

# Supporting English Learners in the General Education Classroom

Elevate Mississippi Conference

July 8, 2019



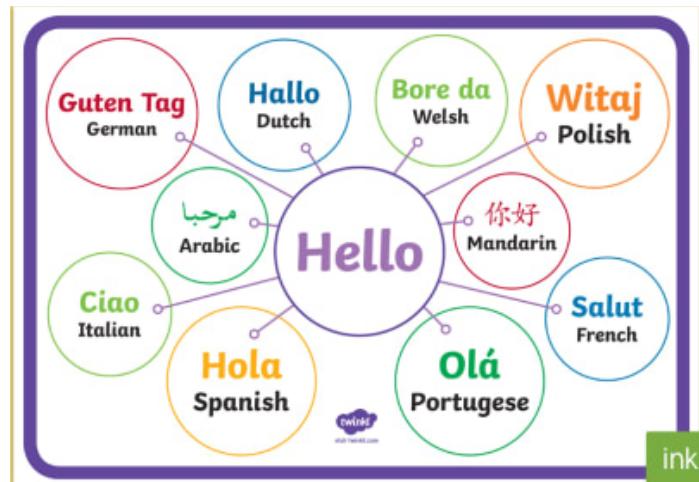
**Sandra C. Elliott**

English Learner Intervention Support Specialist

[sellieott@mdek12.org](mailto:selliott@mdek12.org)

## Welcome and Introductions

- Presenter
- Participants



# 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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## Session Goals

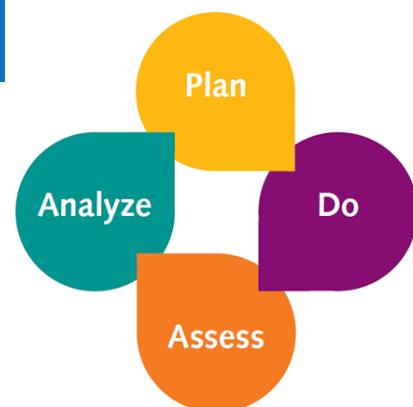
To understand:

- Best practices for supporting English Learners
- Accommodations and modifications for English learners
- Strategies for developing oral language and comprehension



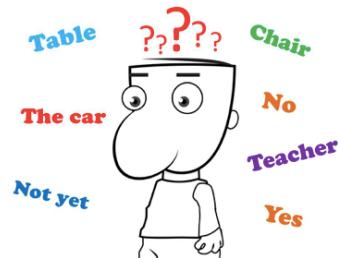
## Best Practices to Support

### Instruction



## Start With 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
- Avoid use of colloquialisms or slang unless explicitly taught for comprehension
- 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



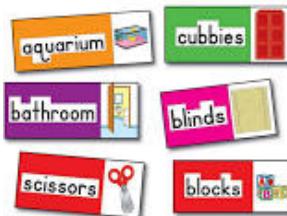
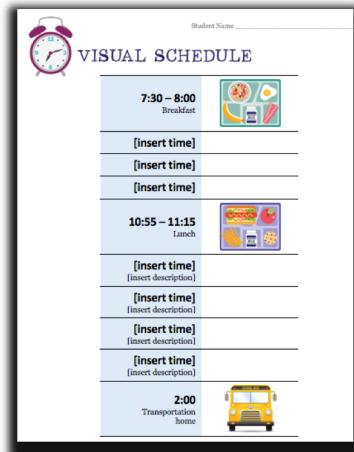
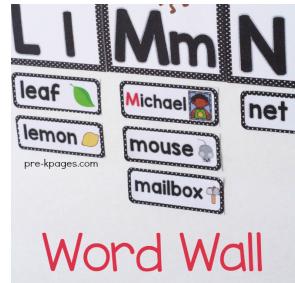
## Start with Best Practices

**When In Doubt...  
Make It Visual!**

- Visual Schedule
- Classroom Labels
- ★ • (Meaningfully) Visual Anchor Charts
- ★ • Interactive Word Walls



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## Stages of Second

### Language Acquisition



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## 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.

