

# Teaching Multilingual Learners Online in the California Context

## Guidance on Embracing and Supporting Multilingual Learners during Distance Learning

California Department of Education (CDE) English Learner Support Division

### About This Document

This guidance is organized by the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) principles and elements. The California State Board of Education (SBE) unanimously approved the EL Roadmap Policy on July 12, 2017. This policy is intended to provide guidance to local educational agencies (LEAs) on welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools. The EL Roadmap Policy includes four principles:

1. Assets-oriented and needs-responsive schools,
2. Intellectual quality of instruction and meaningful access,
3. System conditions that support effectiveness, and
4. Alignment and articulation within and across systems.

The principles are further broken down into elements, the actionable steps that LEAs can take to implement each principle.

**This document focuses on EL Roadmap principles one and two, the principles that most closely align with the work that takes place in the classroom. However, supporting multilingual learners requires work at all levels of the school system, including the support of school and district administrators.**

More information about the EL Roadmap Policy is available on the CDE EL Roadmap web page at [https://www.cde.ca.gov/sp/ml/roadmap](https://www.cde.ca.gov/sp/ml/roadmap.asp).

### Organization

Below each EL Roadmap principle and element there are actions that teachers can take to support multilingual learners and enact the element during distance learning.

Examples and resources that can help teachers enact the principle follow each suggested action and are labeled with the intended audience (labels include all educators, elementary educators, secondary educators, and content area educators, as applicable). Each example or resource is labeled by type:

 **Resource**

* Resources that can support teachers to enact the element

 **Example**

* Examples of the element in action, often from another LEA, including models, samples, and videos

 **Tech Tool**

* Technology tools that teachers can use during distance learning

 **Guidance**

* Official guidance from the CDE regarding distance learning

 **Webinar**

* Recorded webinars that educators can view to continue their professional learning in this area

All of the resources suggested in this document are free or have a free version that teachers can use with the support of their administrators and technology department.

### EL Roadmap Policy Principle 1: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

#### Element 1.A: Language and Culture as Assets

The languages and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.

##### What teachers can do to Engage Multilingual Learners:

Facilitate the process for students to connect content to their unique experiences and complex cultural identities by designing virtual learning experiences that build on the students’ background knowledge. Multilingual learners should have opportunities to share family stories, images, or videos to foster pride in their language and culture. Students can learn from one another by sharing their backgrounds and stories.

##### Examples and Resources:

 **WEBINAR (all educators):** The California Association of African-American Superintendents and Administrators (CAAASA) and the California Los Angeles Center for the Transformation of Schools (CTS) webinar, “Culturally Responsive Teaching: Building Student Confidence and Identity for Lifelong Learning,” available on the California Collaborative for Educational Excellence (CCEE) Culturally Responsive Teaching: Building Student Confidence and Identity for Lifelong Learning web page at <https://ccee-ca.org/resources/distance-teaching-learning-category/culturally-responsive-teaching-building-student-confidence-and-identity-for-lifelong-learning/>: This webinar provides families and educators with the tools and strategies they need to ensure greater equity for students who continue to be impacted by the COVID-19 school closures.

 **TECH TOOL (all educators):** “Podcast: Students can use recording programs on their smart devices to record interviews of individuals in their communities who can share about a particular topic. These recordings can be edited and turned into a podcast which can be shared with the virtual school community. (The Common Sense Education Best Podcast Apps and Websites for Students web page at <https://www.commonsense.org/education/top-picks/best-podcast-apps-and-websites-for-students> provides resources for podcasting.)” (WIDA 2020).

##### What teachers can do To Engage Multilingual Learners:

Recognizing that families may have access to a variety of home language resources, identify opportunities to connect curriculum and concepts to students’ lived experiences and home environment. Multilingual learners should have the opportunity to engage with and respond to new types of texts, such as online recipes, newspapers, and comics in the students’ primary language, etc.

##### Examples and Resources:

 **RESOURCE (all educators):** ¡Colorín Colorado! Eight Strategies for Building Relationships with ELLs in Any Learning Environment web page at <https://www.colorincolorado.org/article/building-relationships-ells-distance-learning>: This article provides practical tips and lesson ideas to help build an assets-based culture in the distance learning classroom. It includes information on getting students’ names right, getting to know students’ interests, welcoming students’ languages and cultures, welcome students’ celebrations and family traditions, interacting with students individually or in small groups, giving students a chance to plan their learning, providing opportunities for students to tell their stories, and embedding social-emotional learning across the curriculum.

