



Supporting Distance Language Learning

Primary

Wednesday: 8/12/20

3:30 pm to 4:30 pm

Efraín Tovar

Newcomers/ELD Teacher
Selma Unified School District
@efraintovarjr

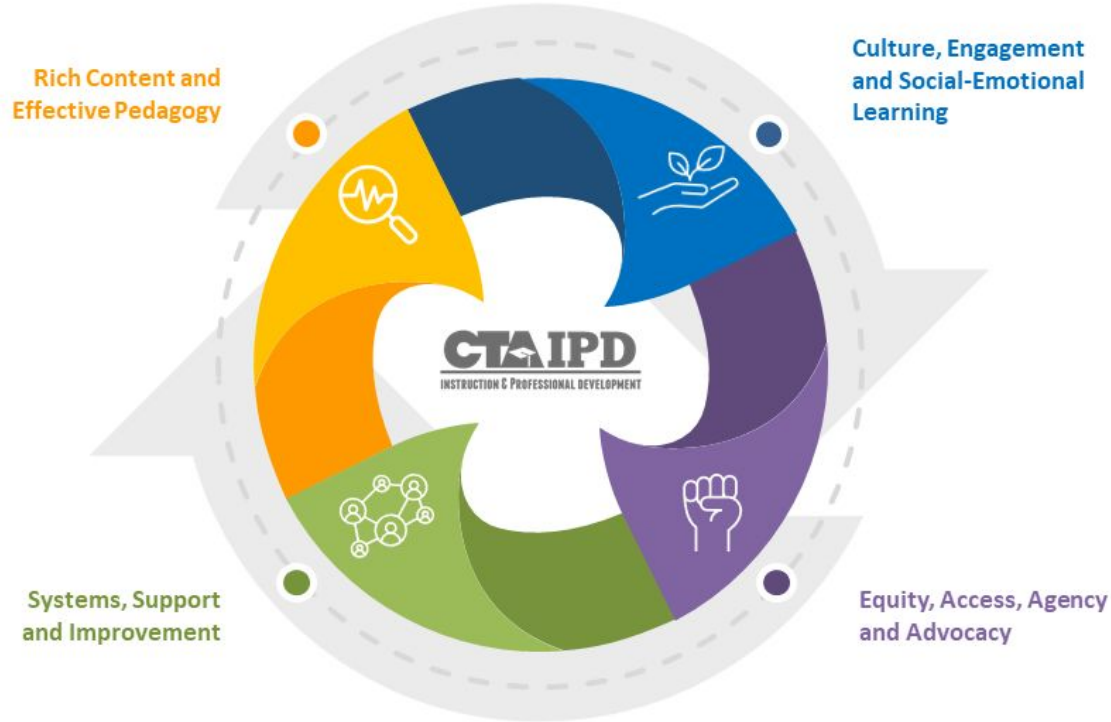


DISTANCE LEARNING SUPPORT SERIES

August Launch!

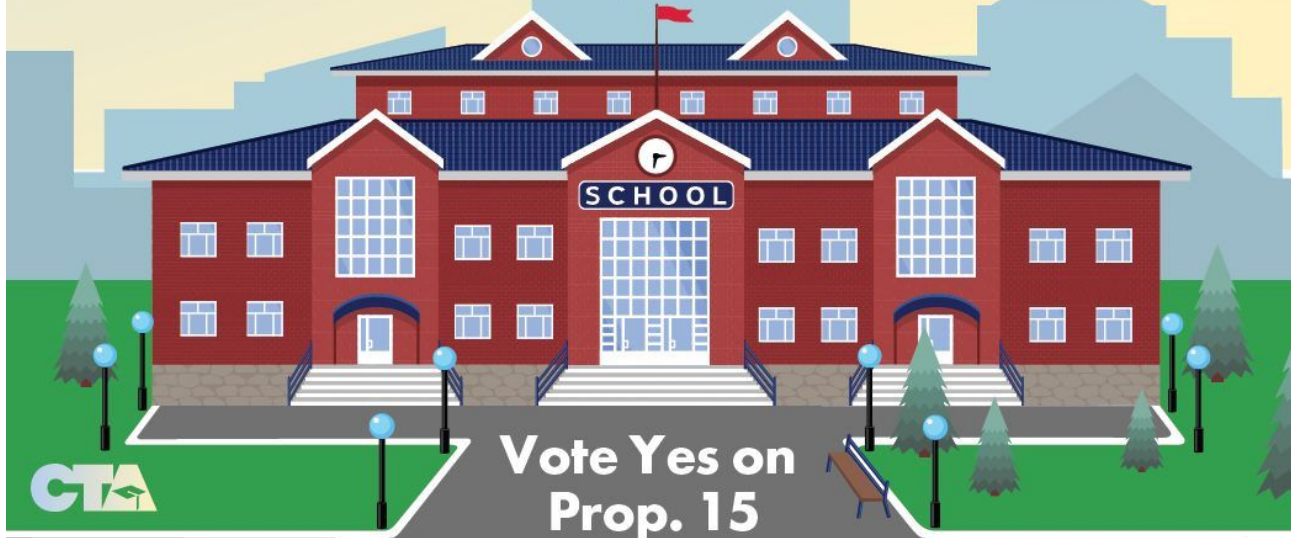


Distance Learning Support



Be part of reclaiming \$12 billion each year for California schools and communities by closing tax loopholes big corporations have exploited for more than 40 years.

**SCHOOLS &
COMMUNITIES
FIRST**



**Vote Yes on
Prop. 15**

**SMALLER CLASS SIZES! MORE COUNSELORS AND NURSES! BRINGING
BACK ART AND MUSIC! KEEPING STUDENTS AND EDUCATORS SAFE!
THAT'S WHY I'M SUPPORTING PROP. 15. WHY WILL YOU?**

<https://www.cta.org/our-advocacy/scf>

خوش آمدی

bienvenido

ਸੁਆਗਤ ਹੈ

Ku xāá nīi

добро пожаловать

ようこそ

WELCOME

أهلاً بك

maligayang pagdating

chào mừng

歡迎

Fwɩn qwɩnluu

naimasingó



Efraín Tovar, M.A.Ed.

Site Teacher Leader | ELD Department Co-Chair | 7th-8th Grade Newcomers/ELD II, Computer Science, Digital Media Arts Teacher



etovar@selmausd.org



@efraintovarjr

@CAellchat



Apple Teacher

Efraín Tovar is a Site Teacher Leader | 7th Grade ELA Department Co-Chair | 7th-8th Grade Newcomers/ELD II, Computer Science, Digital Media Arts Teacher at Abraham Lincoln Middle School in Selma, CA. Efraín has 24 years in education ranging from elementary to university. He is a frequent speaker at local, state, national and international conferences, addressing how to utilize technology to meet the linguistic/digital needs of second language learners and their parents. He is the founder of @CAellchat, a global Professional Learning Network for teachers who teach second language learners. Efraín currently serves on the Central Valley Computer Using Educators (@CVCUE) Board and in his spare time he partners with local valley schools to provide workshops on how to bridge the digital divide in the Central Valley. You can follow Efraín on Twitter @efraintovarjr.



A background image showing several hands in business attire (suits and a patterned shirt) building a staircase-like structure using light-colored wooden blocks. The blocks are arranged in a series of steps that ascend from left to right. The hands are positioned at various points along the structure, some placing blocks and others supporting them. The scene is set against a dark, reflective surface, creating a subtle reflection of the blocks and hands. A large, semi-transparent blue arrow points downwards from the top right towards the bottom right, partially overlapping the text and the block structure.

You don't a build a top ELD Program
you build top ELD teachers
and then the top ELD teachers
build the program.

