Supporting English Learners in the General Education Classroom

Elevate Mississippi Conference

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Welcome and Introductions

• Presenter
• Participants
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.

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
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

Plan

Analyze

Do

Assess
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

Incorporate conversation into all aspects of your teaching!

• 30 second conversations
• Turn and talk
• Think, Pair, Share

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

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 ___.

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 ___.

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.

Encouraging Oral

Language Development
Oral Language

ACTIVITY

• Choose a partner
• For 30 seconds, tell your partner about your favorite vacation or your dream vacation
• Here’s the catch: you can’t use any words that have the letter n during your conversation!

30 Second Conversations

• Encourage language development by allowing students opportunities to practice fluency and social language
• Allow teachers to scaffold conversation by supplying vocabulary and sentence mazes as needed
• Allow teachers to build rapport with EL students
• Can be part of the morning routine as students are welcomed into the classroom
• Can be conducted by students with one another to practice social and academic language during structured “Turn and Talk” moments
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.

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
**Question and Answer Prompting**

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

- You are correct! How did you learn that?
- You are right! What else do you know about that?
- Good thinking! Can you tell me more?

**Question and Answer Prompting**

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

- You’re heading in the right direction, but that’s not quite complete. Do you have anything else to add?
- You’re telling me some good things, especially the part about _______. What else?
- Yes! I agree that _______. Can you tell me more about __________?
Question and Answer Prompting

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

• Do you know any English words to say that?
• Call on one of your friends to help tell us what you said in English.
• Can you help us translate that into English?

Question and Answer Prompting

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

• Tell me more so I know what you’re thinking.
• Help me understand what you mean. Tell me again.
• Do you think _____ or _____? (Give a right answer as one of the options.)
Question and Answer Prompting

Teacher elaboration when the student is silent:

- Can you show us what you know by acting it out or drawing it?
- I’m going to come back to you and ask you again. Please get ready to talk with us.
- I really want to hear what you know about this. Let me know when you are ready. (Provide a yes or no question, or an either/or choice to the student to support their attempt to respond.)

Scaffolding Questioning in Each Stage of Language Acquisition

Classroom Examples: Preproduction

<table>
<thead>
<tr>
<th>Teacher Prompts</th>
<th>Romeo and Juliet Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Show me…”</td>
<td>Ask questions students can answer by pointing at pictures in the book.</td>
</tr>
<tr>
<td>“Circle the…”</td>
<td></td>
</tr>
<tr>
<td>“Where is…?”</td>
<td></td>
</tr>
<tr>
<td>“Who has…?”</td>
<td></td>
</tr>
<tr>
<td>“Show me Romeo.”</td>
<td></td>
</tr>
<tr>
<td>“Where is Juliet?”</td>
<td></td>
</tr>
</tbody>
</table>
### Classroom Examples: *Early Production*

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

### Classroom Examples: *Speech Emergence*

<table>
<thead>
<tr>
<th>Teacher Prompts</th>
<th>Romeo and Juliet Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Why…?”</td>
<td>Ask “why” and “how” questions students can answer with short sentences.</td>
</tr>
<tr>
<td>“How…?”</td>
<td>“Why were they fighting?”</td>
</tr>
<tr>
<td>“Explain…”</td>
<td>“Who started the fight?”</td>
</tr>
<tr>
<td></td>
<td>“What happened at the end of the fight?”</td>
</tr>
</tbody>
</table>
## Scaffolding Questioning in Each Stage of Language Acquisition

### Classroom Examples: Intermediate Fluency

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

### Classroom Examples: Advanced Fluency

<table>
<thead>
<tr>
<th>Teacher Prompts</th>
<th>Romeo and Juliet Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Decide if…”</td>
<td>Ask students to retell the story, including main plot elements, but leaving out unnecessary details.</td>
</tr>
<tr>
<td>“Retell…”</td>
<td></td>
</tr>
</tbody>
</table>

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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
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

Office of Elementary Education and Reading

Dictionary Definition:
(For EL students, teachers may choose to give the definition rather than have students look up the definition.)

MY Definition:
(Allow students to use either English or their native language to develop and write their own definition.)

Word Parts/Cognates (in my language):
(if applicable, seeing cognates in their native language can enhance a student’s learning. The teacher may decide to do this portion in a small group or whole group to teacher the word parts as needed.)

Sentence Frame or Drawing:
(The teacher creates a sentence frame and the student completes it using the targeted vocabulary to demonstrate understanding.)
Frayer Model and Personal Clue Cards

Vocabulary Unit:

Word:

Personal Clue:
(my culture and language)

Word:

Personal Clue:
(my culture and language)

Word:

Personal Clue:
(my culture and language)

Frayer Model and Word Connections

German > Food and Drink > Bakery

English Description: bakery

German Description: die Bäckerei

Chinese (Mandarin) > Food & Drink > Flour Products

English Description: bakery

Spanish (Mexico) Description: la panadería

Spanish (Peninsular) > Food & Drink > Bakery

English Description: Bakery Shop

Simplified Chinese: 面包店

English Description: bakery

Spanish (Peninsular) Description: la panadería
Vocabulary Strategies

- Word Walls with visual supports
- Audio/Visuels

Example words: familia, doctor, red, impossible, número

Vocabulary Strategies Game Centers

- Visual word game centers

Example words: duck, pitcher, stamp, bet, light, park, sink, wave, point, bowl, trip, bark
Vocabulary Strategies Root Words

- Root Words

Roots of NUMBERS!