 **RESOURCE (all educators):** “Teachers can use the Blooms 21 model of teaching (as described on the Empowering ELLs Creating with Tech: Starting at the Top web page at <https://www.empoweringells.com/creating-with-technology/>) to foster critical thinking by flipping Bloom’s taxonomy on its head. Instead of learning about a topic as a linear progression where students first understand the content and remember it in order to reach the higher levels of Bloom’s [taxonomy], teachers can design learning experiences that have students creating as the first task of learning. As they create, they work through all the other levels of understanding. Teachers can have students use technology throughout this process such as during the research phase or to create a product” (WIDA 2020).

#### Element 1.B: English Learner Profiles

Recognizing that there is no single EL profile and no one-size-fits-all approach that works for all English learners, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. Similarly, students entering in kindergarten versus in later grades. The needs of long-term English learners are vastly different from recently arrived students (who in turn vary in their prior formal education). Districts vary considerably in the distribution of these EL profiles, so no single program or instructional approach works for all EL students.

##### What teachers can do to Engage Multilingual Learners:

Understand the demographics and background of the students to design online learning opportunities that are engaging and culturally relevant. This can include providing opportunities to virtually visit places and museums around the world and to share information about their expeditions with classmates.

##### Examples and Resources:

 **TECH TOOL (all educators):** “Google Expeditions (available on the Google Bring Your Lessons to Life with Expeditions web page at <https://edu.google.com/products/vr-ar/expeditions/?modal_active=none>): Tours that include text to support exploration” (WIDA 2020).

 **TECH TOOL (all educators):** “Google Tour Creator (available on the Google Bring Your Lessons to Life with Expeditions web page at <https://edu.google.com/products/vr-ar/expeditions/?modal_active=none>): Create your own tour for students to virtually explore an area” (WIDA 2020).

 **TECH TOOL (all educators):** “Within (available on the Within website at <https://www.with.in/>): Virtual reality tours without the need for special glasses” (WIDA 2020).

##### What teachers can do to Engage Multilingual Learners:

Check in with multilingual learners about how online learning is working for them. Provide students with the chance to reflect and provide feedback and to share their reflections with classmates.

##### Examples and Resources:

 **TECH TOOL (all educators):** “Padlet (available on the Padlet website at <https://padlet.com/features>): Teachers can have students post responses to prompts that require students to reflect on the content and the process they are learning. Students can also respond to each other’s comments to promote critical thinking and create a sense of community. It is also available in 29 languages” (WIDA 2020).

 **TECH TOOL (all educators):** “Seesaw (available on the Seesaw website at <https://web.seesaw.me/> and described on the Empowering ELLs Seesaw: Capture Learning web page at <https://www.empoweringells.com/seesaw-4/>): Teachers can use Seesaw as a digital portfolio to showcase their engagement during virtual learning.  Students can write their reflections, annotate a photo, attach documents, and record video responses. These all serve as ways to stimulate metacognitive thinking about language, cultures, the content, and the process of learning. Seesaw can be shared with families so they can also participate in their child’s learning” (WIDA 2020).

#### Element 1.C: School Climate

School climates and campuses are affirming, inclusive, and safe.

##### What teachers can do to Engage Multilingual Learners:

Meet with students virtually individually, in small groups, and with the whole class regularly. Help build a sense of community by creating online structures to help students share experiences, celebrate together, and encourage one another.

##### Examples and Resources:

 **RESOURCE (all educators):** “Weekly Structures (example described in the YouTube Video How Tan is Structuring Virtual School at <https://www.youtube.com/watch?v=UlA9f_Pi0UM&feature=youtu.be>): Planning a week at a time and sharing the plan with students (and parents or guardians) for the entire week’s learning will help to create a predictable rhythm and regular routines” (WIDA 2020).

 **TECH TOOL (all educators):** “Google Meet (available on the Google Meet website at <https://meet.google.com/> and explanation of how to use Google Meet available in the YouTube Video New Video Conference Experience with Hangouts Meet at <https://www.youtube.com/watch?v=lkvig0i_kI8>): Students can use chat functions and screen sharing features to enhance their learning experience and build community” (WIDA 2020).