@efraintovarjr

AGENDA

1. The State of ELLs
2. #CONNECTION
3. #STORY
4. #MyNAME
5. #ENGAGEMENT
6. ELD Begins With Empathy *#DesignThinking*
7. #BeCREATIVE
8. **Let's Engage**
9. **Resources**
10. **Get Connected**

Listening



Speaking



Reading



Writing



Creativity



U.S. ELL Population

**By 2025, 1 in 4
students in the
U.S. will be an
ELL.**





38%

CA's Students are ELs*





What's the **4th** most spoken language in California schools?

Arabic*

*Did you know that there are **35** varieties of Arabic?

Sources:

<https://www.ethnologue.com>

<https://data1.cde.ca.gov/dataquest>

@efraintovarjr

#CAellchat

Spanish Vietnamese Mandarin Arabic Cantonese Filipino Russian

**Modern Standard
Arabic (MSA)**

Yemeni Arabic

San'ani
(North Yemen)

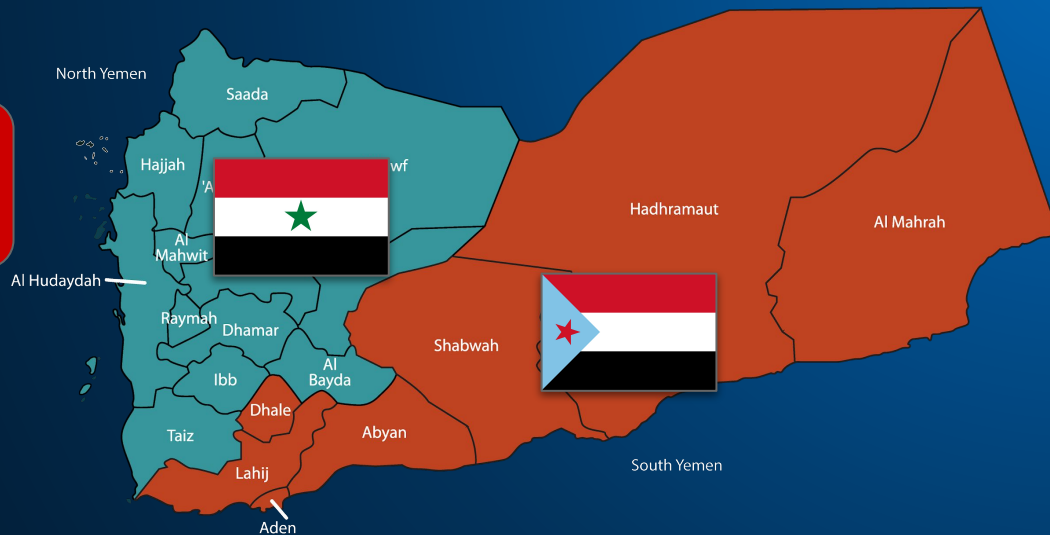
Tihami
(Western Coast)

Ta'izzi-Adeni
(South Yemen-Aden)

Hadhrami
(South Yemen-Hadhramaut)

Adeni Shaeabi

Regional Sub-Dialects

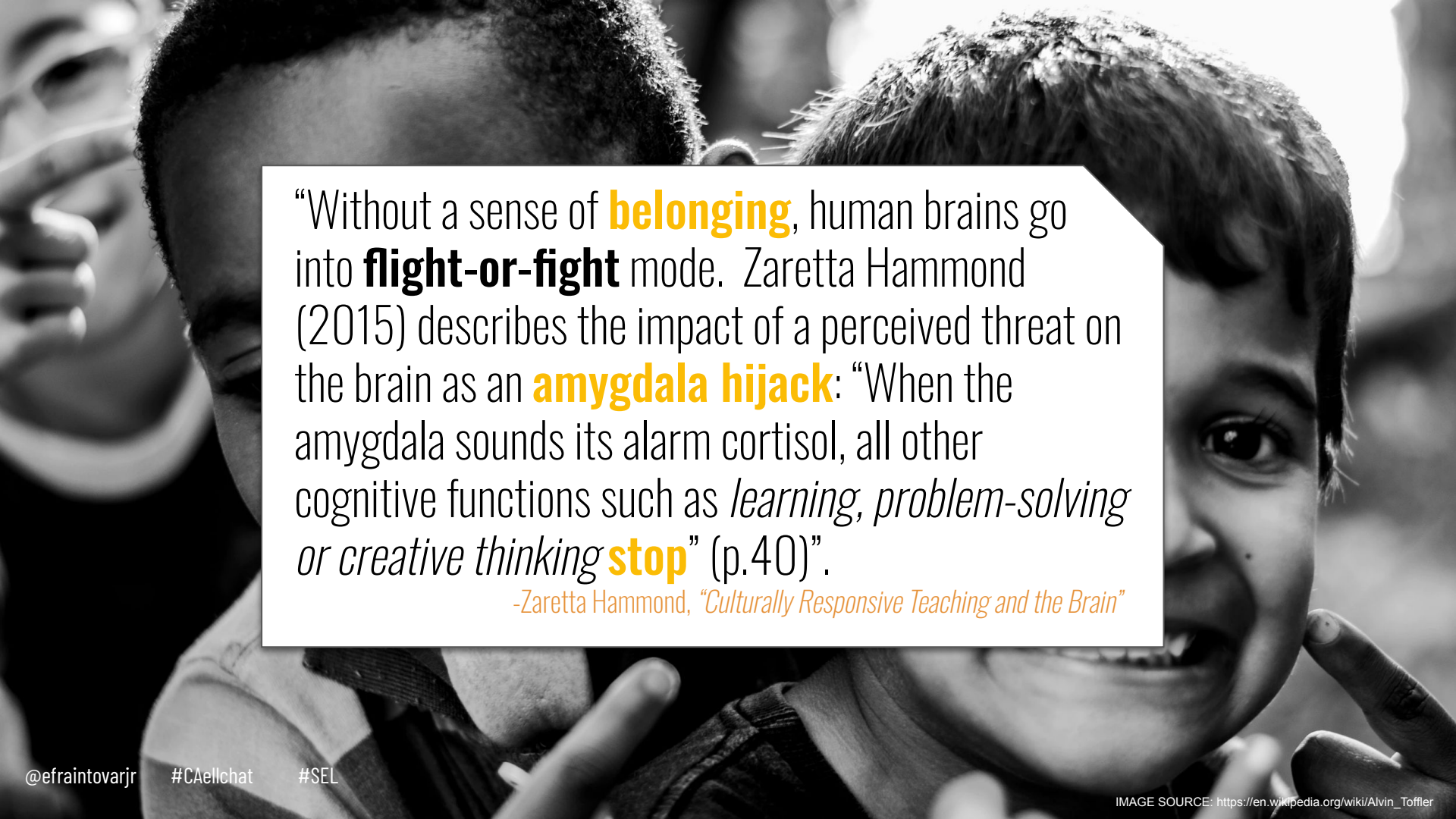


#CONNECTION



"I've learned that people will forget what
you **said**, people will forget what you **did**,
but people will never forget how you
made them **feel**."

— *Maya Angelou*



“Without a sense of **belonging**, human brains go into **flight-or-fight** mode. Zaretta Hammond (2015) describes the impact of a perceived threat on the brain as an **amygdala hijack**: “When the amygdala sounds its alarm cortisol, all other cognitive functions such as *learning, problem-solving or creative thinking* **stop**” (p.40)”.

-Zaretta Hammond, “*Culturally Responsive Teaching and the Brain*”



Jay Dostal, Ed.D.

#OwnYourEpic

@jaydostal

Father, Educator, 2016 NE Principal of the Year. Living and loving life in Northwest Arkansas. Tweets are my own.

[#OwnYourEpic](#)

Fayetteville, AR

aviewfromtheprincipalsdesk.blogspot.com

COVID-19 HIERARCHY OF NEEDS FOR SCHOOLS

Based off of Mazlow's Hierarchy of Needs

**SCHOOL IS
IMPORTANT DURING
THIS CRISIS**

BUT....

