May 20, 2020
Considerations for Inclusivity and Support within Designated English Language Development in Remote Learning

Designated ELD Workgroup Contributors

Linda Korff-Reis, Kings COE
Malane Morales-Van Hecke, Los Angeles COE
Dora Ann Salazar, Monterey COE
Richard Romero, Orange County DE
Tracy Wilson, Placer COE
Molly McCabe, Ed.D., Riverside COE
Izela Jacobo, San Diego COE
Carlos Pagán, Santa Barbara CEO
Deedy Camarena, Santa Clara COE
Yee Wan, Ed.D., Santa Clara COE
Alethea Vazquez, Tehama COE
Alesha Ramirez, Tulare COE
Important Practices for ELD

Whether online or in person supporting English language learners requires:

Connect with Learners and Families Regularly

Connect with Learning

Connect with Language

https://docs.google.com/document/d/11NVfSH61cBkvWWhfHzf1G51dsm9oVDR-WqH4CO9SDs/edit
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**COMPONENT 1: Connect with Learners & Families**

<table>
<thead>
<tr>
<th>Important Practices</th>
<th>Resources and Examples</th>
</tr>
</thead>
</table>
| Be tenacious about connecting with every student regularly. Reach out to students to foster relationships and connect on a human level on a regular basis. | **Examples:**
Individual Connection: Phone, email, WeChat, postcards, Google Voice, texting, work pick up locations

Group Connections: Remind, GroupMe, Talking point, Class Dojo, Google Hangouts, Microsoft Teams, Google Forms/surveys, Recorded messages via FlipGrid or SeeSaw and screencast videos.

Monitoring: Keep a log or spread sheet regarding student contacts. This will allow you to monitor best methods for contacting students and who you are not able to contact.

Frequency: Strive to connect with each of your English learners on a weekly basis. |

**Resources:**
- WISH Charter [Distance Learning Family Support Plan](#)
- WISH Charter [Student Supplies and Materials Request Form](#)
- [Sample Call Log](#)
Connect with Learners and Families Regularly

How will we be tenacious about connecting with every student?

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

Seek to understand students’ perspectives on distance learning.

Attend to basic, socio-emotional and linguistic needs.
Connect With Learning

How will we design the learning experiences?

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

How do we keep the focus on language development?

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

How do we keep the focus on language development?

Example: Writing Language Objectives

Resource: Language Functions, Graphic Organizers and dELD

Example: ELD Videos per strategy.

Resource: Engage The 4 Domains

Examples: Differentiate for Proficiency Levels

Resource: Digital Learning Support by Proficiency Level
Technology Integration Tools

**Immersive Reader**

**Video on How to get and use**

**Immersive Reader**

**Google: Read and Write**

https://rewordify.com/

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Quick one-take demonstration of Immersive Reader
Important Considerations

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

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

Els with Disabilities
- Use adaptive technology
- Provide word banks
- Immersive reader
- Focus on language that occurs in multiple disciplines-Tier 2 words
  - Academic word list
- Repetition
- Utilize paraprofessionals as appropriate
In Summary

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