 **TECH TOOL (all educators):** “Talking Points (available on the Talking Points website at <https://talkingpts.org/> and description of how to use Talking Points available on the Empowering ELLs Breaking Down Barriers: Using Talking Points to Communicate with Families web page at <https://www.empoweringells.com/talking-points/>): For educators in the U.S. and Canada, Talking Points can sustain your partnerships with families by sending free SMS messages that can be translated into more than 130 languages. Families can send messages to teachers in their home language and will be translated back into English” (WIDA 2020).

#### Element 1.D: Family and School Partnerships

Schools value and build strong family and school partnerships.

##### What teachers can do to Engage Multilingual Learners:

Communicate regularly with parents or guardians in a language they understand. Ensure that communication is two-way so parents or guardians have a voice in their child’s education. Include the family and the student in goal-setting conversations to create a supportive learning community that involves both the home and school.

##### Examples and Resources:

 **WEBINAR (elementary educators):** WestEd Elementary Educators: Communicating with Families of English Learners during Distance Learning web page at <https://www.wested.org/resources/communicating-with-families-of-english-learners-during-distance-learning/>: This webinar, sponsored by the Region 15 Comprehensive Center at WestEd in collaboration with the California Teachers Association (CTA) and the CDE, focuses on how educators can communicate regularly with families of young English learners to increase student success. This webinar addresses the need for home-school connections during distance learning, challenges for home-school communication and learning support, ideas and resources that aid in communicating with families and caregivers of English learners, and recommendations and activities for families and caregivers of young English learners.

 **WEBINAR (secondary educators):** WestEd Communicating with Families of Secondary Newcomers in a Distance Learning Environment web page at<https://www.wested.org/resources/secondary-communicating-with-families-of-newcomer-english-learners/>: This webinar, cosponsored by the Region 15 Comprehensive Center at WestEd in collaboration with the CTA and the CDE, addresses the need for home-school connections during distance learning; the specific needs of newcomer English learners; and ideas for engaging parents, guardians, and other family members to support students’ learning at home.

 **TECH TOOL (all educators):** Google Meet, available at <https://meet.google.com/>, or Zoom, available at <https://zoom.us/>: Use a video conferencing service such as Google Meet or Zoom to hold parent-teacher-student meetings. Involve a translator from the school if the parents or guardians speak a language other than English or use a translation tool like Microsoft Translator (described below) if a translator is not available.

 **TECH TOOL (all educators):** Talking Points, available at <https://talkingpts.org/>, or Bloomz, available at <https://www.bloomz.net/>: Use a two-way text-message style app like Talking Points or Bloomz that has built-in translation features to ensure that parents or guardians have access to information shared in a language they understand and the ability to respond in their home language. These apps offer two-way translation, so responses are translated back to English for the teacher.

 **TECH TOOL (all educators):** Microsoft Translator, available at <https://www.microsoft.com/en-us/translator/education/>: Use Microsoft Translator to translate conversations across devices in one-on-one meetings or group meetings using either text or speech.

#### Element 1.E: English Learners with Disabilities

Schools and districts develop a collaborative framework for identifying English learners with disabilities and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to English learners. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations.

##### What teachers can do to Engage Multilingual Learners:

Participate in collaborative meetings (including IEP team meetings) that include the student (when appropriate), parent(s) or guardian(s), general education teacher(s), English language development (ELD) teacher(s), special education teacher(s), and interpreters (if applicable) to ensure that English learners with disabilities receive appropriate support during distance learning. Ensure that students and their families have a voice in making decisions about supports and goals.

##### Examples and Resources:

 **WEBINAR (all educators):** The CCEE and Imperial County Special Education Local Plan Area (SELPA) Distance Learning and EL Students with Disabilities webinar, available on the CCEE Distance Learning and EL Students with Disabilities web page at <https://ccee-ca.org/resources/distance-teaching-learning-category/distance-learning-and-el-students-with-disabilities/>: This presentation offers a closer look at the *California Practitioners' Guide*, with an exploration of key concepts described in Chapter 7: Teaching and Learning to Meet Student Needs. Participants reflect on key questions and explore guidelines and resources to refine the quality of programs of instruction and support, provided via distance learning for students with disabilities who are also English learners.