**NOT AS IMPORTANT
AS THE NEEDS OF
OUR FAMILIES WHO
ARE EXPERIENCING
ANXIETY AND FEAR
AS WE DEVELOP OUR
NEW NORMAL**



Our kids and families need us more than ever to model social and emotional learning before content.

@jaydostal

#STORY



KIDS

Yemeni student excels in
computer programming while
learning English



Assign



Assign

learning English
computer programming while



EVERY ELL has a story to tell!

#MyNAME

“A person’s **name** is to him or her the sweetest, most important sound in any language.” - Dale Carnegie



#ENGAGEMENT



MINDSET

ACTIONS

01

Value

- Does every student feel a sense of **belonging** and **connection** in my class?
- How am I **connecting** my teaching to students' background knowledge, home language(s) and experiences?

02

Expect

- What are my **goals** for student learning?
- What does **success** look like?
- What are my **success** criteria?

03

Engage

- How will my students **demonstrate** success?
- What **academic conversations** and **tasks** will I structure for this goal?

04

Observe

- What do students **say** and **do** as they engage?
- What do their **words** and **actions** reveal about their understandings, strengths, confusions, and/or language use related with the goal

05

Support

- What **instruction** and **supports** will I provide to help students build from current understandings to succeed with the goal?

06

Reflect/Adapt

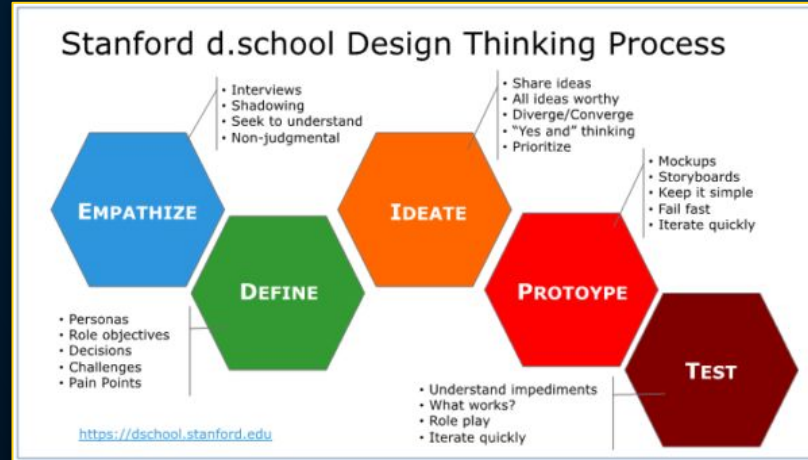
- How did my instruction **impact** student learning? How will I **adapt** my approach to ensure every learner thrives?



Engagement begins with empathy!

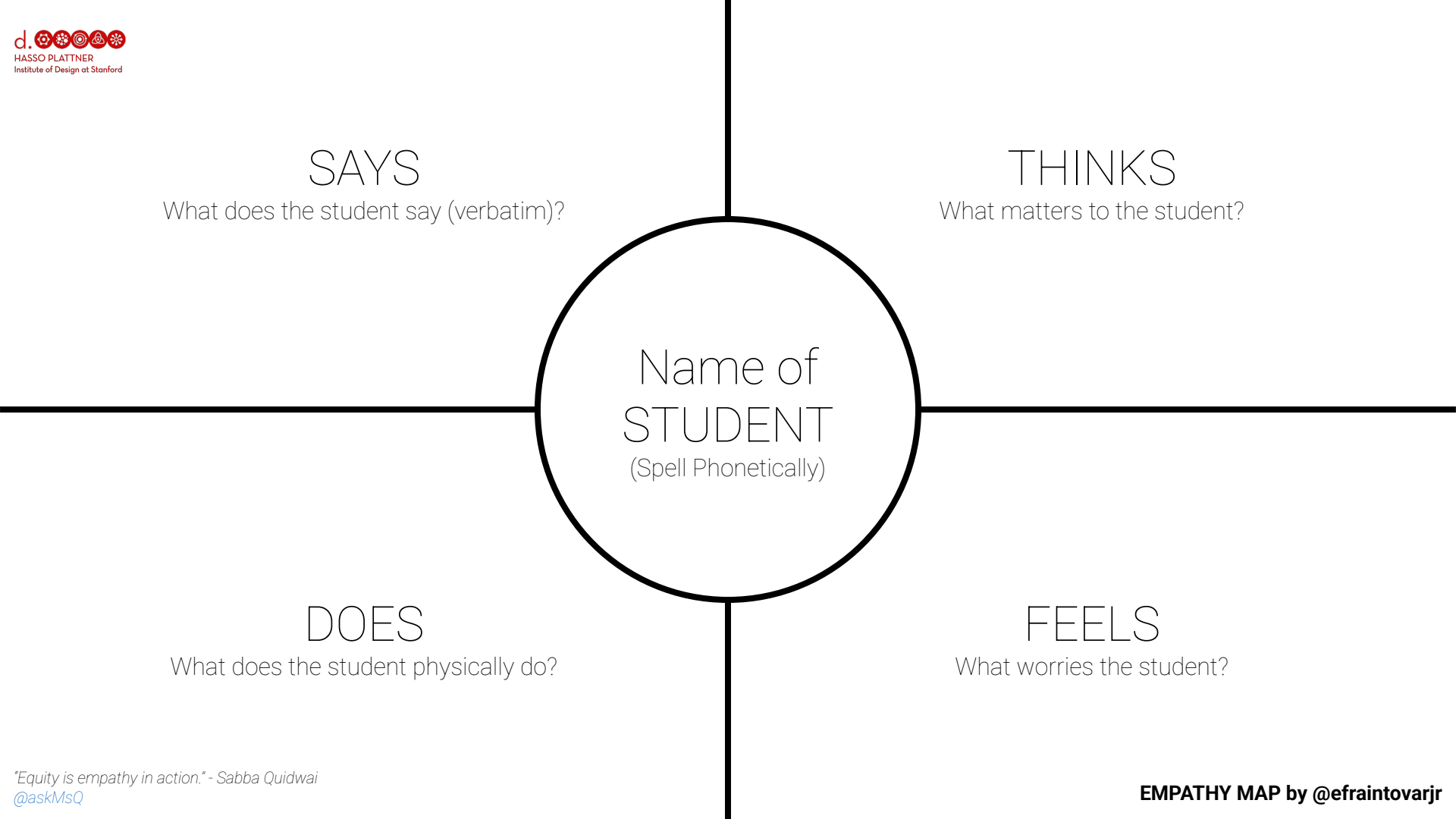
Engaging ELLs & Their Parents BEGINS WITH DESIGN THINKING

SCHOOL
RETOOL



What I **perceive** about my (ELL) students is **directly correlated** to what I fundamentally **believe**.





SAYS

What does the student say (verbatim)?

THINKS

What matters to the student?

Name of
STUDENT
(Spell Phonetically)

DOES

What does the student physically do?

FEELS

What worries the student?

#BeCREATIVE

A young girl with blonde hair is looking directly at the camera. Her face and hands are covered in colorful paint. She has dark paint around her eyes and on her forehead, and yellow and blue paint on her hands. The background is a blurred outdoor setting.

