE
Next Series: Dec. 2

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

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We invite you to take our survey:
(link will be provided in the chat box)





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