 **RESOURCE (all educators):** Imperial County SELPA Distance Learning web page at<https://www.icoe.org/selpa/distance-learning>: This web page includes links to resources for distance learning behavior supports and accessible distance learning resources by subject area.

 **TECH TOOL (all educators):** Google Meet, available at <https://meet.google.com/>, or Zoom, available at <https://zoom.us/>: Use a video conferencing such as Google Meet or Zoom to hold collaborative meetings. Involve a translator from the school if the parents or guardians speak a language other than English.

 **TECH TOOL (all educators):** Microsoft Translator, available at <https://www.microsoft.com/en-us/translator/education/>: Use Microsoft Translator to translate conversations across devices in one-on-one meetings or group meetings using either text or speech.

### EL Roadmap Principle 2: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

#### Element 2.A: Integrated and Designated ELD

Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD (per the *English Language Arts (ELA)/ELD Framework*).

##### What teachers can do to Engage Multilingual Learners:

Develop learning plans and schedules that include both integrated and designated ELD instruction for English learners during distance learning.

##### Examples and Resources:

 **EXAMPLE (all educators):** CDE ELD Standards web page at <https://www.cde.ca.gov/sp/ml/eldstandards.asp>: This page includes a link to the *California ELD Standards* as well as other information and resources. During designated ELD time, these standards should be used for focused instruction to assist English learners to develop the critical English language skills necessary for academic content learning in English. During integrated ELD, these standards should be used in tandem with the state-adopted academic content standards.

 **RESOURCE (all educators):** CDE SBE-Adopted ELA/ELD Framework Chapters web page at <https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>: This page includes links to the *ELA/ELD Framework* by chapter. This framework provides a blueprint for the implementation of two sets of interrelated standards: the *California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* and the *California ELD Standards*.

 **EXAMPLE (all educators):** Sanger Unified School District Sanger Learners ELD web page at <https://www.sangerlearns.com/sanger-designated-eld.html>: This web page includes links to model choice boards that include ELD as well as Google slides and a screencast providing an overview of how choice boards work. Choice boards can be adapted or revised to fit the needs of English learners.

 **RESOURCE (all educators):** The Curriculum and Instruction Steer Committee (CISC) ELA/ELD Subcommittee developed a document available on the CISC ELA/ELD Subcommittee Google Drive at <https://docs.google.com/document/d/16cb3Tyfua318GPTr-A0pJTbZ650FiVtJdvo2Nvh-E44/edit> titled, “Considerations for Inclusivity and Support Within Designated ELD in Remote Learning.” This document was developed to assist educators in identifying high-priority practices for designated ELD in a distance learning setting. The CISC ELA/ELD Subcommittee curated resources and offered examples to illustrate what this new context of instruction could feel like for language learning as part of students’ remote learning experiences.

 **EXAMPLE (all educators):** CDE ELD videos: These videos will demonstrate both integrated and designated ELD in action and can be used as models for teachers providing designated and integrated ELD.

 **RESOURCE (all educators):** CDE *Improving Education for Multilingual and English Learner Students: Research to Practice*: The publication is designed to support LEAs to implement the EL Roadmap Policy in schools and improve instruction for both English learners and other students learning multiple languages.

##### What teachers can do to Engage Multilingual Learners:

Ensure that students receive synchronous (live virtual) integrated and designated ELD instruction that allows them to practice using language in authentic, engaging ways, including with groups of peers.

##### Examples and Resources:

 **WEBINAR (elementary educators):** WestEd Effective Questioning in Grades K–2: The Development of Oral Language in a Distance Learning Environment web page at <https://www.wested.org/resources/effective-questioning-in-grades-k-2-distance-learning/>: This webinar, sponsored by the Region 15 Comprehensive Center at WestEd in collaboration with the CTA and the CDE, explains effective questioning techniques that can be used to design activities for distance learning environments that promote text-based discussions.

