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LSD English Learner Academic Resource Toolkit

The following resources listed below have identified by the Bilingual Department to support ESL services students at the preK-12 and adults levels

Topics

- ✓ Toolkits – (Pg. 2)
- ✓ WIDA Standards– (Pg. 2)
- ✓ Academic English– (Pg. 3)
- ✓ Early Childhood and Elementary Education– (Pg. 3)
- ✓ Secondary Education– (Pg.4)
- ✓ Subject Content Area Support– (Pg. 4)
 - Teaching Civics and Social Studies– (Pg. 4)
 - Teaching Science– (Pg.4)
 - Teaching Math– (Pg. 5)
 - Teaching English Language Arts– (Pg. 5)
 - Professional Learning Opportunities– (Pg. 5)
 - SIOP (Pg. 5)
- ✓ Formative Assessment– (Pg. 6-8)
- ✓ Available Materials – (Pg. 8)

- ✓ Cross-Cultural Parenting– (Pg. 8)
- ✓ Adult Education– (Pg. 9)
- ✓ Technology– (Pg. 9)

Toolkits: English Learner Program design

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf>

The 10 chapters of the *EL Tool Kit*, originally published in serial form over a number of months, correspond to the 10 sections of the January 2015 DCL. Each chapter provides (1) explanations of the civil rights and other legal obligations to ELs; (2) checklists SEAs, LEAs, and schools can use as self-monitoring tools; (3) sample tools that may be used or adapted for use in SEAs, LEAs, and schools to aid with compliance; and (4) additional resources that may provide further relevant information and assistance.

<https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/index.html>

The Newcomer Tool Kit is designed to help U.S. educators; elementary and secondary teachers, principals, and other school staff who work directly with immigrant students—including asylees and refugees—and their families.

<http://www.brycs.org/publications/schools-toolkit.cfm>

Refugee Children in U.S. Schools: A Toolkit for Teachers and School Personnel

In collaboration with the Office of Refugee Resettlement, Bridging Refugee Youth and Children's Services (BRYCS) has developed Refugee Children in U.S. Schools: A Toolkit for Teachers and School Personnel in order to support and assist schools with large numbers of refugee students.

WIDA Standards

Everything WIDA does revolves around the significance of academic language and how to empower language learners to reach for success. The following are some of the guiding documents, academic references, and efforts to share this message with the educational community.

<https://www.wida.us/aboutUs/AcademicLanguage/>

- ✓ The Can Do Philosophy
- ✓ The WIDA Guiding Principles of Language Development
- ✓ Complete Reference List for the WIDA Principles

- ✓ The WIDA Standards Framework and its Theoretical Foundations

Academic English

This article helps educators understand the role that academic language plays in their classrooms and their students' ability to fully participate in classroom activities and assignments.

<http://www.colorincolorado.org/article/academic-language-and-ells-what-teachers-need-know>

8 Strategies for Teaching Academic Language

<https://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley>

There were 78 strategies chosen to provide resources to k-12 teachers and other school staff who work with a variety of students.

<http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies>

Early Childhood and Elementary Education

<http://multiculturalchildrensbookday.com/multicultural-reading-resources/diversity-book-lists-for-kids/>

<http://multiculturalchildrensbookday.com/wp-content/uploads/2017/01/Kindness-Classroom-Kit-cover3.pdf>

Literacy Instruction for ELs. From Colorín Colorado website:

<http://www.colorincolorado.org/literacy-instruction-ells>

Research on Teaching Reading. From WETA website:

<http://www.readingrockets.org/article/what-does-research-tell-us-about-teaching-reading-english-language-learners>

Effective ELA Instruction for ELs in Elementary Grades. From Institute of Education Sciences website: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/20074011.pdf

Secondary Education

Schools to Learn From: How Six High Schools Graduate English Language Learners College and Career Ready profiles six public high schools that have demonstrated extraordinary academic outcomes for English Language Learners (ELLs). U.S. schools are currently considering the educational needs of ELLs like never before.

<https://www.scribd.com/doc/299098696/Schools-to-Learn-From>

The guide addresses instructional elements to effectively meet learners' needs, as well as organizational elements of programs designed to support teaching and learning. This document will be particularly helpful to those administrators and teachers endeavoring to create or improve programs that serve newcomers.

<http://www.centeroninstruction.org/files/ELL2%2DNewcomers%2Epdf>

The National Clearinghouse for English Language Acquisition website provides access to useful Information that can help stakeholders advance ELs education and It also provides demographics and Performances.