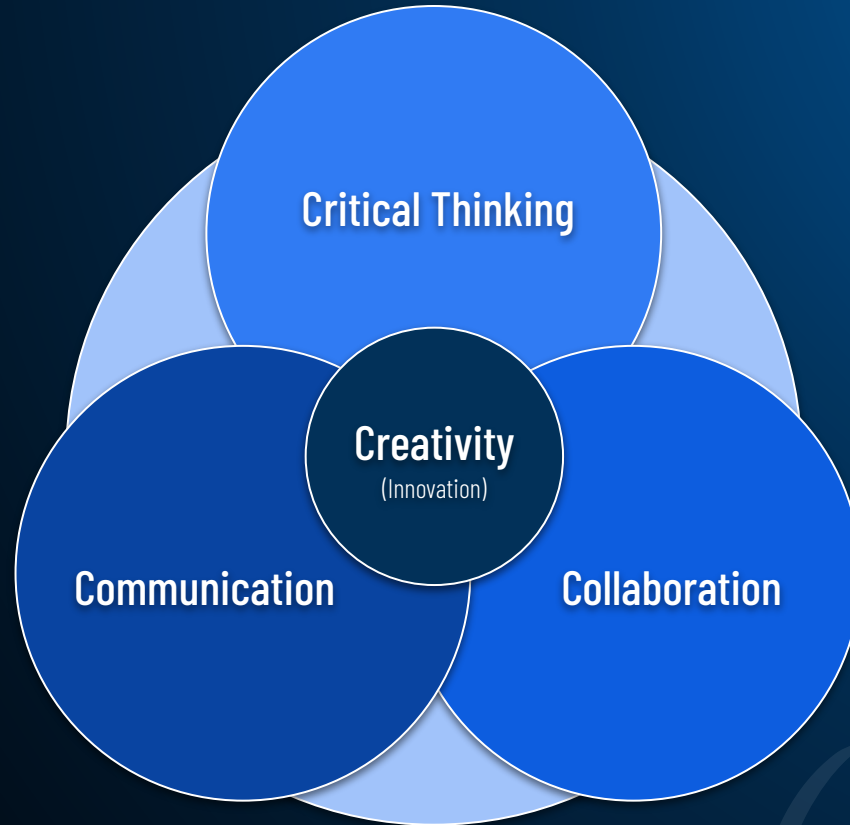
ELD is **NOT** a program

A young girl with blonde hair is the central figure, her face and hands covered in colorful paint splatters. She is looking directly at the camera with a neutral expression. The background is a soft, out-of-focus blue. The text is overlaid on the image, with 'ELD is a' in yellow and 'MINDSET' in white.

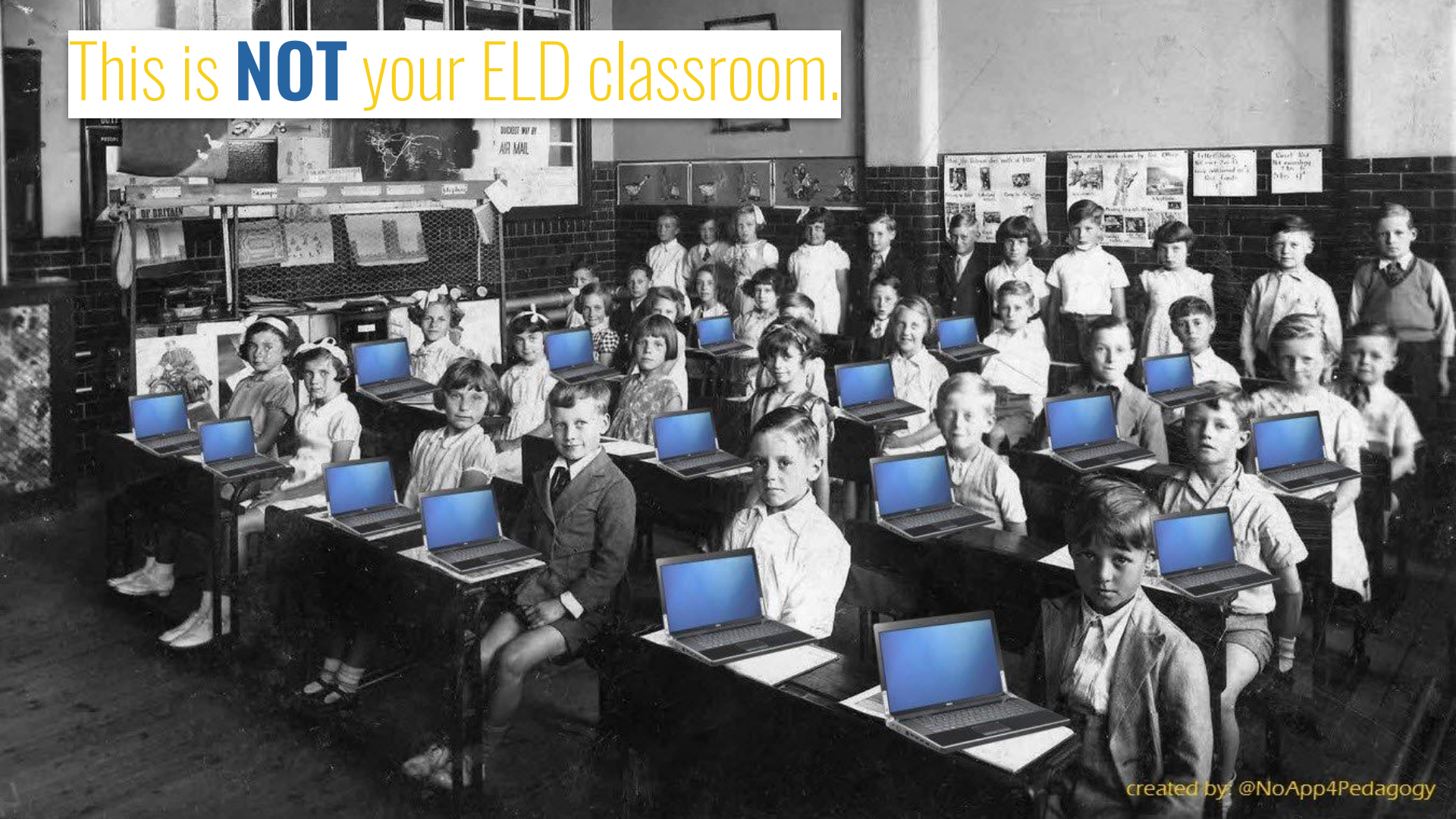
ELD is a **MINDSET**

What ELLs *do* must be
DIFFERENT

4Cs: Creativity must be at the **heart** of learning.



This is **NOT** your ELD classroom.



What's the purpose of a worksheet?



Dr. Justin Tarte

[@justintarte](#)

Executive Director of #HR in
[@unionrx.](#)

St. Louis, Missouri

[justintarte.com](#)

“You never want to get on a plane where the pilot learned to fly from worksheets.”



THERE IS NO SPECIAL ELD SILVER BULLET



LET'S ENGAGE

A top-down view of a wooden workbench cluttered with various tools like hammers, saws, and wrenches, with a laptop in the center. A white banner with red text is overlaid on the laptop.

“Tools do not build a house. Verbs do.”

@efraintovarjr #CAellchat

ELD via Distance Learning **ASYNCHRONOUS ELD (a.ELD)**



Digital Access **NOT necessarily** Required

"Teachers create learning experiences for students to work on their own pace and take time to absorb content."

