What an incredible, challenging, unique start to the school year! 2020-2021 has certainly been unlike any school year before it. Educators, students, and parents have been stretched with a flexibility we didn’t know we had! As you continue to learn and grow as a virtual educator, it is our goal to help you improve and refine your practice. In this issue you’ll find contact information for our department, as well as tips, tricks, and suggestions to make virtual learning more accessible for our English Learners and their families. In the midst of the COVID pandemic, they face unique challenges, beyond the language barrier, which require additional creativity on the part of educators. You have already proven that you can rise to any challenge by continuing to make connections with students, learning new technological skills, and continually adapting content, all while taking care of your own families and friends, persevering through technical glitches, and navigating the realities of working from home. We have been so impressed by your fortitude and are grateful for your commitment to and belief in our students every day.

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Did You Know?
ACCESS scores and EL Service Notifications are on their way home! Students can expect to receive notifications either electronically or through mail. If you have questions about a student’s status or services, please contact the ESL teacher at your school!

- Accountability • Collaboration • Equity • High Expectations • Integrity • Student-Centered
Meet the EL Team

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### Meet the ELTeam

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- Accountability • Collaboration • Equity • High Expectations • Integrity • Student-Centered •
Maslow’s Hierarchy for ELs During the Covid-19 Crisis and Virtual Learning

**Self-Actualization**
- Teachers should ask themselves, “Are my students ready to learn?”
- Students may be preoccupied with more pressing needs and push learning to the backburner.

**Esteem**
- Additional complications of low-bandwidth, broken feeds, and buffering videos may cause embarrassment or frustration.
- Online learning yields new ways to bully and be bullied.
- Students who feel anxiety about keeping up with high-stress, online learning may give up rather than continually feel inadequate, especially when assignments and delivery medium are consistently beyond the WIDA Can Dos or Zone of Proximal Development.

**Belonging**
- Disrupted routines may feel like the loss of formed or emerging friendships and connections with teachers.
- Families may be unable to connect with friends and teachers due to technology limitations further exacerbated by language limitations.
- Families may feel increasingly isolated from the surrounding community.

**Safety**
- Some immigrant families may feel it’s unsafe to access medical care, even if they’re symptomatic.
- Families may live in shared housing, lacking privacy and space.
- Mandatory quarantines may exacerbate household stressors and increase the likelihood of abuse.

**Physiological**
- Some families may have lost work/income.
- Some families may continue to work in situations that expose them to illness.
- Some families may have lost housing due to disrupted or inadequate income.
- Even if eligible for certain stimulus protections, like unemployment, immigrant families may not know how to access them at this time.
- Families may rely on schools or other programs for meals and lack independent transportation to access them.

Accountability  •  Collaboration  •  Equity  •  High Expectations  •  Integrity  •  Student-Centered
The Five WIDA English Language Development Standards

The EL Development Standards provide educators with a connection between language development and academic content.

1. Standard 1 – Social and Instructional Language
   English language learners communicate for social and instructional purposes within the school setting.

2. Standard 2 – Language of Language Arts
   English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

   English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.

4. Standard 4 – Language of Science
   English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.

5. Standard 5 – Language of Social Studies
   English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

   New standards are coming soon!
   Check out the 2020 2020 Vision for Standards

We’re Adding to the Team!
More EL support to come! We’ll be adding two more team members to help with Spanish language translation and interpretation in the weeks to come!

More from WIDA
Check out the WIDA Teaching Multilingual Learners Online page for additional ideas aligned to the 2019 WIDA Guiding Principles of Language Development provided by the WIDA International School Consortium.
Teacher Considerations for ELs Using New Technology at Home:

EL students may lack the English language abilities or technology skills to navigate online learning. Here are a few considerations as you build your Canvas courses:

• How easy is the course or external site to get to?
• Does it require the student to navigate multiple links?
• Can it be navigated on a phone or iPad?
• How easy is the site to use independently?
• Does it require reading directions?
• Does it require an email to register?
• Does it require a login?
• Can a student with limited English successfully navigate it?

The 3–Click Rule

Ever heard of the 3–Click rule? In web design, it means your desired destination should never be more than 3 clicks away. Minimizing complexities and gateways for students can increase access. In Canvas, consider using the Redirect Tool App to add sites to the left-hand menu bar which then open within the Canvas platform without opening additional tabs. This can be added under Settings by clicking on the App tab and searching for Redirect.

SIOP in the Virtual Classroom

Although SIOP was researched face-to-face, many of the big ideas can be applied in the virtual classroom. On the next pages can be found what we envision SIOP might look like in a digital environment.