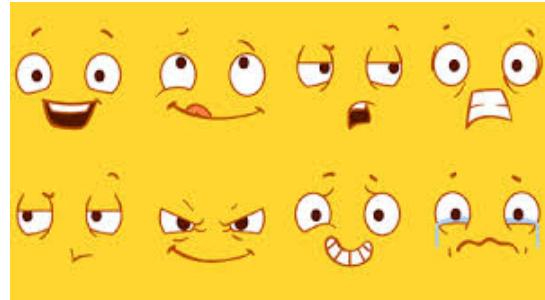
## Examples of Language Acquisition Stages in ELs

**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



## Factors Affecting Rate of Language Acquisition

- Chronological age (8-12 is ideal age)
- Raw intellectual and linguistic ability



## Factors Affecting Rate of Language Acquisition

### Environmental Factors

- Importance family places on English
- Amount of English spoken at home
- Whether the student is engaged in the broader English-speaking community



## Factors Affecting Rate of Language Acquisition

- Native Language Development - students with a strong foundation in their native language tend to excel
- 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



## Beginning ELs

The \_\_\_ in New York are very \_\_\_ in the \_\_\_. There are not many \_\_\_ about and the \_\_\_ are made by \_\_\_ and not \_\_\_. You \_\_\_ the \_\_\_ of \_\_\_ in the \_\_\_, the \_\_\_ of the \_\_\_, the \_\_\_ of \_\_\_ in the \_\_\_ and the \_\_\_ of the \_\_\_.



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## Intermediate ELs

- The \_\_\_ Gardens in New York are very \_\_\_ in the morning. There are not many persons about and the sounds are made by \_\_\_ and not men. You hear the \_\_\_ of \_\_\_ in the lake, the cry of \_\_\_, the \_\_\_ of the birds in the \_\_\_ and the \_\_\_ of the \_\_\_.



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## Advanced ELs

- The Botanical Gardens in New York are very peaceful in the morning. There are not many persons about and the sounds are made by animals and not men. You hear the splash of fish in the lake, the cry of the geese, the cawing of the birds in the bushes, and the movements of the monkeys.



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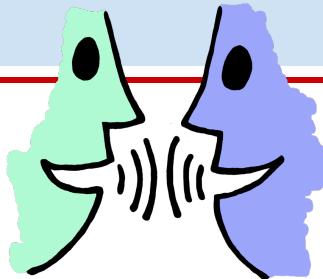
## Encouraging Oral

## Language Development



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# 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!*



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# 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?



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## 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 \_\_\_\_\_?



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## 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?



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## 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.)



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# 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.)



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## Scaffolding Questioning in Each Stage of Language Acquisition

Classroom Examples: ***Preproduction***

Teacher Prompts	Romeo and Juliet Questions
“Show me...” “Circle the...” “Where is...?” “Who has...?”	Ask questions students can answer by pointing at pictures in the book.  “Show me Romeo.” “Where is Juliet?”



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## Scaffolding Questioning in Each Stage of Language Acquisition

### Classroom Examples: *Early Production*

Teacher Prompts	<i>Romeo and Juliet</i> Questions
Yes/no questions Either/or questions “Who...?” “What...?” “How many...?”	Ask questions students can answer with one or two words.  “What two families are involved?” “Who is Romeo’s best friend?” “Did the Montagues and the Capulets get along?”



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## Scaffolding Questioning in Each Stage of Language Acquisition

### Classroom Examples: *Speech Emergence*

Teacher Prompts	<i>Romeo and Juliet</i> Questions
“Why...?” “How...?” “Explain...”	Ask “why” and “how” questions students can answer with short sentences.  “Why were they fighting?” “Who started the fight?” “What happened at the end of the fight?”



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## Scaffolding Questioning in Each Stage of Language Acquisition

### Classroom Examples: *Intermediate Fluency*

Teacher Prompts	Romeo and Juliet Questions
<p>“What would happen if...?”</p> <p>“Why do you think...?”</p> <p>Questions requiring more than a sentence response</p>	<p>Ask “What would happen if...” and “Why do you think...” questions.</p> <p>“What would happen if Romeo and Juliet ran away before the fight?”</p> <p>“Why do you think Romeo drank the poison?”</p>



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## Scaffolding Questioning in Each Stage of Language Acquisition

### Classroom Examples: *Advanced Fluency*

Teacher Prompts	Romeo and Juliet Questions
<p>“Decide if...”</p> <p>“Retell...”</p>	Ask students to retell the story, including main plot elements, but leaving out unnecessary details.