1. Project Based Learning
2. Phone Calls/Text Messaging
3. Choice Board Activities
4. Paper/Pencil Activities
5. Reading Logs & Journals



ELD via Distance Learning **SYNCHRONOUS ELD (s.ELD)**

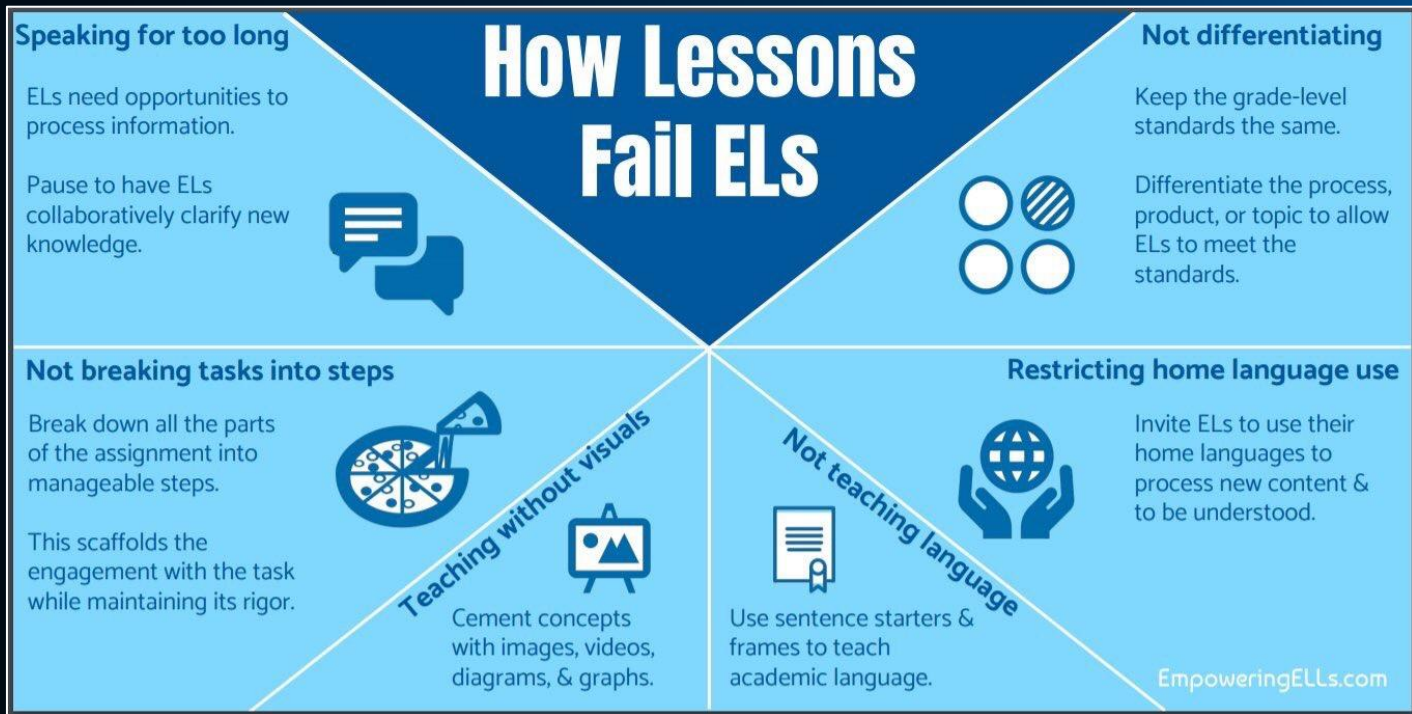


Digital Access **Required**

"Teachers and students meet online in real time Through video conferencing or live chatting."

1. Lessons via Zoom/Google Meet
2. Phone Calls/Text Messaging
3. Small Group Instruction
 - a. by proficiency level (w/ scaffolds)
 - b. mixed groups (fluency building)
4. Teacher Feedback & Support As Needed





Tan Huynh

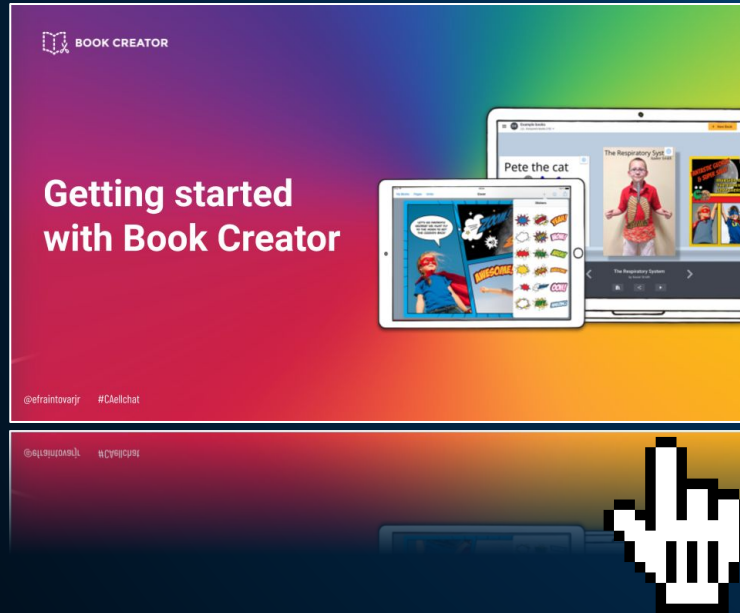
@TankHuynh

Collaborating w/ teachers who work with language learners like me (podcast: tinyurl.com/y7cytf7m). I do not engage in Twitter tantrums.

Vientiane, Laos

empoweringells.com

Book Creator INTRODUCTION



BE CREATORS!

Listening



Speaking



Reading



Writing



Creativity





BOOK CREATOR

Try Book Creator for free today Get 1 library with
40 books to use in your classroom.

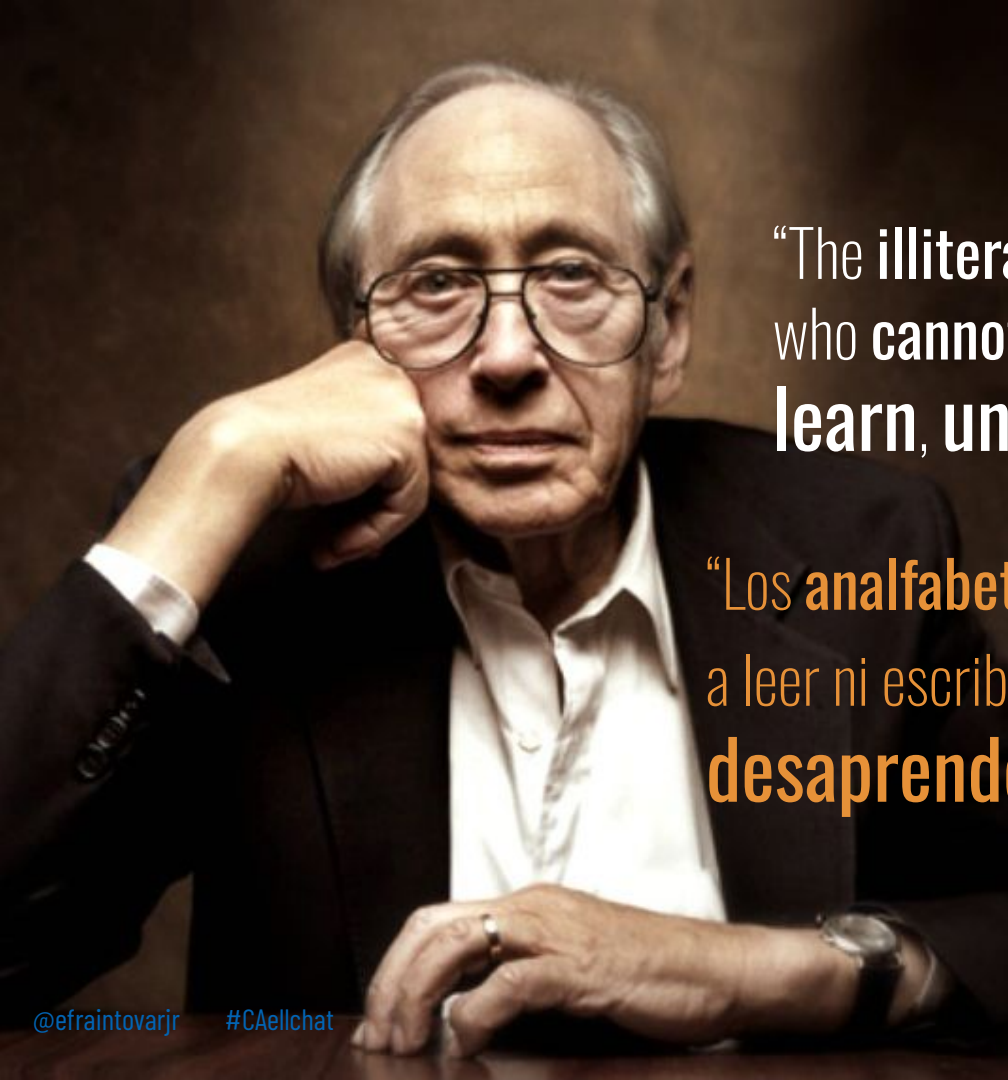


Download on the
App Store

Book Creator Newcomer Sample



RESOURCES



“The **illiterate** of the 21st century will **not** be those who **cannot** read and write, but those who cannot **learn, unlearn, and relearn.**” -Alvin Toffler

“Los **analfabetos** del siglo XXI no **serán** que no saben a leer ni escribir, sino los que no pueden **aprender, desaprender, y volver a aprender.**” -Alvin Toffler

PREPRODUCTION
(Silent/No English)

CHARACTERISTICS:
Students have very few oral skills and may only respond nonverbally by pointing, gesturing, nodding, or drawing.