 **WEBINAR (elementary educators):** WestEd Analyzing Texts in Grades 3–5: The Development of Oral Language in a Distance Learning Environment web page at <https://www.wested.org/resources/analyzing-texts-elementary-development-oral-language-distance-learning/>: This webinar, sponsored by the Region 15 Comprehensive Center at WestEd in collaboration with the CTA and the CDE, provides upper elementary teachers with information on how to support students’ oral language development by asking questions that promote student analysis of a text’s key themes in distance learning environments.

 **WEBINAR (mathematics educators):** WestEd Linking, Describing, and Critiquing in Secondary Mathematics: Supporting English Learners’ Oral Language Development web page at<https://www.wested.org/resources/linking-describing-critiquing-in-secondary-math/>: This webinar, sponsored by the Region 15 Comprehensive Center at WestEd in collaboration with the CTA and the CDE, explains how to design content-specific learning experiences that promote oral language development in distance learning environments.

 **WEBINAR (social studies educators):** WestEd Supporting Secondary English Learners in the Social Studies Classroom in a Distance Learning Environment at <https://www.wested.org/resources/secondary-english-learners-social-studies-distance-learning/>: This webinar, sponsored by the Region 15 Comprehensive Center at WestEd in collaboration with the CTA and the CDE, helps deepen social studies teachers’ understanding of the development of oral language for English learners and provides some strategies that can be applied to distance learning environments.

 **WEBINAR (science educators):** WestEd Supporting Secondary English Learners in the Science Classroom web page at <https://www.wested.org/resources/supporting-secondary-english-learners-in-the-science-classroom/>: This webinar, sponsored by the Region 15 Comprehensive Center at WestEd in collaboration with the CTA and the CDE, provides science teachers with ideas and activities for developing an English learner’s oral language by interacting with peers and engaging in the learning and doing of science and engineering.

 **WEBINAR (ELA educators):** WestEd Facilitating Secondary ELA English Learners’ Oral Language Development While Engaging in Distance Learning web pageat<https://www.wested.org/resources/facilitating-secondary-ela-english-learners-oral-language-development-distance-learning/>: This webinar, sponsored by the Region 15 Comprehensive Center at WestEd in collaboration with the CTA and the CDE, provides ELA teachers with tangible tools and processes for supporting oral interactions and language development of secondary ELA students in distance learning environments that promote literacy development.

 **TECH TOOL (all educators):** Google Meet, available at <https://meet.google.com/>, or Zoom, available at <https://zoom.us/>: Use a video conferencing service such as Google Meet or Zoom to hold live virtual ELD instruction and to provide students opportunities to practice using language with the teacher and with peers.

 **RESOURCE (all educators):** CDE ELD Standards web page at <https://www.cde.ca.gov/sp/ml/eldstandards.asp>: This page includes a link to the California ELD Standards as well as other information and resources. During designated ELD time, these standards should be used for focused instruction to assist English learners to develop the critical English language skills necessary for academic content learning in English. During integrated ELD, these standards should be used in tandem with the state-adopted academic content standards.

 **RESOURCE (all educators):** CDE SBE-Adopted ELA/ELD Framework Chapters web page at <https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>: This page includes links to the ELA/ELD Framework by chapter. This framework provides a blueprint for the implementation of two sets of interrelated standards: the *California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* and the *California ELD Standards*.

 **EXAMPLE (all educators):** Sanger Unified School District Sanger Learners ELD web page at <https://www.sangerlearns.com/sanger-designated-eld.html>: This web page includes links to model choice boards as well as Google slides and a screencast providing an overview of how choice boards work.

 **EXAMPLE (all educators):** COMING SOON: CDE ELD videos: These videos will demonstrate both designated and integrated ELD in action and can be used as models for teachers providing designated and integrated ELD.

 **RESOURCE (all educators):** COMING SOON: CDE *Improving Education for Multilingual and English Learner Students: Research to Practice*: The publication is designed to support LEAs to implement the EL Roadmap Policy in schools and improve instruction for both English learners and other students learning multiple languages.

#### Element 2.B: Intellectually Rich, Standards-based Curriculum

Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.

##### What teachers can do to Engage Multilingual Learners:

Use Universal Design for Learning (UDL) when creating lessons so that English learners, and all students, have access to the material.

