

Long Term English Learners

OSPI Multilingual Education Program

In the chat:

“The best part of January is.....”

Please rename yourself with your full name and school district.



Tribal Land Acknowledgement

We would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today. We are presenting today from the ancestral lands of the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe and the Yakama Confederated Tribes and Bands.





Vision

Mission

Values

All students prepared for post-secondary pathways, careers, and civic engagement.

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. **We achieve this by developing equity-based policies and supports that empower educators, families, and communities.**

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- **Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes** for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- **Requires education leaders to** develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and **actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.**



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Today's Discussion

What is meant by Long-Term English Learner status?

What does WA State data tell us?

How do we ensure students do not become long term English learners?

How do we help students who have become long-term English learners?



What is meant by Long-Term English Learner status (LTELs)?



Long-Term English Learners: Definition & Characteristics

- Students who have been identified for language support services but have not exited within 5 years AND
- Language development has stagnated; students have developed “work arounds” drawing upon the English they have acquired.
- Characteristics often include:
 - Quiet, withdrawn, appear to be busy/engaged and are often very insecure about responding aloud in class, avoid attention.
 - Aspire to graduate, go to college and/or careers the same as other students.
 - May act out, be disruptive, to cover up the language insecurity.
 - Believe they “speak English well” – teachers will also express this.

Multilingual English Learners Journey to Proficiency

- Typical trajectory to developing English proficiency is 3 to 5 years though longer is not uncommon depending on context.
- Trajectory is NOT linear – some leveling off after a few years is normal.
- For multilingual English learners who are identified in Kindergarten or 1st grade, the combination of increased academic demand in grade 3 plus developmental stage of 8/9 year old children adds to challenges.
- *Long Term English learner status is the direct result of educational systems – an indicator of what students have and have not received in their education.

What does WA State Data tell us?

230 districts with Multilingual English Learners (MLs)

83% (191) have >30% LTEL
70% (160) have >40% LTEL
40% (93) have >50% LTEL

State:
61, 223 LTEL
42%

Consequences: Significantly less likely to graduate or achieve academic potential



If our systems, structures remain the same.....

Out of every 25 ML Kindergarten students in 2022 – 2023

Districts with >30% LTEL : 7 likely to enter LTEL status by 5th grade

Districts with >40% LTEL: 10 likely to enter LTEL status by 5th grade

Districts with >50% LTEL: 12 likely to enter LTEL status by 5th grade

What can we do to prevent this from happening?



Comment/Questions?

2/1/2023

How do we
ensure students
do not become
long term
English
learners?



“The quantity, quality, and consistency of programs and instruction English Language Learners receive can move them towards English proficiency and content mastery or relegate them to long term status.”

Olson, L. (2014). Meeting the Unique Needs of Long -Term English Learners.

Program Models and Systems

Choose strong model

Implement fully with adequate funding, staffing and appropriate instruction

Create systemic structures to support the program

Evaluate annually for effectiveness



Longitudinal Student Outcome Data by ELD Program Model

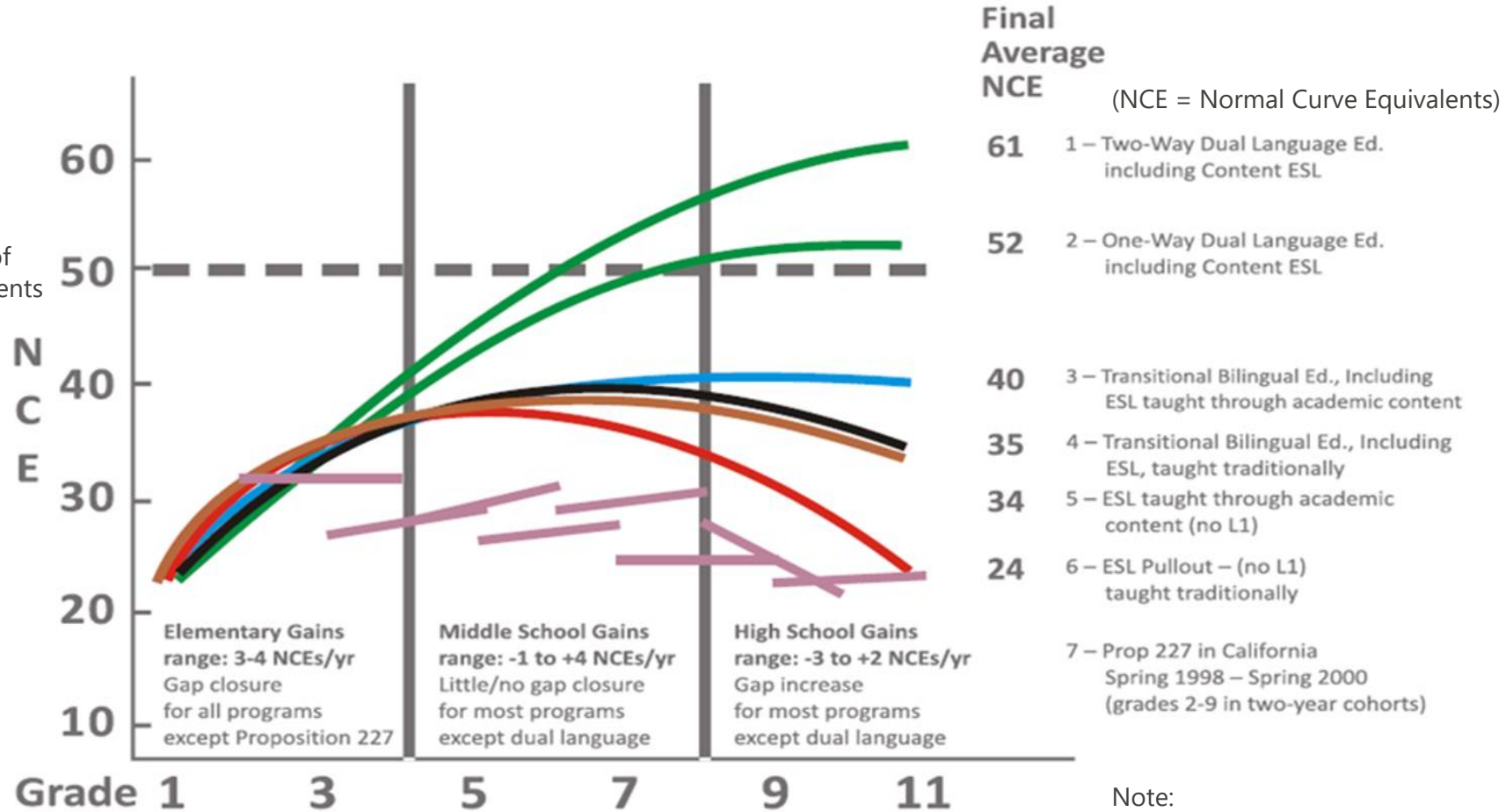
- Seminal research on long-term academic (reading) outcomes for M/ELs by Thomas & Collier (2002–2017).
- “The Graph”
- This study continues to be replicated by Thomas & Collier and other researchers sustaining the original findings.
- Dual language is the only ELD program model that prevents/closes the opportunity gap for multilingual/English learners.