APPROX TIME FRAME:
0 - 6 months

TEACHER PROMPTS:
Show me...
Circle the...
Where is...?
Who has ...?

VOCABULARY:
500 known words

ABLE TO:
Observe, Listen, Locate,
Label, Match, Show,
Classify, Categorize

1

EARLY PRODUCTION
(Receptive English Only)

CHARACTERISTICS:
Students listen with greater understanding and can produce a limited number of words, phrases, and simple sentences.

APPROX TIME FRAME:
6 months - 1 year

TEACHER PROMPTS:
Yes/No questions
Either/or questions
One or two word answers
Lists
Tables

VOCABULARY:
1,000 known words

ABLE TO:
Name, Recall, Draw, List,
Record, Point Out,
Underline, Organize

2

SPEECH EMERGENCE
(Survival English)

CHARACTERISTICS:
Students have better comprehension and produce simple sentences. Makes grammar and pronunciation errors.

APPROX TIME FRAME:
1 - 3 years

TEACHER PROMPTS:
Why ...?
How ...?
Explain ...?
Phrase or short sentence answers

VOCABULARY:
3,000 known words

ABLE TO:
Tell, Describe, Restate,
Compare, Question, Map,
Dramatize

3

INTERMEDIATE FLUENCY

CHARACTERISTICS:
Students demonstrate increased levels of accuracy and correctness and are able to express thoughts and feelings.

APPROX TIME FRAME:
3 - 5 years

TEACHER PROMPTS:
What would happen if...?
Why do you think ...?

VOCABULARY:
6,000 known words

ABLE TO:
Create, Contrast, Predict,
Express, Report, Evaluate,
Explain

4

ADVANCED FLUENCY
(Proficient English)

CHARACTERISTICS:
Students produce language utilizing varied grammatical structures and vocabulary, comparable to native speakers of the same age.

APPROX TIME FRAME:
5 - 7 years

TEACHER PROMPTS:
Decide if ...?
Retell ...?

VOCABULARY:
Content area vocabulary

ABLE TO:
Infer, Hypothesize,
Outline, Rewrite, Assess,
Critique, Summarize, etc.

5

3 Best **Scaffolding** Strategies for ELLs

1. Show and Tell (Visual Aids)
2. Tap Into Prior Knowledge
3. Give Time to Talk (Pair Share)
4. Pre-Teach Vocabulary
5. Use Visual Aids
6. Pause, Ask Questions, Pause, Review (CFU)

SOURCE: [6 Scaffolding Strategies to Use With Your Students](#)

1

1. Focus on Academic Language
2. Literacy, and Vocabulary
3. Link Background Knowledge and Culture to Learning
4. Increase Comprehensible Input and Language Output
5. Promote Classroom Interaction
6. Stimulate Higher Order Thinking and the Use of Learning Strategies

SOURCE: [The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K - 12](#)

2

1. Use of first language
2. Read Aloud
3. Modeling/Gestures
4. Intentional Small Group/Partner Group
5. Sentence Structures/Starters
6. Connect to Background Knowledge
7. Graphic Organizers
8. Visuals/Realia

SOURCE: [8 Strategies for Scaffolding Instruction](#)



3



TeachingChannel

#CAellchat

CAL CENTER
FOR APPLIED
LINGUISTICS



Designed and Compiled by
@efraintovarjr

Distance Learning LANGUAGE & LITERACY

Language and Literacy
Tool

California English Language Development Standards

Kindergarten – 12th Grade

Stanislaus County Office of Education
Tara Changaris, Superintendent

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1. Exchanging Information and Ideas

9th - 10th Grade

	Emerging Level	Developing Level	Bridging Level
Listening	Understands the main idea and supporting details of a short audio recording.	Understands the main idea and supporting details of a short audio recording.	Understands the main idea and supporting details of a short audio recording.
Speaking	Understands the main idea and supporting details of a short audio recording.	Understands the main idea and supporting details of a short audio recording.	Understands the main idea and supporting details of a short audio recording.
Reading	Understands the main idea and supporting details of a short audio recording.	Understands the main idea and supporting details of a short audio recording.	Understands the main idea and supporting details of a short audio recording.
Writing	Understands the main idea and supporting details of a short audio recording.	Understands the main idea and supporting details of a short audio recording.	Understands the main idea and supporting details of a short audio recording.

2. Understanding Information

9th - 10th Grade

	Emerging Level	Developing Level	Bridging Level
Listening	Understands the main idea and supporting details of a short audio recording.	Understands the main idea and supporting details of a short audio recording.	Understands the main idea and supporting details of a short audio recording.
Speaking	Understands the main idea and supporting details of a short audio recording.	Understands the main idea and supporting details of a short audio recording.	Understands the main idea and supporting details of a short audio recording.
Reading	Understands the main idea and supporting details of a short audio recording.	Understands the main idea and supporting details of a short audio recording.	Understands the main idea and supporting details of a short audio recording.
Writing	Understands the main idea and supporting details of a short audio recording.	Understands the main idea and supporting details of a short audio recording.	Understands the main idea and supporting details of a short audio recording.

ELD Planning & REFLECTION

ELD Planning & Reflection

Part 1: Planning for Learning/Engaging

	1	2	3	4	5	6	7	8	9	10	11	12
Collaborative												
Interpretive												
Productive												

Part 2: Learning/Engaging English Skills

	1	2	3	4	5	6	7	8	9	10	11	12
Understanding Information												
Exchanging and Exchanging Ideas												
Understanding Information												

ELD Planning & Reflection

Part 1: Planning for Learning/Engaging

	1	2	3	4	5	6	7	8	9	10	11	12
Collaborative												
Interpretive												
Productive												

Part 2: Learning/Engaging English Skills

	1	2	3	4	5	6	7	8	9	10	11	12
Understanding Information												
Exchanging and Exchanging Ideas												
Understanding Information												

Recommended EDTECH FOR ELs

THE ENGLISH LEARNER TOOL

Let's Give Them a Hand

Supporting English Learners during COVID-19

WHY IS ELD IMPORTANT?

Moral Obligation

Professional Obligations

Legal Obligation

Stanislaus County Office of Education

EDTECH FOR ELs

Stanislaus County Office of Education

DISTANCE LEARNING CHOICE BOARDS

d.ELD

Keep Lessons to 15-30 Minutes

WEEKLY GOAL:

Choose FOUR (4) out of eight (8) activities to complete each week and submit activities & log through [Google Classroom](#).