<http://www.ncela.ed.gov/>

Subject Content Areas Support

This article provides an overview of how to use language objectives in content-area instruction for English learners and offers classroom-based examples from different grade and subject levels. http://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term

Teaching Civics and Social Studies

Lesson Plan on American Immigration for Middle School. From American Immigration Council website: <http://www.immigrationpolicy.org/category/lesson-plans/middle-school-lesson-plans>

Lesson Plan on American Immigration for Elementary School. From Kennedy Center website: <http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/>

America A_Home_for_Every_Culture#Preparation

Lesson Plan Ideas From The New Americans Series: Grades 7–12. From PBS website: http://www.pbs.org/independentlens/newamericans/foreducators_index.html

Library of Congress Lesson Plans on Immigration. From Library of Congress website: <http://www.loc.gov/teachers/classroommaterials/themes/immigration/lessonplans.htm>

Library of Congress Lesson Plan: “What is an American?,” Grades 9–12. From Library of Congress website: <http://www.loc.gov/teachers/classroommaterials/lessons/american/index.html>

Preparing Social Studies Lessons. From Colorín Colorado website: <http://www.colorincolorado.org/article/preparing-engaging-social-studies-lesson-english-language-learners>

Teaching Science

Strategies for Teaching Science. From The Sourcebook for Teaching Science webpage:
<https://www.csun.edu/science/ref/language/teaching-ell.html>

National Science Teachers Association Strategies for Teaching Science. From NSTA website:
<http://www.nsta.org/about/positions/ell.aspx>

Strategies for Teaching Science Vocabulary. From Learn NC website:
<http://www.learnnc.org/lp/pages/7079>

Lesson and Materials for Teaching Science. From Your Dictionary website:
<http://esl.yourdictionary.com/esl/esl-lessons-and-materials/tips-for-teaching-science-to-esl-students.html>

Helping English Learners Understand Science. From United Federation of Teachers website:
<http://www.uft.org/teacher-teacher/helping-esl-students-science-class>

Teaching Math

Ten Tips for Teaching Math. From Scholastic website:
<http://www.scholastic.com/teachers/article/10-ways-help-ells-succeed-math>

Academic Supports for Math. From Stanford University website:
http://ell.stanford.edu/teaching_resources/math

Tips for EL Math Instruction. From Colorín Colorado website:
<http://www.colorincolorado.org/article/math-instruction-english-language-learners>

EL Classroom Supports. From Education Development Center website:
<http://ltd.edc.org/supporting-english-learners-mathematics-classroom>

Teaching English Language Arts

English Language Arts (ELA) Instructional Ideas. From ASCD website:
<http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx>

Professional Learning

SIOP: Making Content Comprehensible for ELLs

The Sheltered Instruction Observation Protocol (SIOP) was developed to make content material comprehensible to English Language Learners. This model is the result of the work of Jana Echevarria, MaryEllen Vogt and Deborah J. Short.

http://www.everythingsesl.net/in-services/using_siop_model_08621.php.php

<http://www.pearsonschool.com/index.cfm?locator=PS2rWo>

<http://hopemiddle.weebly.com/-8-components-of-siop.html>

Formative Assessments

The Institute is currently piloting interactive, classroom-embedded assessments in middle school science and mathematics. The assessments aim to be accessible to English learners and valid and reliable for all students. Funded by the U.S. Department of Education's Institute of Education Sciences (IES), the Technology-interactive, Classroom-embedded Modules for Measuring Challenging Math and Science Skills of ELs is the IIA's latest project in partnership with the Council of Great City Schools. If you are interested in joining the pilot, please contact us at iiainfo@wcer.wisc.edu.

<http://iiassessment.wceruw.org/>

Formative assessments for Maryland Educators

<http://msde-fame.blogspot.com/p/visuals.html>

Compiled by Shereen Tabrizi, Ph.D. for MI's educators:

“Formative assessment is a PROCESS used by teachers and students DURING instruction that provides FEEDBACK TO ADJUST ongoing teaching and learning to IMPROVE students' ACHIEVEMENT of intended instructional outcomes (Popham, 2008). Educators use formative assessments to find out how students are meeting their learning targets, and most importantly, to decide what new goals might be set for them. The formative assessment process requires an assessment **task** (during instruction) and an assessment **tool**, which will help keep a record of the feedback. It is this tool that makes formative assessment formal instead of informal.

Examples of assessment tools include:

- Checklists
- Rating scales
- Rubrics
- Anecdotal records
- Surveys/interviews
- Paper/pencil tests
- Observations

Focusing Formative Assessment on the Needs of English Language Learners by *Laura Alvarez, Sri Ananda, Aída Walqui, Edynn Sato, and Stanley Rabinowitz* . Retrieved at:

https://www.wested.org/wp-content/files_mf/1391626953FormativeAssessment_report5.pdf

Formative Language Assessment for English Learners: A Four-Step Process
by [Rita MacDonald](#) (Author), [Timothy Boals](#) (Author), [Mariana Castro](#) (Author), [H. Gary Cook](#) (Author), [Todd Lundberg](#) (Author), [Paula A. White](#) (Author)

Resources and examples:

1. A useful booklet on formative assessment **by Natalie Regier**.
http://www.stma.k12.mn.us/documents/DW/Q_Comp/FormativeAssessStrategies.pdf
2. The Council of Chief State School Officers (CCSSO) compiled a handbook that has practical examples
http://ccsso.org/Documents/2008/Formative_Assessment_Examples_2008.pdf
3. 54 ways for formative assessment:
http://cmrweb.gfps.k12.mt.us/uploads/2/7/3/6/27366965/formative_assessment_ppt.pdf
4. Examples of formative assessments (state of VA)
<https://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html>
5. Tools for checking for understanding:
http://www.levy.k12.fl.us/instruction/instructional_tools/60formativeassessment.pdf
6. Here are 12 formative assessment examples that are easy for a teacher to implement right away.

