



# **LAUNCH NEBRASKA**

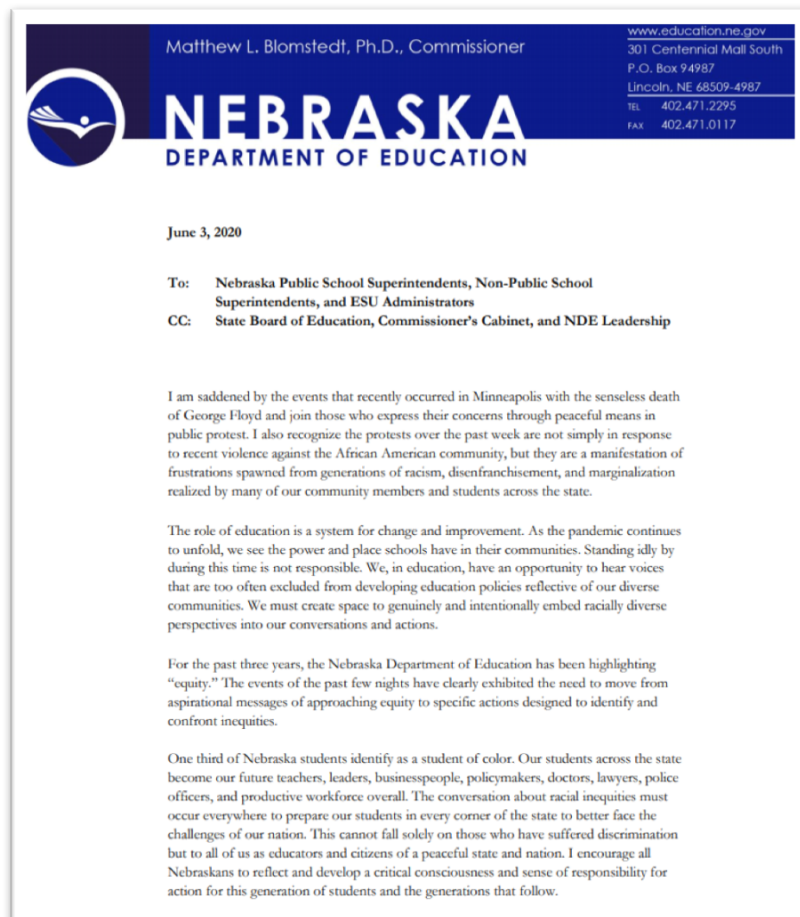


*Summer Learning and Beyond*

*Supporting All Students:  
Focusing on English Learners*

*June 4, 2020*





# Statement on Racial Inequities

*"For the past three years, the Nebraska Department of Education has been highlighting "equity." The recent events have clearly exhibited the need to move from aspirational messages of approaching equity to specific actions designed to identify and confront inequities."*

*- Commissioner Blomstedt*



# Welcome and Thank You!

- Tuesday's webinar, *Supporting Students with Disabilities, recordings*, including slides, tools, and templates are archived at:
  - <https://www.launchne.com/professional-learning-and-resources/>
- Additional resources on Launch Nebraska:
  - Health Guidance for Summer Learning and Beyond
  - Guidance for Summer School and Summer Learning
  - Learning Guidance for Students with Disabilities

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@NDE\_TLA  
@schoolkitgroup

# Summer Learning and Beyond: Professional Learning Series

- A webinar series designed to provide **clear, actionable information** for school districts/school systems.
- Aligned with **Continuity of Learning** Plans.
- Our first focus is preparing for **summer learning**.
- Later, we'll focus on preparing for the **coming school year**.

Our partner: SchoolKit





## Session Norms:

- Use the Q & A feature if you have questions about technology or logistics
- Go to “View Options” to exit full screen to access the links in your web browser.
- Recorded session and this PPT deck will be available at [www.launchne.com](http://www.launchne.com).