Bellevue School District

English Learners' Long-Term Achievement on Standardized Tests in English Reading Compared Across Seven ELD Program Models

Average Performance of English Dominant Students



Note:
ESL and ELD both refer to English language development program models for eligible English learners.

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Model

Critical Elements

Implications for Systems & Structure

Supportive
Mainstream

- Classroom make-up: Mixed group of M/ELs, exited M/ELs, and never-M/ELs
- M/ELs are taught core Tier 1 **content which is made comprehensible** in this setting with grade-level English-speaking peers
- **Designated ELD** taught in small groups or individually, led by teacher (classroom teacher with EL expertise or EL teacher) or provided by paraeducator trained and supervised by EL teacher.
- Small group **language** instruction planned by teacher with EL expertise
- Tier 2 **content** supports same as for other students (focused, grouped by need) with integrated ELD to make supports accessible
- Tier 3 **content** supports individualized with integrated ELD to make supports accessible
- Tier 2 or 3 **language** supports provided by teacher with EL expertise

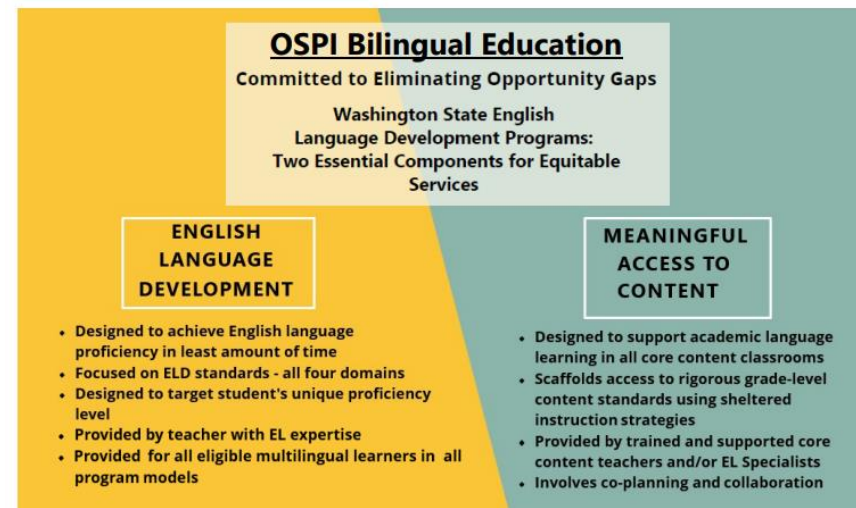
- ELD is **relevant/connected** to the classroom content
- Co-planning needed for ELD to integrate with core content
- Co-teaching supports gen ed teachers without EL expertise/training and/or confidence
- ELD taught outside the classroom **does not occur during any core instruction**
- Any **content** focus of ELD is supplementary (not in place of) content taught in classroom
- Secondary students may have a supplementary language development class specifically designed for M/ELs (this is NOT Content SI) **OR** receive push-in designated ELD services.
- Staffing Ratio EL cert : M/EL students – should not exceed 1:50
- Needed Structures: Schedules with co-planning time, job-embedded professional learning and support, integrated ELD to support meaningful access throughout the day
- Needed Professional Learning: For paras, for gen ed/content teachers, for EL teachers, for administrators



Provide Designated ELD for All MLs

- Designated ELD is a required component of all district TBIP services in all program models
- Unique to each student's language proficiency and needs
- Designed and provided by a teacher with the appropriate expertise
- Robust, on-going, connected to classroom content

Meeting the Civil Rights Requirements for Multilingual Learners in Washington State



Designated ELD and WIDA



[WIDA ELD Standards Framework](#) outlines **process** for determining the language expectations for content units.