##### Examples and Resources:

 **WEBINAR (all educators):** CDE UDL in a Distance Learning Environment webinar, available on the CDE UDL, April 24, 2020, web page at <https://www.cde.ca.gov/ls/he/hn/udl20200424.asp>: This webinar, facilitated by Chief Deputy Superintendent of Public Instruction Dr. Stephanie Gregson and the Director of the Curriculum Frameworks and Instructional Resources Division Shanine Coats, with the California UDL Coalition, explains what UDL is, why it is effective, and how to use UDL when creating distance learning plans and lessons.

#### Element 2.C: High Expectations

Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas.

##### What teachers can do to Engage Multilingual Learners:

Create assignments and projects that require multilingual learners to use multiple modalities of communication including reading, writing, listening, and speaking, in engaging and rigorous ways with appropriate support. Ensure that multilingual learners have voice and choice in their learning.

##### Examples and Resources:

 **WEBINAR (all educators):** The SBCSS Considerations for English Learners and Online Learning webinar at <https://drive.google.com/file/d/1HCVHP3B3XyKRCNPLBFskRYScNfNRLYHz/view>, recording available on the SBCSS Google Drive: The webinar takes the Sobrato Early Academic Language (SEAL) article by Heather Skibbins, “Six Considerations for Supporting English Learners with Distance Learning,” and breaks each of the six components down, providing practical resources that support educators at each step. This webinar provides tips for using tech tools to engage English learners effectively in all modalities of communication during distance learning.

 **TECH TOOL (all educators):** “One approach is called App Smashing (a description of what App Smashing is and examples of App Smashing projects for various subject areas are available on the K–12 Technology App Smashing web page at <https://k12technology.weebly.com/app-smashing.html>): the process of using various apps to create a product or to learn content” (WIDA 2020).

* + For example, “students can read about ecosystems on ReadWorks (available on the ReadWorks website at <https://www.readworks.org/>), watch a video about habitats on YouTube, take notes on OneNote (available on the Microsoft OneNote web page at <https://www.microsoft.com/en-us/microsoft-365/onenote/digital-note-taking-app?ms.url=onenotecom&rtc=1>), use the voice-to-text feature in Google Docs to write a script (description of how to use this feature with students available on the Empowering ELLs Using Google Docs to Teach Reading Instruction web page at <https://www.empoweringells.com/tech-and-reading-instruction/>), and record the script for their animated video about ecosystems on Adobe Spark (available on the Adobe Spark website at <https://spark.adobe.com/sp/>). (An explanation of how to use Adobe Spark to differentiate speaking task for English learners is available on the Empowering ELLs Sparking Speaking Skills with Adobe Spark web page at <https://www.empoweringells.com/adobe-spark/>)” (WIDA 2020).

#### Element 2.D: Access to the Full Curriculum

English learners are provided access to the full curriculum along with the provision of appropriate EL supports and services.

##### What teachers can do to Engage Multilingual Learners:

Plan rigorous, engaging lessons with appropriate scaffolds for both synchronous and asynchronous learning experiences that include opportunities for multilingual learners to discuss their learning.

##### Examples and Resources:

 **WEBINAR (secondary educators):** WestEd Lesson Planning for English Learners in Distance Learning Environments: Secondary Educators web page at <https://www.wested.org/resources/secondary-lesson-planning-for-english-learners-in-distance-learning/>: This webinar, sponsored by the Region 15 Comprehensive Center at WestEd in collaboration with the CTA and the CDE, demonstrates how secondary educators can adapt and implement lessons that promote rigor and high levels of support in a distance learning environment. This webinar addresses integrating activities that encourage students to discuss, argue, and analyze grade-level texts; grouping students to optimize instruction; and providing options for synchronous and asynchronous learning.

 **WEBINAR (elementary educators):** WestEd Lesson Planning for English Learners in Distance Learning Environments: Elementary Educators web page at <https://www.wested.org/resources/elementary-lesson-planning-for-english-learners-in-distance-learning/>: This webinar, sponsored by the Region 15 Comprehensive Center at WestEd in collaboration with the CTA and the CDE, demonstrates how elementary educators can adapt and implement lessons in a distance learning environment to support English learners and language development. This webinar addresses integrating activities that encourage students to discuss and interact with grade-level texts, grouping students to optimize instruction, and providing options for synchronous and asynchronous learning.