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# Vocabulary Strategies

<https://www.mdek12.org/OAE/OEER/SeptemberLiteracyTips>



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## Pre-teach Vocabulary

Often called front-loading vocabulary

- Introduce the words using photos or in context with things they know and are interested in
- Use analogies and metaphors
- Invite students to create a symbol or drawing for each word
- Give time for discussion of the words
  - small groups and whole class



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## Frayer Model and Personal Clue Cards

- The Frayer model is a tool used to help students develop their understanding of key vocabulary
- Using the Frayer Model, students can:
  - define the term
  - describe the essential characteristics
  - provide examples of the idea
  - offer non-examples of the idea

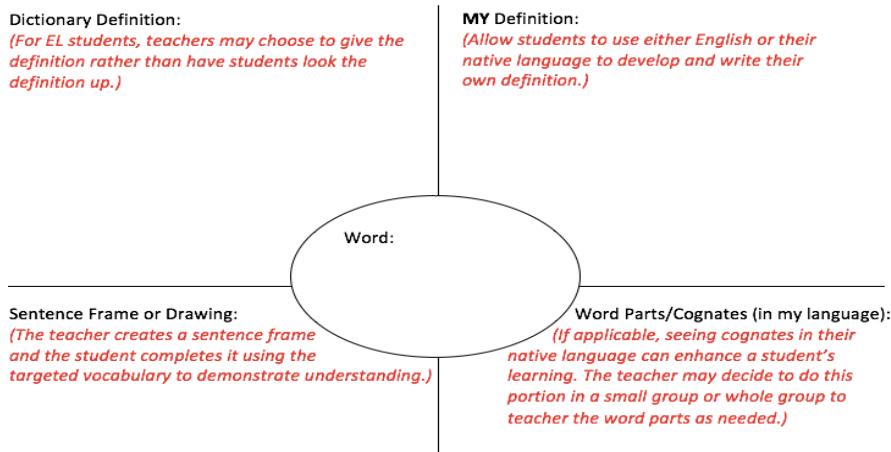


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## Frayer Model and Personal Clue Cards



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Developed by Sandra Elliott, EL Intervention Specialist

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## Frayer Model and Personal Clue Cards

Vocabulary Unit:

Word:

Personal Clue:  
(my culture and language)



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## Frayer Model and Word Connections

German > Food and Drink > Bakery.



English Description: bakery  
Chinese (Mandarin) Description: 面包店  
German Description: die Bäckerei

Spanish (Mexico) > City Life > Buildings & Places.



English Description: bakery  
Spanish (Mexico) Description: la panaderia



English Description: Bakery Shop  
Simplified Chinese: 面包店  
Chinese (Mandarin) Description: 面包店

Spanish (Peninsular) > Food & Drink > Bakery.



English Description: bakery  
Spanish (Peninsular) Description: la panaderia



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# Vocabulary Strategies

- Word Walls with visual supports
- Audio/Visuals

familia  
doctor  
red  
impossible  
número

	horse
	milk
	pig
	tractor



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# Vocabulary Strategies Game Centers

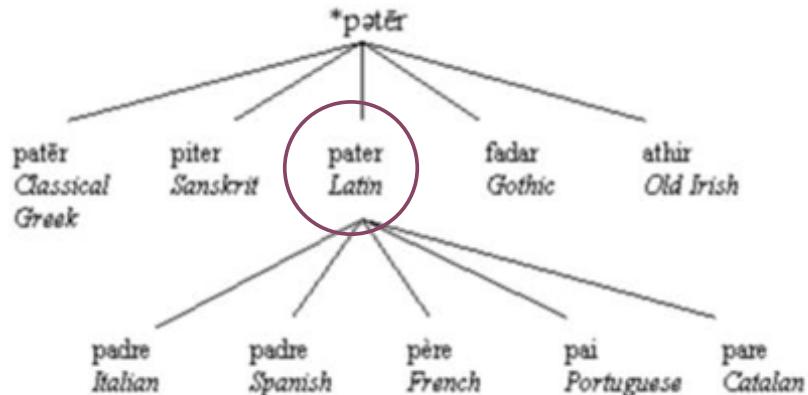
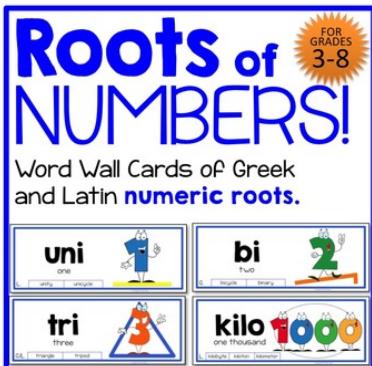
- Visual word game centers