Language expectations lead to identification of critical language functions and features all students need to meet content learning within the unit.



Designated ELD is designed by the EL teacher/specialist based upon the identified/targeted functions/features as needed by MLs within the classroom.



Example – 4th grade Science

- The following example utilizes the [Collaborative Planning Template](#) and a typical unit of instruction to determine the key language use, the language expectations for all students and the specific language function and features on which to focus for designated ELD for MLs



Collaborative Unit Planning

Step 1:

- What **content concepts and topics** do we expect our students to learn?
- Which **ELD Standards Statement** aligns with the content standards?
- How can we tap into our students' **prior knowledge**, experiences, and interests as we launch this unit?

Download the [Collaborative Planning Template](#)



Collaborative Planning Template

Collaborative Planning for Content and Language Integration

Use the Collaborative Planning Template to plan content units with a language focus.

Step 1: Locate relevant WIDA ELD Standards by examining the unit's content standards.

Zoom In	Collaboration Questions	Plan for the Unit
Start with Unit Content Standards	<ul style="list-style-type: none">• What content concepts and topics do we expect our students to learn?• What disciplinary practices do we want our students to develop?	
Find the Relevant ELD Standards	<ul style="list-style-type: none">• Which ELD Standards Statement align with the content standards?	
Tap into Student Assets in the Unit	<ul style="list-style-type: none">• How can we tap into our students' prior knowledge, experiences, and interests as we launch this unit?	

Essential Question: How do sound waves produce and transfer energy?

Content Standard: NGSS-4PS3.2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

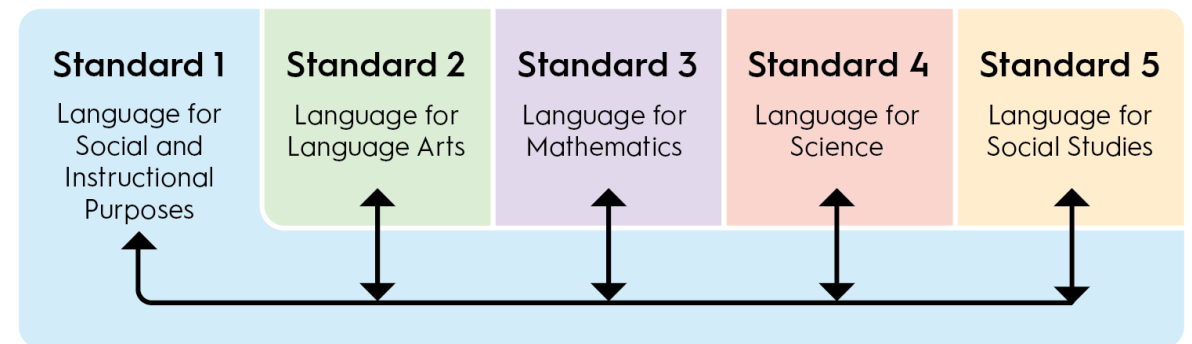
Summative Assessment: Students will demonstrate understanding of how sound energy travels by writing explanations of how a singer breaks a glass with their voice.



Let's Practice

4th Grade Unit

Which ELD Standards Statement aligns with the content standard?



Essential Question: How do sound waves produce and transfer energy?

Content Standard: NGSS-4PS3.2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

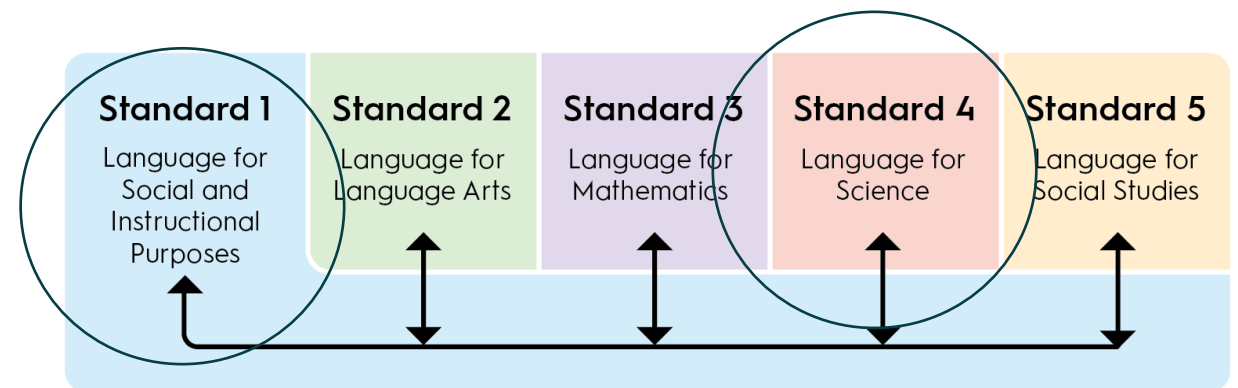
Summative Assessment: Students will demonstrate understanding of how sound energy travels by writing explanations of how a singer breaks a glass with their voice.



