

HCPS EL Newsletter



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Did You Know?

EL students and EL teachers are about to enter the WIDA ACCESS assessment window?

The testing begins January 8, 2024 and ends March 1, 2024. Any and all EL students who are enrolled **before February 16, 2024 with HCPS MUST take WIDA ACCESS** (even if they refuse direct EL services).



Thinking Ahead...

As we look towards 2024-2025, remember the following expectations for scheduling EL students:

- It is okay to cluster (4-5) ELs in the same class but there should never be an **entire** class of ELs together.
- Considerations to grouping students should include student English proficiency scores./can-dos.
- ELs should not be in C/C and/or intervention classes unless warranted.



Quick Tips For Classroom Teachers

You too can help with ACCESS prepping! Here's how...

- Use of visuals
- Clear, comprehensible speech
- Labeling images
- Comprehensible text with text-dependent questions
- Provide tools to decompose and solve math word problems
- Have students justify thinking and reasoning
- Help to introduce appropriate academic vocabulary
- Provide opportunities for oral speech
- Content-related flashcards with images...what do you see?



Did You Know, cont...

WIDA ACCESS is the most important assessment of multilingual learners' growth in English proficiency. Score results inform program eligibility, class placement, instructional groupings, learning supports, and more.

WIDA ACCESS measures progress across the 4 language domains: listening, speaking, reading, and writing.

These sub-tests are aligned with the English Language Development (ELD) standards framework

(<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>).

50 Strategies for Instructing ELs:

- Routines
- TPR/Movement Integration
- Modeled Talk
- Visual Scaffolding
- Realia
- Vocabulary Role-Play
- Collecting Words
- Manipulatives
- Technology Integration
- Comprehension Strategies
- Close Reading
- Repeated Reading
- Scaffolded Writing
- Reporting Back
- Leveled Questions
- Bilingual labels
- Sorting Activities
- Cloze
- Verb Action
- Syntax Surgery
- Questioning for Differentiation
- Learning Centers
- Communication Games
- Cognate Strategies
- RTI Documentation
- Preview/Review Vocabulary
- Story Reenactment
- Language Focus Lessons
- Graphic Organizers
- Advance Organizers
- Guided Reading
- Cohesion Links
- Language Framework Planning
- Free Voluntary Reading
- Culture Studies
- Microselection: Key Words/Main Ideas
- Read, Pair, Share
- Attribute Charting
- Integrated Curriculum Projects
- KWL/Data Charts
- Collaborative Reading
- Cooperative Learning
- Acquiring Self-Help Skills
- Multiple Intelligences
- Multimedia Presentations
- Small Groups/Partner Work
- GLST: Exploring Tough Texts
- Tutorials
- Scheduling Strategies



Tips for Teachers, cont.:

- **Help students to record themselves**
- **Use prompts**
- **Wait time**
- **Pre-writing/organizational strategies**
- **sequencing words**
- **transitional words**
- **Provide plenty of writing opportunities**
- **use various writing structures and texts**
- **embed explicit vocabulary**
- **activate listening skills**
- **Question words**
- **Sentence frames**
- **low-stress text**
- **Good sleep patterns**
- **Good eating patterns**
- **Build stamina through engagement**

What is Scaffolded Instruction?

Scaffolded instruction is instruction where teachers provide temporary supports to the student in order for the task to be performed and/or completed.

This support could come from materials and/or resources provided to the student, the instructional practices the teacher uses, or how students are grouped during instruction.

Scaffolding is not simply another word for “help”. The ultimate goal of scaffolding is for the student to be able to perform the task independently and no longer require the scaffold.

Instead of simplifying tasks that we give to our EL students, it is the scaffold chosen that is critical for the success of the student.

Scaffolds can be grouped into three main categories: materials/resources, instruction, and student grouping.

Examples of scaffold categories include:

Materials and resources: graphic organizers, word-to-word dictionaries, sentence frames, sentence stems, paragraph frames, visuals, word banks, word walls

Instruction: preidentified vocabulary, pre-taught vocabulary, concise instruction, utilization of background knowledge, reduced linguistic load, repetition, paraphrasing, modeling

student grouping: structured pair work, structured small group work, teacher-led small group work

An essential component of advocacy for ELs is equitable educational opportunities and access to effective instruction (Staehr Fenner, 2014). In order for ELs to have access to content to the same extent as their non-EL peers and to minimize the achievement gap that exists between ELs and non-ELs, ELs need instructional practices and materials that are adapted to meet their specific needs (Goldenberg, 2008). Advocating for equity for ELs requires educators to go beyond providing high-quality instructional practices and to think critically about what the specific ELs in their classroom will need to acquire language as well as master content.

As general education teachers begin to consider what their specific EL students “can do” as well as how they should scaffold for their ELS, teachers should reach out to their assigned EL teacher/teachers to share ideas, seek assistance, obtain examples, and dialog. The relationship with and the utilization of the EL teacher within the school is paramount to the success of all.

If ever there is a question or need, please do not hesitate to reach out directly to our WL/EL Office at 410-273-5621.