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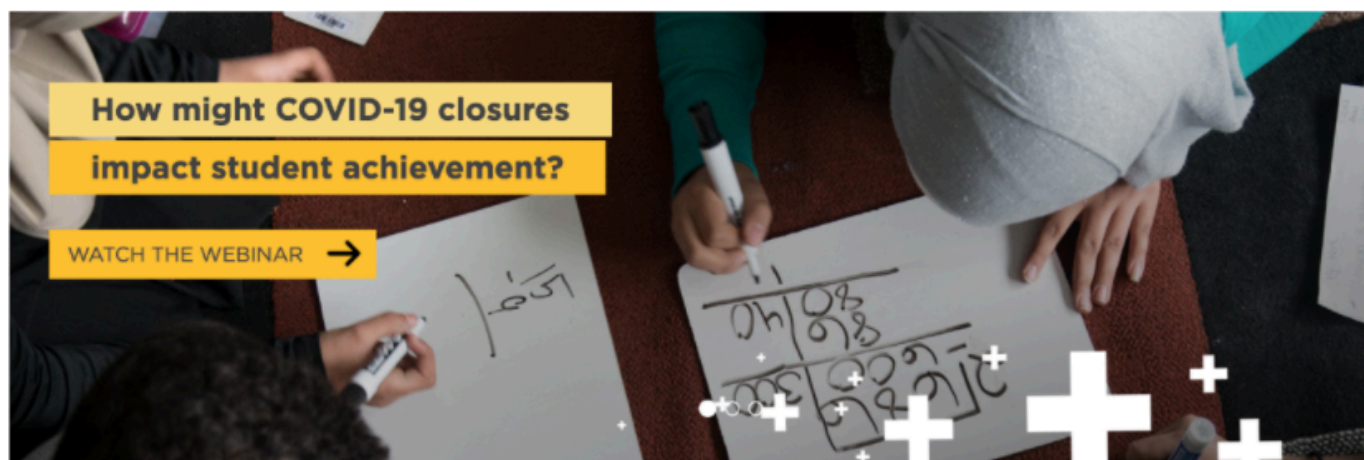


## Chat Feature

- Use “Chat” when prompted to respond
- During whole group shares → “Chat All Panelists”



# Framing the Challenge



- Predicted unfinished learning of **30% in ELA**
- Predicted unfinished learning of **50% in math**

nwea



## We also know...

- All students need and deserve consistent access to grade-level content
- Students starting the year below grade-level benefit *the most* from on-grade level instruction
- High-quality instructional materials are a key lever for ensuring students are engaging with grade-level content





## Session Focus:

Throughout the summer and beyond, school systems have an opportunity to consider approaches to supporting English Learners in a remote learning environment. In this session, we will identify approaches to serving ELs with individualized instruction and appropriate language supports.



# First, Some Context...



# Three Guiding Principles

- 1) Scaffolds and supports must be ***in service of*** helping ELs access grade-level content
- 2) Provide authentic and frequent opportunities for students to collaborate and share ideas with their peers
- 3) Amplify, don't simplify, language



# Session Agenda:

Topic	Length
Getting Started	5 minutes
Supporting ELs in ELA	25 minutes
Supporting ELs in Math	25 minutes
Wrapping Up	5 minutes





# Grade 4 Task at a Glance

## Module 1

“Poetry, Poets  
and Becoming  
a Writer”

## Lesson 4

Read and summarize Robert  
Frost’s poem “Stopping by  
Woods on a Snowy Evening”

 Education



# Let's Read!

- Read the poem
- Determine: What is the big idea?
- Reflect: What evidence from the text supports your thinking?

<https://tinyurl.com/SnowyWoods>



# Analyze the Text



- What makes this text complex?
- What specific barriers might ELs encounter when working with this text and task?

**Chat your reflections to “All Panelists and Attendees”**



# All Students Need to Read Complex Texts

“The types of texts that teachers use with their students is an issue of **equity**: Teachers must provide a text diet rich with difficult texts to adolescents, **including those who may struggle when reading them**, to ensure equitable literacy instruction for all.”

*“Struggle is Not a Bad Word” (Lupo, Strong, & Smith 2018)*

*(Hiebert, 2017; Tatum, 1999)*





How can we support English Learners in  
successfully accessing this task?



# Three Guiding Principles

- 1) Scaffolds and supports must be ***in service of*** helping ELs access grade-level content
- 2) Provide authentic and frequent opportunities for students to collaborate and share ideas with their peers
- 3) Amplify, don't simplify language



# Let's Read!

- **Read** the example and non-example
- **Think about:**
  - What do these examples and non-examples illuminate for you about supporting ELs in ELA?
  - What questions does this raise for you?

<https://tinyurl.com/Session7ELA>



# Let's hear from you!



- What do these examples and non-examples illuminate for you about supporting ELs in ELA?
- What questions does this raise for you?