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## Vocabulary Strategies Root Words

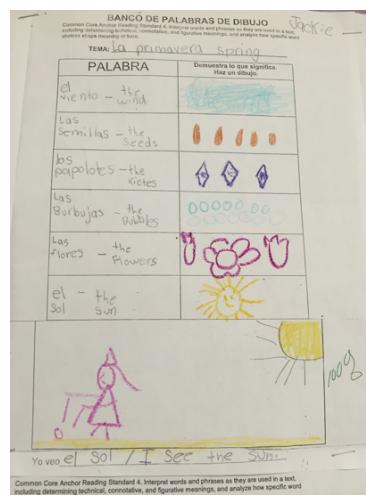
- Root Words



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## Vocabulary Strategies Picture Glossaries

- Picture glossaries



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## Vocabulary Cognates

- Use of cognates

### Examples of true cognates

English / Spanish

hockey	hockey
dentist	dentista
chocolate	chocolate
dictionary	diccionario
elephant	elefante
character	carácter
International	Internacional
partial	parcial
family	familia



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## Cognates



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## 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 portions and then providing a tool, or structure, with each chunk.



**It's what you do first.**



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## 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

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



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## Sentence Frame Examples

- Science:

What is something poisonous that you should stay away from?

I should stay away from \_\_\_\_\_ because



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## Writing Sentence Frames

- Determine possible content language frames you would like to hear from your students – what do you want to hear them say about the content information
- Determine a question (using the target language) you would like to hear your students articulate
- Choose a scaffolding level (sentence, sentence frame, sentence starter)
- Provide varied levels of scaffolds to assist students



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## Scaffolding Levels for Sentence Frames

- Sentence: A rectangle has 4 sides and 4 angles.
- Sentence frame: A \_\_\_\_\_ has 4 \_\_\_\_\_ and 4 \_\_\_\_\_.
- Sentence starter: A rectangle has \_\_\_\_\_  
\_\_\_\_\_.



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## Sentence Frame Activity

- Think of an area in your content area where speaking or writing is required
- Create a sentence frame that would assist EL students in effectively communicating academic knowledge of taught concepts
- Be prepared to share your sentence frame with a partner or with the group.



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## Writing Sentence Frames

- Determine possible content language frames you would like to hear from your students – what do you want to hear them say about the content information?
- Determine a question (using the target language) you would like to hear your students articulate.
- Choose a scaffolding level.
- Provide varied levels of scaffolds to assist students.



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## ACCOMMODATIONS and MODIFICATIONS



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## 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.



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## Examples of Classroom Accommodations

- Alternate responses
- Advanced notes
- Extended time
- Teacher modeling
- Simplified written and verbal directions
- Frequent breaks
- Use of dictionaries/glossaries



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## 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

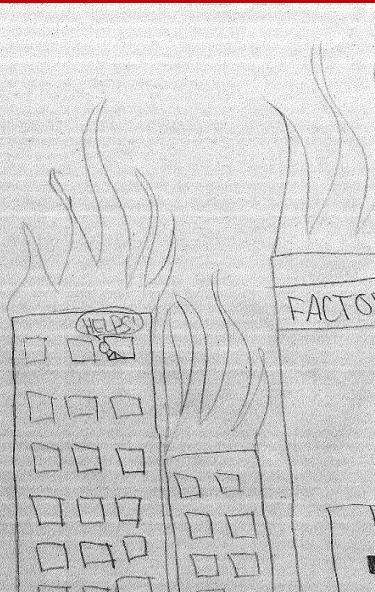


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## Student Sample 1

The fire was spreading really fast causing William Brown to pull the alarm twice but once again he struck the wrong box. Luckily 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 man yelled "across the river" meaning that the fire was on both sides of the