Let's Practice

4th Grade Unit

Which ELD Standards Statement aligns with the content standard?



Collaborative Unit Planning

Step 2:

- How are students being asked to **use language in the unit** (activities, assignments)?
- How are students being asked to use language in the **end-of-unit assessment**?
- What **Key Language Use** best reflects how students will interact with language during this unit?

Step 2: Identify prominent Key Language Uses by analyzing the unit's content standards, essential questions, summative assessment, and learning activities.		
Zoom In	Collaboration Questions	Plan for the Unit
Identify Language Use in Content Standards	<ul style="list-style-type: none">• How are our students being asked to use language in the unit?• What meaning-making activities do we have planned and how will they use language?	
Identify Language Needed for End-of-Unit Assessment	<ul style="list-style-type: none">• What is our summative assessment?• How are students being asked to use language in the end-of-unit assessment?	
Choose a Key Language Use	<ul style="list-style-type: none">• What Key Language Use(s) best reflect how students will interact with language during this unit?	



Essential Question: How do sound waves produce and transfer energy?

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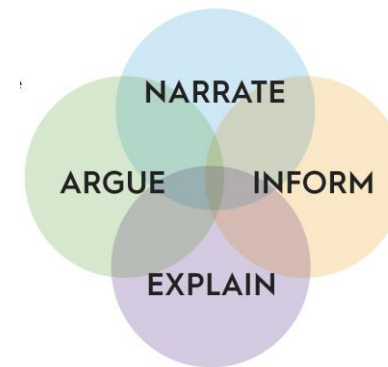
Summative Assessment: Students will demonstrate understanding of how sound energy travels by writing explanations of how a singer breaks a glass with their voice.



Let's Practice

4th Grade Unit

What is the KEY LANGUAGE USE in this unit?



Narrate - convey real or imaginary experiences

Inform - provide factual information

Explain - how things work or why things happen

Argue - justify claims using evidence and reasoning

Essential Question: How do sound waves produce and transfer energy?

Content Standard: NGSS-4PS3.2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

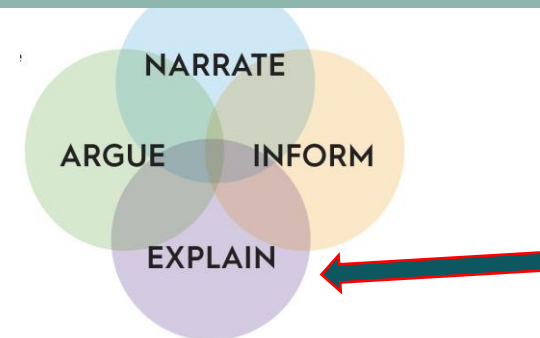
Summative Assessment: Students will demonstrate understanding of how sound energy travels by writing explanations of how a singer breaks a glass with their voice.



Let's Practice

4th Grade Unit

What is the KEY LANGUAGE USE in this unit?



Narrate - convey real or imaginary experiences

Inform - provide factual information

Explain - how things work or why things happen

Argue - justify claims using evidence and reasoning

Collaborative Unit Planning

Step 3: Drawing upon examples in the WIDA ELD Standards Framework:

- Which **Language Expectation** best reflects the language focus of the unit?
- Which **Language Function** is essential for meeting content standards and demonstrating mastery on the assessment?

Step 3: Identify Language Expectations and Functions that are essential to demonstrating mastery of content standards.		
Zoom In	Collaboration Questions	Plan for the Unit
Identify a Language Expectation	• Which Language Expectation best reflects the language focus of the unit?	
Prioritize a Language Function	• Which embedded Language Function is essential for meeting content standards and demonstrating mastery on the end-of-unit assessment?	

Language Expectations

ELD-SC.4-5.Explain.Expressive:

Multilingual learners will **construct scientific explanations** that:

Language Functions

- **Describe observations** and/or **data** about a phenomenon
- **Establish** neutral or **objective stance** in communicating results
- **Develop reasoning** to show relationships between evidence and claims
- **Summarize and/or compare** multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

Chosen in collaboration based on needs of students and expectations/focus of unit



Essential Question: *How do sound waves produce and transfer energy?*

Content Standard: NGSS-4PS3.2 *Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.*

Summative Assessment: *Students will demonstrate understanding of how sound energy travels by writing explanations of how a singer breaks a glass with their voice.*



Let's Practice

4th Grade Unit

Which LANGUAGE FUNCTION is essential for demonstrating mastery on the summative assessment?

.....