1) Postcards From the Past

Have students adopt the personality of a historical figure and write a postcard to another historical figure from the same era, discussing a significant event that has just occurred.

2) Collage or Poster

Ask students to make a collage or poster from magazine photos to demonstrate understanding of a concept.

3) Journal

Students periodically record their thoughts and feelings about how they are progressing in the class. They can also share feelings about particular assignments or indicate areas in which they may be experiencing difficulties in the classroom, either with the material, the teacher, or their classmates.

4) Doodle

Challenge students to use a drawing rather than words to show understanding of a concept.

5) Caption Photos

Choose three photos that represent a process. Ask students to caption each photo.

6) Metacognition Table

At the end of class, each student answers the following questions presented to them on index cards:

- ✓ What did we do in class?
- ✓ Why did we do it?
- ✓ What did I learn today?
- ✓ How can I apply it?
- ✓ What questions do I have about it?

7) Four Corners

This is a great way to encourage dynamic movement while learning multiple-choice questions. Designate each corner of the classroom to represent A, B, C, and D. Students go to the corner that they believe corresponds with the correct answer.

8) Vote with Thumbs

Ask the class if they understand a concept. A thumbs up is “yes”, thumbs down is “no,” and “not sure,” is thumbs middle.

9) Stop & Go Cards

Students create index cards with a large green marker circle on one side and red on the other. If they are following along and understanding the lesson, the green side of their card is upright and visible to you. When they do not understand something and need clarification, they flip the card to show you the red side.

Here is [an alternative method that can be downloaded](#) for free and printed on colored card stock for quick use.

10) Twitter Board

Students summarize what was learned in a lesson using 140 characters. Pin small strips of paper to a poster or corkboard to resemble a Twitter feed.

11) Roll the Die

- [Put a die at each desk](#). At the end of class, each student rolls and briefly answers aloud a question based on the number rolled:
 - I want to remember ...
 - Something I learned today
 - One word to sum up what I learned
 - Something I already knew
 - I'm still confused about ...
 - An “aha” moment that I had today

12) Enthusiasm and Learning Formative Assessment Example Chart

[This chart is great](#) for not only collecting feedback, but also introducing scatter plots to students. Students rank what they learned that day and how much they enjoyed the lessons. They then elaborate on a Post-It, offering details about what they found helpful to them in having a successful learning day. They can also share what prevented them from having a fulfilling day. Compile the data and discuss it in class the next day.

For more, see:

- ✓ [4 Ways to Use Project-Based Learning to Support English Language Learners](#)
- ✓ [5 Best Practices for Supporting Refugee ELL Students](#)
- ✓ [Next-Gen Personalized Learning for ELL Students](#)

Cross-cultural Parenting

http://www.brycs.org/documents/upload/parenting_manual.pdf

<http://www2.ed.gov/about/offices/list/oela/webinars/new-americans/index.html>

https://www.whitehouse.gov/sites/default/files/docs/final_tf_newamericans_report_4-14-15_clean.pdf

Newcomer Toolkit- Chapter 3 pg. 15-16

Available Materials

Dictionaries

<http://www.bilingualdictionaries.com/index.php/shopping/basic-esl.html>

(Insert link to with bilingual resource room offerings)

Adult Education

LINCS ESL Pro Resources Materials. Three thematic suites of material have been produced by LINCS ESL Pro. These materials are freely available on the LINCS website, and ten states received technical assistance in providing professional development on these topics. Each suite has an issue brief, companion learning resource, and online professional development module

<https://lincs.ed.gov/programs/eslpro>

You want me to do what? Adding Rigor to Beginning Level English Language Classrooms

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<https://www.livecareer.com/career-tips/career-advice/soft-skills-in-demand>

<https://morethanenglish.edublogs.org/for-teachers/blooms-revised-taxonomy/>

<https://lincs.ed.gov/programs/eslpro/meetin-the-language-needs-of-todays-english-language-learner>

Pre-literacy and Beginning literacy: Rigor with low level English proficient adults

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<https://lincs.ed.gov/programs/eslpro/meetin-the-language-needs-of-todays-english-language-learner>

Increasing Rigor – A Focus on Language Strategies

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Increasing Rigor Through Academic Language in Career Pathway Bridge Programs

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<https://www.scholastic.com/teachers/articles/teaching-content/top-10-terms-students-need-know-be-successful-standardized-tests/>

Increasing Rigor with Note-taking Tasks

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<http://lincs.ed.gov/professional-development/resource-collections/profile-418>

Technology

This article shows how technology, combined with second language (L2) theories, may be effective when working with ELs in classrooms.

<http://www.cluteinstitute.com/ojs/index.php/JIER/article/viewFile/7878/7937>