You can also click here for a PDF version comparing face-to-face and virtual SIOP.

FEEDBACK

Give Us Some Feedback: Click Here to tell us what you think!

Check out back issues of Many Tongues, One Voice by clicking HERE
Virtual Learning SIOP Integration

Virtual Lesson Preparation
☐ Start with big ideas and focus on the standards when planning.
☐ Ensure both the content and the digital task are developmentally appropriate.
☐ Account for the time it takes not just for the assignment, but to log in, read directions, find materials, and learn new platforms.
☐ Offer links to additional supplementary materials.
☐ Avoid fancy fonts, small text, or bright colored backgrounds that might make content difficult to read.
☐ Keep students on your main page, embedding (rather than linking) media whenever possible.
☐ Be flexible, be creative, but be consistent.

Virtual Building Background
☐ Teach each platform BEFORE integrating content.
☐ Use images, sound clips, video, & virtual field trips to build background.
☐ Utilize vocabulary tools such as the dictionary built into Google apps or websites like Quizlet for practice.
☐ Utilize tools that mirror platforms students are familiar with (facebook, snapchat or twitter), such as Flipgrid.
☐ Teach both technology, general academic, & content vocabulary.

Virtual Comprehensible Input
☐ When teaching make sure viewers can see your mouth clearly and that sound is not distorted.
☐ Consider using closed captions in platforms like Microsoft Teams, Zoom, YouTube (which also has an automatic translate function with multiple languages to choose from) and edpuzzle.
☐ Use props, realia, models, images, digital manipulatives, and video clips to make ideas clear.
☐ Post models and exemplars of student work along with rubrics and step-by-step directions.
☐ Make recordings available to students for review.
☐ Require simple tasks first to assure students understand what you are asking and build on the complexity with each assignment.

Virtual Strategies
☐ Pre-teach vocabulary before assigning activities and readings.
☐ Hold students accountable for vocabulary use.
☐ Teach students to use platform aids such as the highlight or define function.
☐ Monitor analytics and elicit frequent feedback from students on how accessible lessons are. Adjust accordingly.
☐ Utilize graphic organizers to make connections between ideas such as the Holt Digital Organizers.

*Note that teaching metacognitive strategies is extremely important in an online classroom, where more responsibility for learning is placed on the student.

Questions? Contact Rebecca Olsen @ rlolsen@wsfcs.k12.nc.us
Virtual Learning SIOP Integration

Virtual Interaction
☐ Use a variety of small groupings for synchronous learning and projects.
☐ Provide model responses, sentence frames, vocabulary boxes, and other speaking guides.
☐ Structure interactions to reduce risk, give think time (such as releasing questions prior to a live discussion or using asynchronous discussions) and encourage elaboration of ideas.
☐ Use primary language aids when possible.

Virtual Practice & Application
☐ Use digital manipulatives such as the Virtual Math Manipulatives by Didax.
☐ If using synchronous learning, plan for low-risk student talk time using functions like Microsoft Team’s breakout groups.
☐ Create and keep routines for turning in work, accessing grades, asking questions, etc.
☐ Make your homepage your starting point for every task and avoid too many links that might lead students down a rabbit hole.
☐ Teach basic internet safety and Digital Learning Citizenship.
☐ Be wary of websites that contain external links which students may be tempted to click on when working independently.

Virtual Lesson Delivery
☐ Chunk assignments. Plan multiple check-ins with feedback for longer projects.
☐ Allow for self-pacing within a syllabus structure with hard deadlines.
☐ For asynchronous learning (AL) use written step-by-step directions with screenshots, as well as embedded voice recordings or create how-to videos.
☐ For AL avoid multiple gateways to content such as having to click on multiple links, enter multiple passwords, or typing in a URL.
☐ Manage your expectations. Expect computer glitches, internet outages, platform crashes, and delays.
☐ Have clear directions for when things go wrong- how to report a broken link, contacting tech support, basic trouble shooting, etc.

Virtual Review and Assessment
☐ Allow for multiple types of submissions whenever possible (illustration, text, voice, video).
☐ Teach the use of accommodations such as the voice-to-text and text-to-speech features in Google apps or Canvas’s Immersive Reader.
☐ Provide timely, actionable feedback such as test taking platforms that use instant grading and give students multiple opportunities to retake assessments and make corrections (Google forms, Canvas Quizzes, etc.).