Language Functions:

- Describe observations/data
- Establish objective stance
- Develop reasoning
- Summarize/compare solutions

Language Functions

GRADES
4-5

WIDA ELD STANDARD 4
Language for Science

Explain

ELD-SC.4-5.Explain.Expressive:

Multilingual learners will construct scientific explanations that:

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- **Develop reasoning to show relationships between evidence and claims**
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

Chosen in collaboration based on needs of students and expectations/focus of unit



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Collaborative Unit Planning

Step 4:

- Which of the **Language Features** would help students use language effectively throughout the unit and on the summative assessment?
- What is our **language goal** for the unit?
- What **support** will students need to use the language function and feature we have selected as a focus for this unit?

Step 4: Unpack the Language Functions and Features and develop a language goal and learning supports for your unit.		
Zoom In	Collaboration Questions	Plan for the Unit
Prioritize a Language Feature	<ul style="list-style-type: none">• Which of the Language Features associated with the Language Function we selected would help students use language effectively through the unit and on the summative assessment?	
Create a Unit Language Goal	<ul style="list-style-type: none">• What is our language goal for the unit?• How will students use the language functions and features we have identified to demonstrate mastery of the content standards on the end-of-unit assessment?	
Plan Learning Supports	<ul style="list-style-type: none">• What support will our students need to use the specific language function and feature we have selected as a focus for this unit?	



Language Features

Develop reasoning to show relationships between evidence and claims through...

- Nominalizations to represent abstract concepts (*condensation*)
- Connectors to link clauses and combine ideas into logical relationships (*so, because, and then*), or express causality (*when, although, in order to*)
- A variety of ways to describe phenomena (relative clauses, declarative statements)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

WIDA provides sample language features. ELD will focus on function and features needed for success

Essential Question: *How do sound waves produce and transfer energy?*

Content Standard: NGSS-4PS3.2 *Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.*

Summative Assessment: *Students will demonstrate understanding of how sound energy travels by writing explanations of how a singer breaks a glass with their voice.*



Let's Practice

4th Grade Unit

Which of the LANGUAGE FEATURES would help students use language effectively on the summative assessment?

Sample Language Features:

- Nominalizations (*condense -> condensation*)
- Connectors (*because, although, in order to*)
- Ways to Describe (*statements, relative clauses*)
- Given/New Patterns (*link relationships, add details, condense information*)

Language Features

Develop reasoning to show relationships between evidence and claims through...

- Nominalizations to represent abstract concepts (*condensation*)
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Let's Practice

4th Grade Unit

Standards Statement: **Language for SCIENCE**

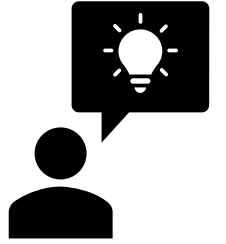
Key Language Use: **Explain**

Language Expectation/Function:

MLs will construct scientific explanations that... develop reasoning to show relationships between evidence and claims.

Language Goal:

Students will explain the phenomenon using connectors to show relationships and causality between claims and evidence.



Systems and Structure Reflections

- To what extent are teachers planning content **units** of instruction?
- To what extent is collaborative planning between language and content prioritized within the schedule?
- What is the district's responsibility for support of the collaboration process? To what extent is this occurring?
- Who is planning the designated ELD? Who provides the instruction?
- How are paraeducators used? Who supervises?

Take a Moment...Share Your Thoughts



In the chat, how might strengthening program models and the use of WIDA impact our ability to ensure MLs continue to progress in language development (and not become LTELs)?



“[Designated] ELD alone is not enough. Building the skills and addressing gaps of LTELs has to become the responsibility of the entire school: Administrators, counselors, support services, and mainstream content teachers. **All teachers** have to and can teach language development related to their subjects.”

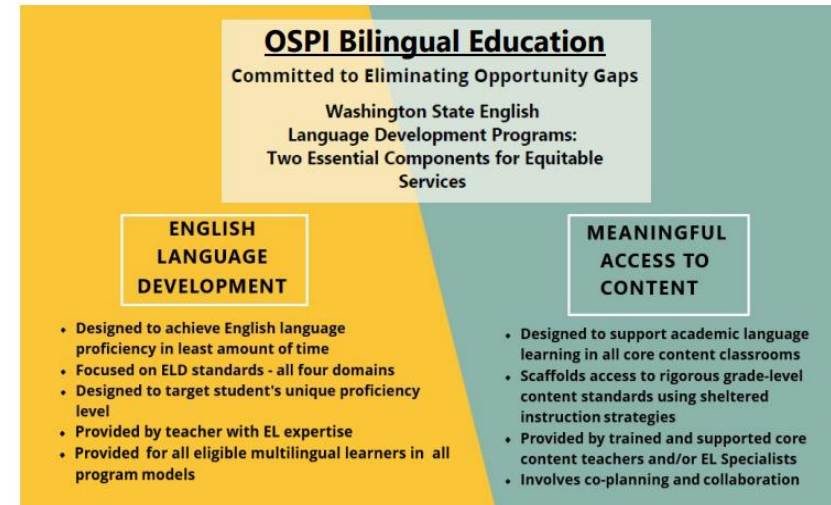
Olsen, L. (2010). *Reparable Harm. Fulfilling the unkept promise of educational opportunity for California's long term English learners.*



Provide Integrated ELD All Day to Support Meaningful Access to Content

- Meaningful access to content is a required component of all district TBIP services.
- Occurs in **all** classes – **all** day provided by **all** teachers.
- **All** teachers require on-going, support and professional learning.
- Includes opportunities for integrated ELD.
- WIDA ELD Standards Framework provides highly supportive structure/process for all classroom teachers.
- Common instructional frameworks that readily align with WIDA ELD Standards Framework: GLAD, SIOP, UDL.