Word Wall Cards of Greek and Latin numeric roots.

Roots

uni 1

bi 2

tri 3

kilo 1000

Vocabulary Strategies Picture Glossaries

- Picture glossaries
Vocabulary Cognates

- Use of cognates

Examples of true cognates

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>hockey</td>
<td>hockey</td>
</tr>
<tr>
<td>dentist</td>
<td>dentista</td>
</tr>
<tr>
<td>chocolate</td>
<td>chocolate</td>
</tr>
<tr>
<td>dictionary</td>
<td>dicionario</td>
</tr>
<tr>
<td>elephant</td>
<td>elefante</td>
</tr>
<tr>
<td>character</td>
<td>carácter</td>
</tr>
<tr>
<td>International</td>
<td>Internacional</td>
</tr>
<tr>
<td>partial</td>
<td>parcial</td>
</tr>
<tr>
<td>family</td>
<td>familia</td>
</tr>
</tbody>
</table>
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.

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
Sentence Frame Examples

- Science:
  What is something poisonous that you should stay away from?
  I should stay away from ________________ because ________________.

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
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 _______________ _____________________________.

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.
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.

ACCOMMODATIONS and MODIFICATIONS
Classroom Accommodations and Modifications

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

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

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

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

Examples of Classroom Accommodations

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

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

• Change the content or learning objectives, so teachers should try as many accommodations as possible
  - maintain instruction for the standard/skill
  - modify the reading material level as needed

Student Sample 1

The fire was spreading really fast causing William Brown to pull the alarm twice but one 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 Fenn was gonna visit his step sister when he saw the fire. When he tried to help her a small yell “across the river” meaning that the fire was on both sides of the
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.

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

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

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

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

Accommodations and Modifications

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

MDE Resources and Tools | Educational Apps | Websites

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
Resources – MDE English Learner Page

English Learners

Mississippi's English Learner (EL) population is growing rapidly, with the state now serving more than 12,000 identified EL students. In response to this growth, as well as requests from districts to serve 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 or virtual, small-group professional development, please email Sandy Elliott at se Elliott@mdies.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

Resources – MDE Intervention Services Page

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 41.9. 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
- Visual Based Program
- English Learner Progress
- Family Guides for Student Success (Spanish Version)
- Family Guides for Student Success (English Version)
- Multi Tiers of Support
- Links to Response to Intervention Resources
- MTSS Documentation Packet (Revised Summer 2018)
- MTSS 4-12 Screen Chart
- MTSS Flowchart for Pre-K – 12
- Response to Intervention Essential Elements Matrix (2010)
- Response to Intervention FAQs (2010)
- Parent and Family Guide to Understanding RTI

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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

Newcomer Kit

Path: MDE website, English Learners page

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- Language Service Plan (Revised 2018)
- Newcomer Kit Information
- Newcomer Orientation Plan Template
- Communication cards for elementary students
- Communication cards for secondary students
- Schedules and Timetables
- Family welcome sheet
- Sentence stem cards
- Visual schedule

Services

- Academic, Career, Counseling, and Support Services
- Student Support
- Early Childhood
- Professional Development
Newcomer Kit

- Newcomer Kit Introduction
- Newcomer Orientation Chart
- Communication cards (elementary and secondary)
- Sentence stem cards
- Visual schedule template
- Welcome to Our School

Apps for ELs

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

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

**Sock Puppets** (FREE)
*Smith Micro Software, Inc.*

Create “talking” images
- 30 second voice recording
- Add backgrounds and graphics
- Save to camera roll
### Apps for ELs

**Duolingo** *(FREE)*

**Key Features:**
- Personalize lessons
- Practice reading and writing
- Practice speaking and listening with Chatbots

**Newsela**

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

### Websites for ELs

**Rewordify**

**Key Features:**
- Enter your own text
- Simplifies difficult words
- Helps improve vocabulary

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

**Key Features:**
- Read or listen to news articles
- Graduated levels of learning
- Learn up to 3000 words
Websites for Teachers of EL Students

Teacher resources:

- ¡Colorín Colorado! [http://www.colorincolorado.org](http://www.colorincolorado.org)
- Edutopia [https://www.edutopia.org](https://www.edutopia.org)
- Everything ESL [http://www.everythings esl.net](http://www.everythings esl.net)

Student Intervention Supports

- **Behavior Specialist**
  Ginger Koestler
gkoestler@mdek12.org

- **Elementary Specialist**
  Laurie Weathersby
lweathersby@mdek12.org

- **Secondary Specialist**
  Jayda Brantley
jbrantley@mdek12.org

- **English Learner Specialist**
  Sandra Elliott (PreK – 12)
selliott@mdek12.org

- **Gifted Specialist**
  Jen Cornett
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- **Technology Specialist**
  Melissa Banks
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# English Learner Contacts

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