**Chat your reflections to “All Panelists and Attendees”**





# Key Points

## Effective Supports...

- are in service of supporting students in making meaning of the text
- Are INTENTIONAL based on the unique complexities of the text and task
- act as an “on ramp” for students to access the task; they do not water down the task or decrease the rigor
- push students to do the heavy lifting



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# Grade 5 Task at a Glance

Grade 5, Mission 5

Volume, Area, and Shapes

Lesson 7

Solve word problems involving the volume of rectangular prisms with whole number edge lengths



## Do the math!

Geoffrey wants to make one planter that extends from the ground to just below his back window. The window starts 3 feet off the ground. If he wants the planter to hold 36 cubic feet of soil, name one way he could build the planter so it is not taller than 3 feet.

Explain how you know.

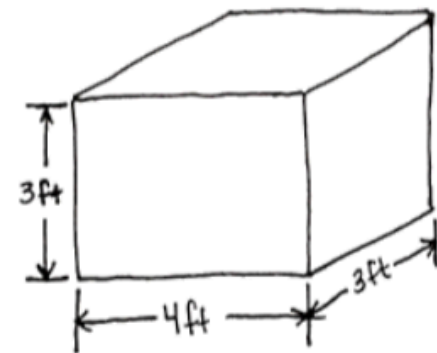


# Sample Student Response

Since Geoffrey wants to build a planter with a height of 3 feet & a volume of 36 cubic feet, the base of the planter should have an area of 12 sq. ft. I drew a planter with a length of 4 ft, a width of 3 ft, & a height of 3 ft.

$$36 \div 3 = 12$$

$$12 = 4 \times 3$$



$$\begin{aligned} V &= l \times w \times h \\ V &= 4 \text{ ft} \times 3 \text{ ft} \times 3 \text{ ft} \\ V &= 36 \text{ ft}^3 \end{aligned}$$



## Analyze the Task

- What makes this task complex?
- What specific barriers might ELs encounter when working with this task?

Geoffrey wants to make one planter that extends from the ground to just below his back window. The window starts 3 feet off the ground. If he wants the planter to hold 36 cubic feet of soil, name one way he could build the planter so it is not taller than 3 feet.

Explain how you know.





# Let's hear from you!



- What makes this task complex?
- What specific barriers might ELs encounter when working with this task?

**Chat your reflections to “All Panelists and Attendees”**



How can we support English Learners in  
successfully accessing this task?



# Three Guiding Principles

- 1) Scaffolds and supports must be ***in service of*** helping ELs access grade-level content
- 2) Provide authentic and frequent opportunities for students to collaborate and share ideas with their peers
- 3) Amplify, don't simplify language



# Let's Read!

- **Read** the example and non-example
- **Think about:**
  - What do these examples and non-examples illuminate for you about supporting ELs in math?
  - What questions does this raise for you?

<https://tinyurl.com/Session7Math>



# Let's hear from you!



- What do these examples and non-examples illuminate for you about supporting ELs in math?
- What questions does this raise for you?

**Chat your reflections to “All Panelists and Attendees”**



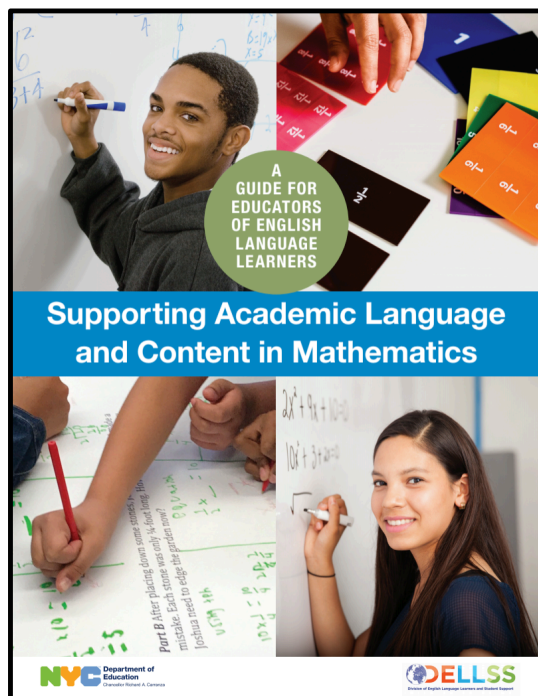
# Key Points

## **Effective Supports...**

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# Math Resource Spotlight



## Mathematical Routines

As in other subjects, math students must be able to read, write, listen, speak, and discuss the subject at hand. Often, these multimodal ways of learning and using math skills are given too little attention in curricular materials, and teachers may want to supplement with classroom activities that provide opportunities for students to use language to discuss the math content they're learning.

The routines below are designed to support a variety of language-focused skill growth: from reinforcing mathematical terminology to scaffolding conversations to providing opportunities for students to deepen their conceptual understanding by describing their work.