	LISTEN	SPEAK	READ	WRITE	VOCAB	CREATE
WEEK 1 May 4-8	Visit Khan Academy. Watch a video for a class or topic that you have questions about. <u>Summarize</u> what you learned. _____ COMPLETED	Join a virtual <u>meeting</u> or <u>phone call</u> with your teacher. Ask & answer <u>questions</u>. _____ COMPLETED	Select & read two (2) <u>articles</u>: News in Levels What are five (5) new <u>facts</u> that you learned? _____ COMPLETED	Keep a <u>daily journal</u>: Write a paragraph with the date to record what you are doing, how you are feeling & what your family is experiencing. _____ COMPLETED	_____ COMPLETED	_____ COMPLETED
	<u>Listen</u> to a podcast or assignment _____ COMPLETED	<u>Flipped</u> assignment or prompt _____ COMPLETED	Read for twenty (20) minutes & <u>summarize</u> the main idea _____ COMPLETED	Choose a <u>visual</u> <u>writing prompt</u> to write about (150 words min.) _____ COMPLETED	_____ COMPLETED	_____ COMPLETED



Student Name: _____ Reading Goal = _____ minutes a week

Parent/Guardian Signature: _____ Date: _____

Modified by [Elaine Toxas](#), Selma Unified School District
Credit to [Jasmine Blanchard](#), Sanger Unified School District

5 Things Educators Can Do TO SUPPORT ELs

5 Things Educators Can do to Support Instruction for English Learners During COVID-19



Establish two-way lines of communication with students and their families to regularly communicate about assignments, curriculum, or other critical updates, and to ensure their needs are being met. Transition technology and resources for ELs, parents and students. Language, hardware, internet access, code, etc., and provide necessary guidance, instructions, and support to students and their families in their home language. Explore innovative ways to engage ELs in content subject area content in a remote learning environment.



Closely collaborate with your school's EL/ESL bilingual coordinators to ensure the transition to remote learning includes ELs. Consider the accessibility needs of learning platforms and resources for ELs, parents and students. Language, hardware, internet access, code, etc., and provide necessary guidance, instructions, and support to students and their families in their home language. Explore innovative ways to engage ELs in content subject area content in a remote learning environment.



Provide daily opportunities for your students to speak and be formatively assessed on a regular basis throughout the remote-learning curriculum. Students and parents might be concerned that students are not being given regular interaction opportunities and feedback on their language. Interact with more fluent others and opportunities to build on each other's ideas is one of the most powerful ways to learn (see Rich, Talk & Talk Learning). These opportunities may be provided over the phone with the educator, remote interactions with classmates, or other means.



Engage parents as allies to ensure their children read, speak, write, and learn in some form every day. Encourage this practice in their home language as well as English.

- Strategically select texts that ELs can read (consider the student's strengths as a reader).
- Assign interesting podcasts, news clips, videos for students to listen to and take bullet-point notes on. They can then share them with family, classmates, or teachers over the phone or online.
- Assign writing assignments that are clear and provide criteria for success and models.



Emphasize student agency, curiosity, and exploration. Tap into the lived experiences, funds of knowledge, and assets of families to harness these powerful sources of learning. Provide access to quality multilingual learning resources so that parents can support learning at home. These can be online or electronic, print, or video formats. Use ILEU and TESOL recommended resources.

Establish two-way lines of communication with students and their families to regularly communicate about assignments, curriculum, or other critical updates, and to ensure their needs are being met. Transition technology and resources for ELs, parents and students. Language, hardware, internet access, code, etc., and provide necessary guidance, instructions, and support to students and their families in their home language. Explore innovative ways to engage ELs in content subject area content in a remote learning environment.

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- Assign writing assignments that are clear and provide criteria for success and models.

ELD Planning & REFLECTION

ELD Planning & REFLECTION d.ELD

A 9-12 Minutes Lesson Planning Template

FOUR KEY d.ELD COMPONENTS	RESPONSE	RESOURCES
1. ELD STANDARDS: What standard(s) are you working on?		
2. ACADEMIC VOCABULARY: Look at your lesson. What key vocabulary must the students know to be successful (no more than 3 words each week)?		
3. ORAL LANGUAGE DEVELOPMENT: What structures/locations will you have in place for students to practice language?		
4. MEANINGFUL INTERACTIONS: How will the students have meaningful interactions?		
5. OPTIONAL/MORE PRACTICE: Interact games and activities.		

Modified by David Galloway, Texas State Center Office of Education
Credit to CAELL for sharing all d.ELD documents

Designed by [David Galloway](#) for [CAELL](#)

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Published by the Texas State Office of Education

5 REMOTE LEARNING TIPS FOR PARENTS

5 CONSEJOS PARA PADRES SOBRE EL APRENDIZAJE A DISTANCIA

@CAELLCHAT #CAELLCHAT

ESTABLECE UNA RUTINA
Trata de usar el mismo lugar tranquilo cada día. Intenta ser consistente en tiempo y estructura.

NO TE PREOCUPES POR ACABAR TODO
Aprendiendo en casa será diferente que aprender en la escuela. No esperes que los estudiantes terminarán todo; ni pienses que tu tienes que hacerlo todo.

MANTEN UN RITMO
Deja que los estudiantes trabajen a su propio ritmo. Y deja que trabajen a TU ritmo. No intentes lograrlo todo en un día. ¡Date el regalo del tiempo!

TOMA UN DESCANSO
Cuando sea necesario, paren. No permitas que una sesión de aprendizaje se convierta en una lucha. Deja que tu estudiante tome un descanso si es necesario. ¡O tómate un descanso si lo necesitas!

¡DISFRUTA ESTE TIEMPO JUNTOS!
Estás en un tiempo único en la historia. No planeaste estar en casa con tu hijo/a, aprovéchate al máximo. Tomen una caminata. Hórnean un pastel. Tomen un paseo en bicicleta. ¡Disfruten el tiempo JUNTOS!

Source: Ron Gray, @RAGray, franciscobutler.com : Translation by @franciscoj

ELD VOCABULARY DEVELOPMENT

Word | Syllables. Rate your understanding (before): 0 1 2 3 4 5

analyze | an•a•lyze

Syllables: **3**

Image/Icon:

Meaning/Definition: to study (something) **closely** and **carefully**.

Create a sentence (UTS: ☐ who, ☐ where, ☐ when, ☐ what; UTS: ☐ how, ☐ why, ☐ would, ☐ could, ☐ should):
Today, I will **analyze** an image.
How: **analyze** an image.

UTS: **Analyze** the picture and answer the following question, "Why is the boy sad?"

Part of Speech: **verb** # of Definitions: **3** Video (URL): [1p3gk1d1m1c](https://www.youtube.com/watch?v=1p3gk1d1m1c)

Synonyms (similar): examine, study, break down

Antonym (opposite): synthesize

Word | Syllables. Rate your understanding (before): 0 1 2 3 4 5

help | 3

Syllables: **3**

Image/Icon:

Meaning/Definition: to assist or aid someone.

Create a sentence (UTS: ☐ who, ☐ where, ☐ when, ☐ what; UTS: ☐ how, ☐ why, ☐ would, ☐ could, ☐ should):
My friend helped me with my homework.

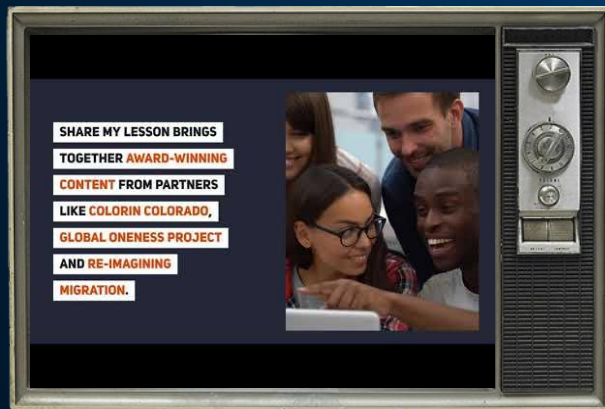
UTS: **Help** your friend with their homework.