 **GUIDANCE (all educators):** CDE Distance Learning Instruction Planning Guidance web page at <https://www.cde.ca.gov/ls/he/hn/guidanceplanning.asp>: This web page includes guidance for distance learning and includes the minimum required minutes of instruction by grade level per California *Education Code* Section 45301. It also discusses the importance of providing both integrated and designated ELD to English learners.

#### Element 2.E: Use of Students' Home Languages

Students’ home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.

##### What teachers can do to Engage Multilingual Learners:

Provide multilingual learners with opportunities to use the home language as a tool and to celebrate the doors that it opens for them in accessing academic content.

##### Examples and Resources:

 **TECH TOOL (all educators):** “Google Translate (available at <https://translate.google.com/intl/en/about/languages/>): Besides translating a text, Google Translate’s Snap feature instantly translates an image using a camera. The Talk feature enables users to have live bilingual conversations. The Google Translate Chrome extension translates an entire webpage” (WIDA 2020).

 **TECH TOOL (all educators):** “Microsoft Immersive Reader (available at <https://education.microsoft.com/en-us/resource/9b010288>): Students can hear the text read aloud, use a picture dictionary, to look up words, and translate part of or the entire text into multiple languages in Word, OneNote, PowerPoint, and on several creation apps (WIDA 2020).

 **TECH TOOL (all educators):** Microsoft Translator, available at <https://www.microsoft.com/en-us/translator/education/>: Microsoft Translator can translate conversations across devices in one-on-one meetings or group meetings using either text or speech.

##### What teachers can do to Engage Multilingual Learners:

Provide students with opportunities to create assignments and projects using their home language orally and in writing and to use the home language to communicate their ideas. For teachers who do provide these opportunities, get creative with ways to provide feedback on their work including using translation tools to provide feedback orally or in writing.

##### Examples and Resources:

 **TECH TOOL (all educators):** “Screencastify (available at <https://www.screencastify.com/> and information on how to use Screencastify available on the Empowering ELLs Recording Feedback with Screencastify at <https://www.empoweringells.com/screencastify/>): Students can create a series of slides to present their work using Google Slides. Students can use any language they feel appropriate to narrate their slides with Screencastify. Teachers can also use this program to narrate their lessons or provide feedback” (WIDA 2020).

 **TECH TOOL (all educators):** “Google Translate (available at <https://translate.google.com/intl/en/about/languages/>): Besides translating a text, Google Translate’s Snap feature instantly translates an image using a camera. The Talk feature enables users to have live bilingual conversations. The Google Translate Chrome extension translates an entire webpage” (WIDA 2020).

 **TECH TOOL (all educators):** Microsoft Translator, available at <https://www.microsoft.com/en-us/translator/education/>: Microsoft Translator can translate conversations across devices in one-on-one meetings or group meetings using either text or speech.

##### What teachers can do to Engage Multilingual Learners:

Provide students with texts in multiple languages and encourage parents or guardians to read with children in the home language.

##### Examples and Resources:

 **TECH TOOL (all educators):** Newsela website at <https://newsela.com/>: Newsela provides free articles on a variety of topics including science, the arts, health, and sports. Students can read articles at their reading level by selecting their grade level (articles are available in grades 2 through 12 reading levels). Many articles are also available in Spanish.

 **TECH TOOL (elementary educators):** Unite for Literacy website at <https://www.uniteforliteracy.com/>: This website provides a wide variety of books with text in either English or Spanish and audio in a variety of additional languages including Arabic, Chinese, Tagalog, and Vietnamese. Books are organized by categories (plants and food, animals, earth and sky, etc.) and include both fiction and nonfiction options.

 **TECH TOOL (elementary educators):** Fable Cottage website at <https://www.thefablecottage.com/>: This website provides children’s stories in English, Spanish, French, Italian, and German with the option to have the text read aloud. Stories also include an accompanying video with visuals.

#### Element 2.F: Rigorous Instructional Material

Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.

##### What teachers can do to Engage Multilingual Learners:

When planning lessons, use technology to ensure that multilingual learners can access materials and consider the language demands of tasks.

##### Examples and Resources:

 **TECH TOOL (all educators):** “ReadWorks (available on the ReadWorks website at <https://www.readworks.org/>): Assign students to different leveled text with question sets and at times, audio recordings” (WIDA 2020).