Meeting the Civil Rights Requirements for Multilingual Learners in Washington State



Meaningful Access to Content and WIDA



WIDA ELD Standards Framework outlines process for determining the language expectations for content units.



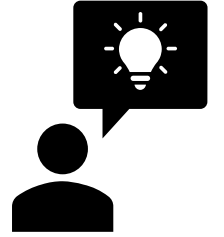
Content teachers use variety of strategies (GLAD, SIOP, UDL) and visuals (Thinking Maps, graphic organizers, pictures) to provide contextualized content learning support.



Collaborative planning supports both the content and language teacher in providing both the designated ELD and the integrated ELD.



System and Structure Reflections



- To what extent is collaborative planning between language and content teachers prioritized within the schedule?
- What is the district's responsibility for support of the collaboration process? To what extent is this occurring?
- To what extent are content teachers supported/trained on how to make instruction meaningful/contextualized through visuals, charts, graphic organizers, pictures, etc.?
- To what extent is **academic discourse/oral language a priority** in content classrooms?

Support Oral Language Development in both Primary Language and in English



"If (students) are limited to using only the language of instruction to share their thoughts, conjectures, and opinions, then a great deal of their thinking and understanding may not be fully accessed or shared in the classroom." Sanchez-Lopez & Young

Oral Language Development

Oracy is foundational to literacy

Students need robust, ample, supported opportunities to express thoughts/ideas in English with peers and adults

Translanguaging to be expected and encouraged/accepted

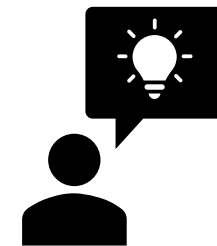
Paraphrase, retell, recount oral summary

Communication in academic English, NOT oral repetition of precise grammatical forms



System and Structure Reflections

- To what extent does **core instruction** prioritize **intentional oral language** development and **academic discourse**?
- To what extent are **communication skills** and the **language for social and instructional purposes** emphasized in classroom/core instruction (WIDA Standard 1)?



Take a Moment...Share Your Thoughts



In the chat, how might collaboration and systemic focus on oral language development impact our ability to ensure MLs continue to progress in language development (and not become LTELs)?

Action Steps to Prevent LTEL Status



- Adjust elementary program.
- Understand and strengthen the supportive mainstream model K-12 (utilized in all districts).
- Identify students possibly entering LTEL status (4th/5th grade if entered in Kindergarten).
- Create individualized learning plans with specific language targets that all teachers address.
- Use formative assessment process for language as well as content; Adjust instruction as needed.
- Intensify oral language opportunities.

MTSS and MLs

Literacy instruction for MLs: Addressing unique needs

Integrated ELD layered into tiered supports

Choosing resources

The Process v. the Practice of Literacy Instruction

“The process of language and literacy development is a dual language process involving both their home language and their second language regardless of whether they are being instructed just in English or bilingually.”

Escamilla, Olsen, Slavick 2022



Two Essential Resources on Literacy Instruction for MLs

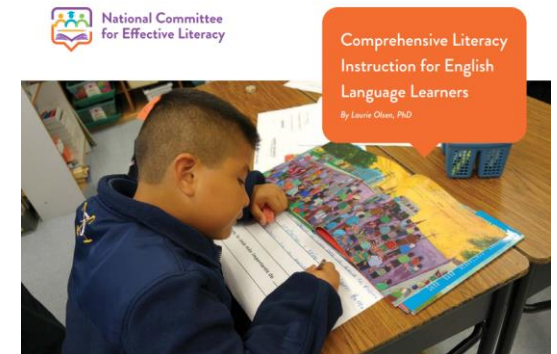
Toward Comprehensive Effective Literacy Policy and Instruction for English Learner/Emergent Bilingual Students

Kathy Escamilla, Ph.D., Laurie Olsen, Ph.D., and Jody Slavick, Ph.D., National Committee for Effective Literacy for Emergent Bilingual Students.