Part of Speech: **verb** # of Definitions: **3** Video (URL): [1p3gk1d1m1c](https://www.youtube.com/watch?v=1p3gk1d1m1c)

Synonyms (similar): assist, aid, support

Antonym (opposite): hinder, obstruct

RESOURCES TO SUPPORT ELs & Ts



 **sharemylesson**
By Educators, For Educators

Designated ELD “8p*ARTS”

CRITICAL ANALYSIS - ELD



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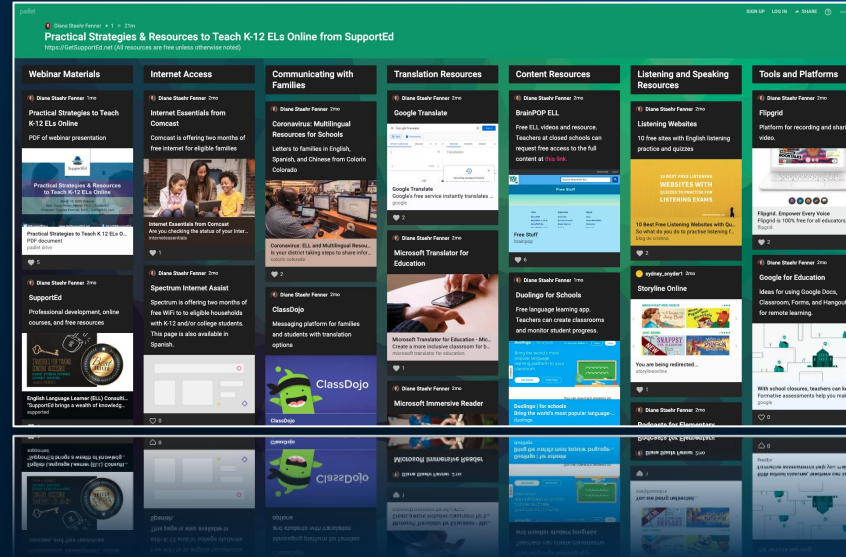
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d.ELD
Modified 8 p*ARTS of Speech Template

Practical Strategies & Resources K-12 ELs



resources

Distance Learning TIPS & STRATEGIES



Supporting English Learners:
Tips & Strategies for Distance Learning

Link to slides:
<https://bit.ly/distanceELD>
Link to screencast:
<https://bit.ly/distanceELDscreencast>

Distance Learning d.ELD CHOICE BOARDS



Designated ELD Choice Boards
Overview & Recommendations

Link to slides:
<https://bit.ly/choiceELDoverview>
Link to screencast:
<https://bit.ly/choiceELDscreencast>



Theresa Blanchard

@CarteBlanchard

Wife. Mother. Daughter. Sister.
Aunt. Friend. Teacher. Coach.
Student. Lifelong Learner.

Fresno, CA

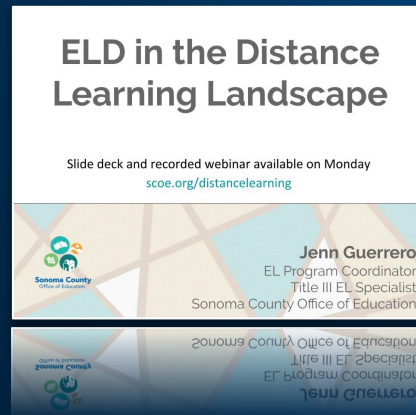
sangerlearns.com

sangerlearns.com

Distance Learning EdTech Guides



Distance Learning d.ELD



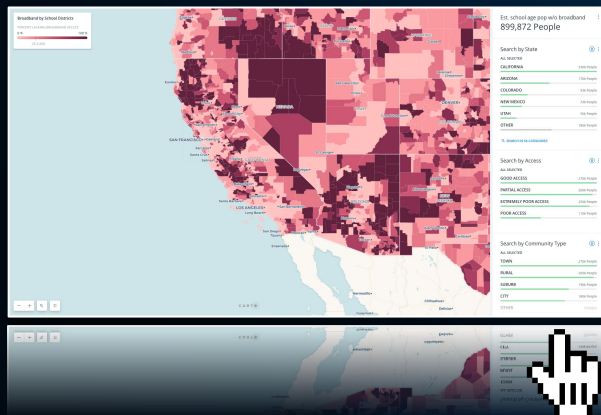
Jenn Guerrero

@ELSCOE

Sonoma County Office of Education, English Learner Program Coordinator. I firmly believe in the limitless potential of EVERY child.

Broadband Availability by School District Map

"How does broadband inequality complicate COVID-19 school closures in rural areas? To help illustrate some of the stark realities of what rural Americans are experiencing in the wake of this monumental health crisis, CORI's Mapping and Data Analytics team has created an interactive broadband map to better visualize and understand broadband availability across America's school districts."



"EveryoneOn is a nonprofit dedicated to creating social and economic opportunity by connecting low-income families to affordable internet service and computers, and delivering digital skills trainings. Since 2012, we've helped connect more than 784,000 people, deployed thousands of computers, and delivered hundreds of hours of digital skills trainings to diverse communities."

"The Homework Gap"



GET CONNECTED



1. @Larryferlazzo (72,800)
2. @emilyfranESL (16,100)
3. @MsSalvac (15,800)
4. @ValentinaESL (12,600)
5. @TanKHuynh (12,200)
6. @judiehaynes (9,692)
7. @Toppel_ELD (9,314)
8. @DStaehrFenner (5,769)
9. @TheTechProfe (4,870)
10. @HSeslteacher (4,016)
11. @TonyaWardSinger (3,971)
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13. @dr_aquagirl (3,082)
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#CAellchat
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#Ellchat_BkClub

Last updated: July 30, 2020



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gracias

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благодарю вас

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THANK YOU

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谢谢你

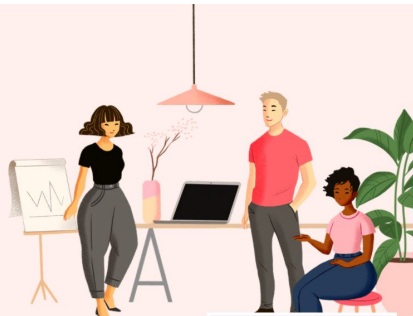
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tixd'vi

Tomorrow's Session

Special Education

Through a Distance Learning Lens



 **Supporting Students with Disabilities**
Audience: All
Thursday: 8/13/20
3:30 pm to 4:30 pm

Karen Taylor

*California Teachers Association
Instruction and Professional Development*

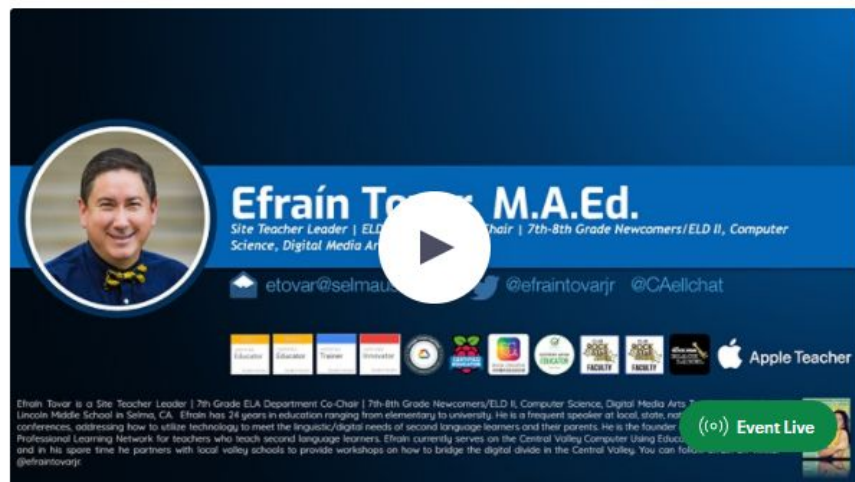


Supporting Homeless/Unstably Housed Students

Audience: All
Thursday: 8/13/20
3:30 pm to 4:30 pm

Tara Turentine

Coordinator,
Education for Homeless Children and Youth Program
Sacramento County Office of Education



Thank you!



DISTANCE LEARNING SUPPORT SERIES

August Launch!