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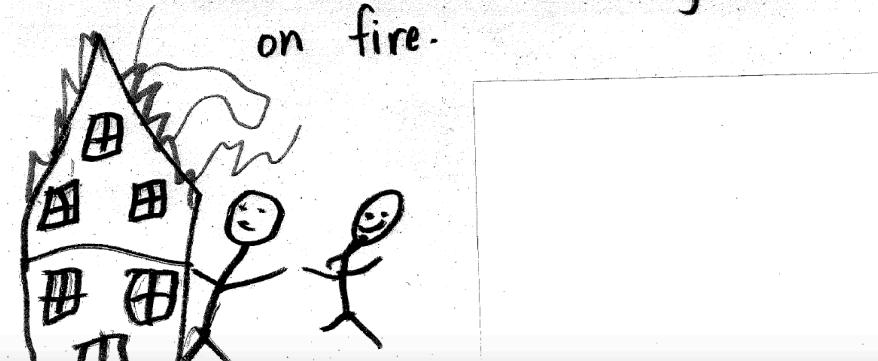


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## Student Sample 2

In Chicago there was a fire  
The people were running  
because the buildings were  
on fire.



## Accommodation or Modification Activity

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

## 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.



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## 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.



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## Accommodations and Modifications

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



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# RESOURCES FOR SUPPORT

MDE Resources and Tools |  
Educational Apps | Websites



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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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# Resources – MDE English Learner Page

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## 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](mailto: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

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# Resources – MDE Intervention Services Page

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## Intervention Services

The Office of Intervention Services (Pre-K – 12) supports educators and parents who are working with struggling learners, including students who are learning English as a second language. This office is focused on improving academic and behavioral outcomes for students. Staff coordinate the local implementation of policies and procedures and provide professional development on Multi-Tiered System of Supports (MTSS) for school-based teams, administrators, staff, and parents.

The office also offers guidance and professional development opportunities for educators and parents related to intervention selection, data-based decision making, evaluation, progress monitoring, dyslexia, gifted learners, and English learners to ensure all students graduate high school ready for college and career.

### Three Tier Instructional Model

The Three Tier Instructional Model is a part of [State Board Policy 41.1](#)). This model is designed to meet the needs of every student and consists of three tiers of instruction:

- Tier 1: Quality classroom instruction based on Mississippi standards.
- Tier 2: Focused supplemental instruction.
- Tier 3: Intensive interventions specifically designed to meet the individual needs of students.



### Tools and Supports

- English Learner Resources
- Evidence-Based Programs
- Family Guides for Student Success
- Family Guides for Student Success (Spanish versions)
- Family Guides for Student Success Training Materials
- Individual Reading Plan
- Links to Response to Intervention Resources
- MTSS Quick Reference Guide
- MTSS Documentation Packet (Revised Summer 2018)
- MTSS 4-12 Screening Chart
- MTSS Flowchart for Pre-K – 12
- Response to Intervention Best Practices Handbook (2010)
- Response to Intervention Essential Elements Matrices (2010)
- Response to Intervention FAQs (2010)
- Parent and Family Guide to Understanding RtI

### 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
- Mathematics

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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 2014 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. Kymona Burk, State Literacy Director (K-12), at kymona.burk@mdek12.org or 601-359-2586. Questions may also be directed to the K-3 Assistant State Literacy Coordinators: LeighAnne Cheeseman, Jill Hoda, Casey Sullivan, or Kristen Wells.