These routines, done regularly, can benefit *all* students, though they are particularly supportive of English Language Learners or those struggling with the linguistic components of math. The routines below are from the Understanding Language/Stanford Center for Assessment, Learning, and Equity's [Principles for the Design of Mathematics Curricula: Promoting Language and Content Development](#) and the website [Fostering Math Practices](#). The descriptions below come directly from these sources and more detailed descriptions, step-by-step guidance, examples, and applicable classroom handouts can be found on these websites.

### Mathematical Language Routines

A 'math language routine' refers to a structured but adaptable format for amplifying, assessing, and developing students' language. More information and examples of each of these routines can be found [here](#).

#### MATHEMATICAL LANGUAGE ROUTINE 1: STRONGER AND CLEARER EACH TIME

**Purpose:** To provide a structured and interactive opportunity for students to revise and refine both their ideas and their verbal and written output (Zwiers, 2014).

This routine provides a purpose for student conversation as well as fortifies output. The main idea is to have students think or write individually about a response, use a structured pairing strategy to have multiple opportunities to refine and clarify the response through conversation, and then finally revise their original written response. Throughout this process, students should be pressed for details, and encouraged to press each other for details. Subsequent drafts should show evidence of incorporating or addressing new ideas or language. They should also show evidence of refinement in precision, communication, expression, examples, and/or reasoning about mathematical concepts.

#### MATHEMATICAL LANGUAGE ROUTINE 2: COLLECT AND DISPLAY

**Purpose:** To capture students' oral words and phrases into a stable, collective reference.

The intent of this routine is to stabilize the fleeting language that students use in order for their own output to be used as a reference in developing their mathematical language. The teacher listens for, and scribes, the language students use during partner, small group, or whole class discussions using written words, diagrams and pictures. This collected output can be organized, revoiced, or explicitly connected to other language in a display that all students can



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# Leader Implications

- Ensure teachers are using high-quality, grade-level **instructional materials**
- **Norm** with all educators on the importance of grade-level instruction for all students
- Ensure ALL students, including ELs, are receiving **Tier 1 instruction** every day
- Create and protect **adequate planning time** for all teachers
- Foster frequent and ongoing **collaboration** amongst EL teachers and Gen Ed teachers



# Additional Virtual Considerations

Keep student conversations going!

- Zoom Breakout Rooms
- Phone calls
  - FaceTime
  - 3-way call structures
- Marco Polo (and similar apps)



# Reflect and Share



## Consider Your Role

What are you most excited to take and apply from today's session?

**Chat your reflections to “All Panelists and Attendees”**



# Additional Resources

## STUDENT ACHIEVEMENT PARTNERS

### Supporting English Language Learners

*An annotated bibliography curated by Student Achievement Partners*

Student Achievement Partners believes in the power of instruction, instructional materials, and assessments aligned to college- and career-ready (CCR) standards to improve outcomes for all students, including the 4.6 million<sup>1</sup> students identified as English Language Learners (ELLs) in the United States. This document outlines the research studies and existing criteria which have influenced the guidance for ELLs we include in our tools and resources.

#### Approach

Expectations for ELLs are often lower than they should be, and, as a result, in many settings ELLs are denied access to high-quality, grade-level content. The evidence-based guidance in our resources and tools reflects scaffolds that support students receiving *Shifts-aligned*, college- and career-ready instruction. We strongly believe ELLs must be given the opportunity to access rigorous Shifts-aligned practices such as citing evidence from text in ELA or focusing on Major Work of the Grade topics in mathematics. As a result, guidance for ELLs in our CCR-aligned materials is grounded in the following:

- ELLs deserve access to challenging, grade-level content.<sup>2</sup>
- ELLs can and should develop English language skills by engaging with grade-level content. The Discipline-Specific Language Development<sup>3</sup> that comes with grade-level content is a crucial component of any comprehensive language development strategy.
- ELLs' languages other than English should be considered a valuable asset, and leveraging ELLs' first language in the classroom is essential.
- ELLs will require different support based on their individual learning needs and their progress along the continuum of language development.

The classroom resources and tools on Achieve the Core are exemplars, not comprehensive sets of materials. We have included guidance in these classroom resources for ELLs based on the research studies and criteria referenced in this document. This document is not an all-inclusive list of best practices nor is it meant to replace or compete with existing criteria; rather, it looks to those sources as a foundation and evidence base.