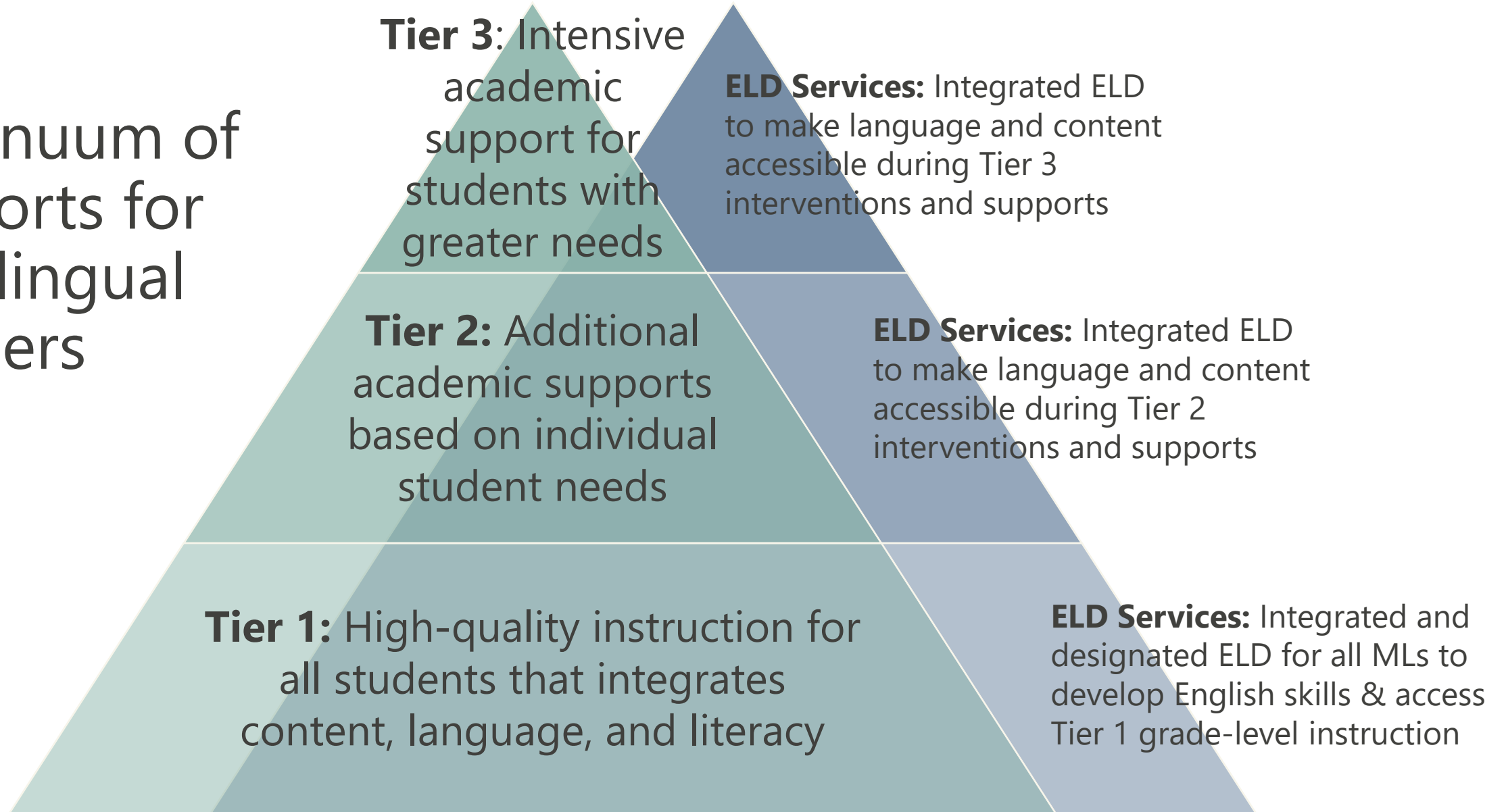


Comprehensive Literacy Instruction for Multilingual English Learners

Laurie Olsen, Ph.D.



Continuum of Supports for Multilingual Learners



Example: Reading Intervention

Without Integrated ELD

- Reading skill assessment for speakers of English
- Group by skill
- Curriculum delivered with fidelity (pacing guide, no adaptations for MLs)
- May include de-contextualized instruction especially for foundational skills
- Often lacks thematic content integration

With Integrated ELD

- English and first language reading skill assessment.
- Group by skill with consideration of first language reading and English proficiency.
- Activate and build background knowledge
- Contextualized instruction (pictures, graphic organizers, charts, manipulatives).
- Speaking and Listening recognized and tapped into as basis for literacy.
- Thematic content integration.

A Note about Resources and Instruction



- Are instructional resources designed with MLs in mind? OR...
- Were MLs included in research to develop the resources?
- Have we looked beyond the marketing label to seek **evidence of the effectiveness** for MLs of the resources/instructional practices?
- If the answer to the above is no, **ADAPT** the materials (or do not use)



Comments/Questions?

How do we help
students who
have become
long term
English
learners?



Needs of LTELs

- Safe learning community with growth mindset.
- Affirmation of their language, culture, and life experiences.
- Instruction on cognitive and metacognitive strategies to support learning –language, literacy and content.
- Ample use of graphic organizers and non-linguistic representations.
- Explicit instruction on study skills and behaviors associated with academic engagement and success
- Ample opportunities to express their ideas/thoughts verbally with support via conversation, discourse/discussion and writing

Addressing the needs of our LTELs



Whole-Child approach considers multiple factors

- Personal profile
- Data profile
- Quality and amount of English language development instruction
- Quality and amount of meaningful access to content consistently provided
- Quantity and quality of oral language development and opportunities for discourse

Personal & Data Profile

- Family
 - Family and culture?
 - Outside of school activities?
 - Strengths and interests?
- School
 - In which areas do they engage? Build on strengths!
 - To what extent do they understand the program, services and the purpose of the WIDA ACCESS annual assessment?
 - Interest surveys, interviews, SBAC, WIDA, grades, attendance, behavior.
 - Use data and on-going formative assessment to determine specific areas of language need.
 - Target specific needs with intentionality and collaboration across day.
 - Individual learning plans can support needed communication among teachers.