Questions? Contact Rebecca Olsen @ rlolsen@wsfcs.k12.nc.us
Accessibility through Canvas Immersive Reader

Making content accessible to students who are learning English can be a challenge. Canvas's Immersive Reader is one tool that students can use to help them navigate their course work. Immersive Reader will voice any text on a page, identify parts of speech, and includes a picture dictionary and translate functions. Students need to be taught how to use it however, and teachers need to prepare their content carefully in order to take full advantage of the tool's capabilities. Here are some best practices to consider:

**IMAGES**
Name pictures with a description. By default, Canvas includes the image name as the alternative (alt.) text. If you for example, upload an image named “image.jpg,” that is what will be read aloud to students. It is easiest to name the file before you upload into Canvas files or directly into the rich content editor but can be done when you insert the image into the page.

**TABLES**
Simple tables work best with Immersive Reader. Embedded tables should have designated column headers (check repeat as header row at the top of each page to enable this function in table properties). Tables should have the same amount of rows in every column and the same amount of columns in every row (i.e. no merging cells or embedding tables within tables. This will confuse the order in which they are read). No cells should be left empty.

**LINKS**
Use descriptive text, not URLs, for links, otherwise Immersive Reader will read every backslash and period, resulting in very cumbersome or nonsensical read a louds.

**VIDEOS**
For speech to text access, subtitles can be turned on in Youtube’s settings. Youtube will even auto translate closed captions into dozens of different languages (Learn more [here](#)). You can also caption, subtitle, and translate videos on your own for free with software provided by [Amara](#).

**QUizzes**
Keep in mind Immersive Reader only works in pages. That means for quizzes teachers will need to record themselves reading the quiz using the media button in the rich content editor. Record questions and answers separately so you can modify the number of answer choices for students and use the shuffle answers function.

Learn more: [How to Use the Immersive Reader in Canvas for Students](#)
Talking Points

Talking Points is a free app for teachers available in the app store, which translates text messages into families’ home languages. Teachers can use a desktop computer or phone to send messages in 100+ languages. The message is automatically translated into the language chosen for each contact in the class, meaning you can simultaneously send one message out in multiple languages. When parents respond via the app, the message is translated back into English. You can register for an account [here]. Note, there are separate app downloads for parents and teachers.

The teacher sees this:

While the parent sees this:
Upcoming Free Virtual EL PD

**WIDA eSummit**
October 12 – 30, 2020 (various times)

Each week of the eSummit will have a theme with multiple webinars relating to the weekly topic. The first week’s focus will be 2020 Standards with a session that introduces the WIDA ELD Standards, 2020 Edition as well as sessions about Proficiency Level Descriptors and updated Key Language Uses. The theme of the second week is Teaching Multilingual Learners and will include a panel discussion with the WIDA Fellows exploring responses to COVID-19. The final week will feature WIDA Assessments and will include webinars about the WIDA assessment system, WIDA Screener for Kindergarten and WIDA MODEL. Teachers will be able to access the live virtual sessions through the eLearning Center in the WIDA Secure Portal (All teachers may request a WIDA account through your testing coordinator and/or EL Director). Webinar recordings and downloadable resources will be available after the event.

**Integrating SEL with the English Language Development Standards**
Thursday, October 22, 2020 from 3:30 PM to 4:30 PM

This session is designed for all educators who work with ELs who want to learn more about integrating Social Emotional Learning (SEL) into their classrooms and standards-based curriculum. An overview of North Carolina’s SEL initiatives will be shared, including the work of the NC SEL Implementation Team and the five CASEL competencies or Core SEL Practices. The new SEL Standards Mapping document for English Learners will be explored, along with other resources that can support implementation of SEL into any PK-12 learning environment.

**PTEC Vocabulary Development: Bringing Words to Life (Tier 2 Vocab/K-5)**
Tuesday, October 27, 2020 from 9:00 AM to 11:30 AM

Participants will first review the importance of ‘owning words’ and obtain background on the value of explicit vocabulary instruction. We then will explore how to determine which words to teach our students. Next, we will look at best practices for embedding vocabulary instruction into content learning. We will view examples of ‘bringing words to life’ and develop plans for supporting word learning with students in all grade levels and content areas.

**PTEC Students with Interrupted Formal Education (SIFE) – EL Subgroup**
Wednesday, March 10, 2021 from 8:30 AM to 2:45 PM

This session will focus on the comprehensive support and collaboration that is required to transition and integrate Students with Interrupted Formal Education (SIFE) ELs to more formalized American education and community settings.

**PTEC Instructional Technologies for ESL Teachers**
Thursday, March 18, 2021 from 8:30 AM to 2:45 PM

In this session, participants will explore a wide variety of technologies that can be used in instructional practice with students that are English language learners. These tools and resources can be used by ESL teachers, mainstream teachers with ESL students in their classrooms, or by the students themselves as they work to increase their knowledge of the English language.