Some scaffolds, depending on the learner, will require different sorts of resources than the ones on Achieve the Core. The scaffolds included in our resources are intended to support students receiving grade-level content instruction within a whole-class setting that includes both native speakers and ELLs. These types of resources won't be appropriate in every setting. Students brand new to English, for example, who are receiving pull-out Focused Language Study<sup>4</sup> support in lieu of whole-class instruction, are not the intended audience for these supports.

This document is organized around **Objectives** that illustrate the Shifts-aligned, researched-based learning opportunities we believe ELLs are capable of undertaking, and which are reflected in our resources and tools. The **Supporting Actions** beneath each Objective represent the concrete scaffolds and activities that will make these Objectives, and the ability to access college- and career-ready instruction in general, possible for ELLs. Beneath each Supporting Action, you'll find research explaining why it is effective.

<sup>1</sup> National Center for Education Statistics. Fast Facts: English language learners. <https://nces.ed.gov/fastfacts/display.asp?id=95>.

Retrieved April 24, 2018.

<sup>2</sup> As noted in the Council of the Great City Schools' *A Framework for Raising Expectations and Instructional Rigor for English Language Learners* (2014), instructional materials must: "Provide ELLs with the necessary rigor in language development, provide ELLs with full access to grade-level instructional content, integrate scaffolding for ELLs without compromising rigor or content, [and] provide ELLs access to text that increases in complexity, with intentional connections between ESL and ELA instruction, all anchored in the CCSS" (pg. 13).

<sup>3</sup> [https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/CGCS\\_RetrievedEngLang\\_pub\\_final.pdf](https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/CGCS_RetrievedEngLang_pub_final.pdf)

<sup>4</sup> [https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/CGCS\\_RetrievedEngLang\\_pub\\_final.pdf](https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/CGCS_RetrievedEngLang_pub_final.pdf)



### Additional Considerations for Supporting ELs

**Engagement:** ELs learn best when they are actively engaged in the learning process. This can be accomplished by activating interest in the content and/or the teacher and by making sure they feel comfortable participating.

- **Interest:**
  - Build in opportunities for students to informally connect with you and one another, perhaps at the beginning or end of class.
  - Get to know student interests and adapt content to include those topics.
  - Offer students choice in assignments when possible.
    - Allow students to submit written or audio responses to assignments.
    - Provide choice in topic or how they engage with the topic.
  - Take "brain breaks" periodically with movement or brain games.
- **Participation:**
  - Assign students partners or small groups to increase speaking opportunities. Group students strategically by language level or content knowledge (sometimes heterogeneously, sometimes homogeneously). Regroup regularly.
  - When in small groups, assign roles to individual students and rotate these roles.
  - Invest students in the content by stating a clear purpose at the beginning of the lesson.
  - "Warm call" students by telling them that you will be calling on them to respond.
  - Give students the opportunity to share with a peer/the teacher or write prior to sharing out whole group (think-pair-share, numbered heads together, talking chips, etc.)

**Access:** It is important to continue using the established curriculum, adapting for remote learning and language needs where possible/necessary. Scaffolds and feedback are methods to maintain rigor while still providing access points to instruction.

- **Scaffolding:**
  - Provide sentence frames and/or stems for responses.
  - "Chunk" content of classes and/or texts: stop frequently and provide opportunities for students to engage with the content (e.g., by answering a question about the content or summarizing it).
    - Indicate specific parts of the text that you want students to re-read for important information.
  - Provide graphic organizers and model their use.
  - Provide templates for writing and model their use.
  - Use closed-captioning for videos.
  - Include information that uses all modalities—written, auditory, and visual—so that students see it in multiple ways.
  - Use leveled texts where appropriate.

ACHIEVE THE CORE



# Feedback Survey

<https://tinyurl.com/NDE7Survey>



# Coming Soon!

- Available from Student Achievement Partners (next week):
  - Grade-level specific, essential content for literacy and mathematics.  
([www.achievethecore.org](http://www.achievethecore.org))
- Nebraska-specific academic guidance (mid/late June):
  - Core content and considerations for assessment, instructional materials, and professional learning
  - Will be available on Launch Nebraska.



# Webinar Archives

**Archived Sessions available at:**

[https://www.launchne.com/  
professional-learning-and-  
resources/](https://www.launchne.com/professional-learning-and-resources/)



# Upcoming Professional Learning

**Tuesday 6/9 (4:30 p.m. CST):**

Leveraging Assessment for  
Individualized Instruction



**Thursday 6/11 (4:30 p.m. CST):**

Supporting Independent Science  
Learning





<https://tinyurl.com/NDE7Survey>

THANK YOU