Asset-Based Iterative Approach to Individual Learning Plan

- Based on personal and data profile and needs assessment, create individualized learning plans targeting specific areas.
- Work from strengths/assets to target focus area.
 - Examples: high interest topics, strongest content areas, knowledge base from outside of school, etc.
- **All teachers** support specific area/goal for a length of time.
- Gather and analyze on-going formative data.
 - Examples: writing samples, end of lesson quick writes/assignments, observations of partner conversations, end of unit evidence to determine if language goal was met.
- Adjust plan and instruction as needed.
- Choose next focus area.

Example: Individual Learning Plan

Student is 6th grade female who has demonstrated proficiency in speaking and listening but has not progressed in reading or writing over the past 2 years. She is a quiet student, shy to speak out but when she does, she demonstrates a thoughtful, reflective perspective.

Domain	Goal	How Measured
Interaction	To consistently engage in paired and small group discussions using ever increasingly complex academic language structures.	<ul style="list-style-type: none"> • Teacher observation • Frequency tally sheets • Self-reflection exit tickets
Writing (working toward level 4 WIDA PLD)	To create/revise text to include genre-specific organizational patterns (such as statement of position, argument, call to action) with a variety of paragraph openers.	<ul style="list-style-type: none"> • Portfolio • Quick writes • Assignments • Exit tickets
Reading (working toward level 3 WIDA PLD)	To understand how ideas are connected across text through a variety of cohesive devices that connect larger chunks of text.	<ul style="list-style-type: none"> • Small group read/write/discuss/revise • Paired discussion prompts based on whole group and paired shared reading.

To impact LTEL language development, we should...

- **Urgency:** Focus urgently on accelerating LTEL progress towards attaining English proficiency and closing academic gaps.
- **Distinct needs:** Recognize needs of LTELs are distinct and cannot adequately be addressed within “struggling reader” paradigm or generic “English Language Learner” approach but require explicit LTEL approach.
- **Language, literacy, and academics:** Provide LTELs with language development, literacy development, and a program that addresses the academic gaps that have accrued.
- **Oral language** is often under-developed. Create team approach to provide ample opportunities for supported academic discourse.



Speaking	Listening	Writing	Reading
Teach/support how to have conversations. (Zwiers)	Ask students to paraphrase frequently in partner and whole-class tasks.	Use frequent quick writes (5 – 12 minutes).	Diagnose specific areas of need. Include integrated ELD during reading interventions.
Emphasize retell, recount, summarize. Scaffold using sentence starters and sentence frames appropriately.	Paraphrase or summarize learning targets, what partner said, teacher directions, readings, etc.	Focus on effective communication first (PLD discourse level), address errors in revisions/extensions.	Choral read, close read, “say it with me”, wide-angle read, partner read, etc.
Emphasize authentic discourse. More student talk than teacher talk.	Emphasize retell, recount, summarize.	Use WIDA PLDs; start with discourse level. Use sentence and word level in support of discourse.	Ask students to paraphrase, summarize, recount, retell reading selections.
Use WIDA PLDs; start with discourse level.	Utilize paired tasks frequently.	Utilize portfolios – student and teacher select items to include and revise.	



Examples

- Use a variety of strategies to promote oral language
 - Target talk (unpacking the learning target quickly with paraphrase and turn and talk).
 - Leveled sentence starters (students choose the level of complexity).
 - [Question Formulation Technique](#)
 - There are many others! Drop some in chat!
- Sample class prompts:
 - Please paraphrase what _____ said.
 - Restate the main idea of this paragraph/section to your partner in your own words. (Use numbered heads to elicit responses and compare.)
 - Tell your partner what you will do at the end of this unit to show your learning.



If our systems, structures remain the same & our data remains the same.....

Out of every 25 ML Kindergarten students in 2022 – 2023

Districts with >30% LTEL : 7 likely to enter LTEL status by 4th grade

Districts with > 40% LTEL: 10 likely to enter LTEL status by 4th grade

Districts with > 50% LTEL: 12 likely to enter LTEL status by 4th grade

*What can we do to prevent this from happening?
Build and enact a robust action plan with urgency!
Be an advocate for change!*





Comments/Questions?

Resources and Tools

Resources

WIDA Focus Bulletins

- [Collaboration and Co-Planning](#)
- [Oral Language In the Classroom](#)
- [Language Development Portfolios](#)
- [Interactive Learning with Multilingual English Learners in Content-Area Classrooms](#)

Templates/Tools

- [Collaborative Planning Template](#)
- [Individual Learning Plan Template](#)
- [Multilingual Learning Program Planning Template](#)

Documents

- [Meeting the Unique Needs of Long-Term English Learners](#)
- [Identifying, Understanding, and Supporting LTELs](#)
- [Secondary School Courses Designed to Address Language Needs and Academic Gaps of LTELs](#)
- [Evidence Based Practices](#)



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