 **TECH TOOL (all educators):** “Commonlit (available on the Commonlit website at <https://www.commonlit.org/>): Leveled text with different question sets to foster close reading of the text which can be translated in several languages. Create classes and assign students different passages according to their reading proficiency” (WIDA 2020).

 **TECH TOOL (all educators):** “Edpuzzle (available on the Edpuzzle website at <https://edpuzzle.com/>): Teachers can embed comprehension questions on Youtube videos and create and assign different questions for the same video to particular students” (WIDA 2020).

##### What teachers can do to Engage Multilingual Learners:

Use technology to foster creativity in distance learning and provide multilingual learners opportunities to use their full linguistic repertoire by creating infographics, websites, videos, etc.

##### Examples and Resources:

 **TECH TOOL (all educators):** “Infographics: Google Drawing (and) Canva (available on the Canva website)

* + (Process of using infographics for education described in Empowering ELLs Google Drawings: More than Just an App web page at <https://www.empoweringells.com/google-drawings/>)” (WIDA 2020)

 **TECH TOOL (all educators):** “Animated videos: Adobe Spark

* + (An explanation of how to use Adobe Spark to differentiate speaking task for English learners is available on the Empowering ELLs Sparking Speaking Skills with Adobe Spark web page at<https://www.empoweringells.com/adobe-spark/>)” (WIDA 2020)

 **TECH TOOL (all educators):** “Websites: Google Sites” (WIDA 2020)

* + (Explanation of how to use Google Sites for education available on the Google for Education Teacher Center: Get Started with Google Sites at <https://edu.google.com/teacher-center/products/sites/?modal_active=none>)

#### Element 2.G: Programmatic Choice

English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum.

##### What teachers can do to Engage Multilingual Learners:

Continue to provide two-way programs during distance learning and ensure that students enrolled in multilingual programs are provided rigorous, engaging content in both languages.

##### Examples and Resources:

 **WEBINAR (elementary educators):** WestEd How to Prepare Dual Language Elementary Students to Engage in Conversations Around Central Ideas with High Quality Texts web page at <https://www.wested.org/resources/prepare-dual-language-elementary-students-engage-conversations-around-central-ideas/>: This webinar, sponsored by the Region 15 Comprehensive Center at WestEd in collaboration with the CTA and the CDE, highlights the importance of surfacing students’ prior experiences and activating their prior knowledge in dual language classrooms. This webinar discusses inviting students’ prior experiences and knowledge and how to design student-centered activities to incorporate their prior knowledge and experiences.

 **WEBINAR (elementary educators):** WestEd How to Engage Dual Language Elementary Students with High-Quality Texts web page at <https://www.wested.org/resources/engage-dual-language-elementary-students-high-quality-texts/>: This webinar, sponsored by the Region 15 Comprehensive Center at WestEd in collaboration with the CTA and the CDE, builds on the webinar above and introduces dual language educators to teaching and learning approaches and processes that support elementary students’ abilities to access and engage in disciplinary literacy practices with high-quality, complex texts. Instruction designed to ensure high-quality interactions with texts allows students to develop metacognitive and metalinguistic practices while building and practicing their understanding of language.

 **EXAMPLE (elementary educators):** The Woodland Joint Unified School District (WJUSD) model distance learning plans and the Riverside County Office of Education (RCOE) Engaging Lessons for a Safe Learning Culture, available on the CDE COVID-19 EL Resources web page at <https://www.cde.ca.gov/sp/ml/covidelresources.asp> under the “Model Programs and Units” tab: The WJUSD weekly distance learning plans provide model dual language immersion and ELD plans by grade level, kindergarten through grade six, that educators can adapt as needed. The RCOE distance learning materials provide a sample of how educators might engage students in developing literacy and language skills during distance learning and are designed to be flexible so that they can be adapted to the local context. The RCOE sample Spanish language arts lessons are available for transitional kindergarten through grade six students.

### References

WIDA. 2020. *Teaching Multilingual Learners Online*.

### Note

This guidance document was adapted from the WIDA Teaching Multilingual Learners Online guidance. The Sections that are directly from the WIDA document include a parenthetical citation.

Thank you to WIDA for developing this innovating document!

California Department of Education

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