Visit [www.strongreadersms.com](http://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 and Diagnostic: 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
- October Literacy Focus of the Month in Action (Morphology for Content-Specific 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)

#### Regional Literacy Trainings

#### Elementary

- NEW ABCs of Coaching Day 1 Presentation
- NEW ABCs of Coaching Day 1 Resources
- NEW ABCs of Coaching Day 2 Preparation and Resources
- NEW ABCs of Coaching Day 3 Planning and Resources
- NEW Retriink Literacy Training Binder

#### Secondary

- REL Southeast Literacy Tools for Middle School Training Binder
- REL Southeast Literacy Tools for High School Training Binder
- Retriink Literacy 2.0 ELA/Social Studies Training Binder (High School)
- Retriink Literacy 2.0 Science Training Binder (High School)
- Retriink Literacy 2.0 ELA/Social Studies Training Binder (6th-8th)
- Retriink Literacy 2.0 Science Training Binder (6th-8th)
- Retriink Literacy 2.0 Math Training Binder (6th-8th)
- Retriink 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

# Newcomer Kit

## Path: MDE website, English Learners page



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ABOUT NEWS REPORTS & DATA SERVICES DIRECTORY

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 [sellott@mdek12.org](mailto:sellott@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 Identification and Progress Monitoring
- Newcomer Kit introduction
- Newcomer orientation plan template
- Communication cards for elementary students
- Communication cards for secondary students
- English Learner Family Welcome Information for Educators
- Family welcome sheet
- Sentence stem cards
- Visual schedule

### Elementary Education and Reading

- 601-359-2586
- Staff
- FAQ

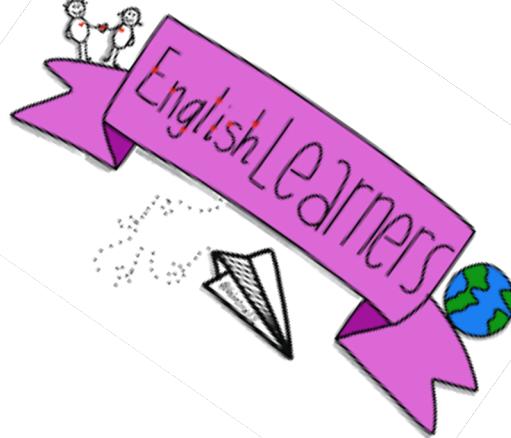
### Services

- Academic, Career, Counseling and Support Services
- Dyslexia
- Early Childhood



## 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



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### [Sock Puppets \(FREE\)](#)



Smith Micro Software, Inc.

Create “talking” images

- 30 second voice recording
- Add backgrounds and graphics
- Save to camera roll

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## Apps for ELs

[Duolingo](#) (FREE)

*Duolingo*



### Key Features:

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



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[Newsela](#)



**newsela**

### Key Features:

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

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## 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>



Office of Elementary Education and Reading

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## Student Intervention Supports

### **Behavior Specialist**

Ginger Koestler

[gkoestler@mdek12.org](mailto:gkoestler@mdek12.org)

### **Elementary Specialist**

Laurie Weathersby

[lweathersby@mdek12.org](mailto:lweathersby@mdek12.org)

### **Secondary Specialist**

Jayda Brantley

[jbrantley@mdek12.org](mailto:jbrantley@mdek12.org)

### **English Learner Specialist**

Sandra Elliott (PreK – 12)

[selliott@mdek12.org](mailto:selliott@mdek12.org)

### **Gifted Specialist**

Jen Cornett

[jcornett@mdek12.org](mailto:jcornett@mdek12.org)

### **Technology Specialist**

Melissa Banks

[mbanks@mdek12.org](mailto:mbanks@mdek12.org)



# English Learner Contacts

**Instruction**

LeighAnne Cheeseman  
Assistant State Literacy /  
English Learner Coordinator (K-  
3)  
[lcheeseman@mdek12.org](mailto:lcheeseman@mdek12.org)

**Assessment**

Sharon Prestridge  
ELPT Program Coordinator  
[sprestridge@mdek12.org](mailto:sprestridge@mdek12.org)

**Intervention/Instruction**

Sandra Elliott  
English Learner Intervention  
Support Specialist  
(Pre K – 12)  
[selliott@mdek12.org](mailto:selliott@mdek12.org)



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## Sandra Elliott

English Learner Intervention Support Specialist  
[selliott@mdek12.org](mailto:selliott@mdek12.org)  
601-359-2586

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