



## Focus: Secondary Newcomer English Learners

CEEL continues to provide Education and Research Supports for ELs during distance learning due to COVID-19. This is the ninth publication in our Communication series based on CEEL's research-based [Equitable Distance Learning for English Learners Design Principles](#). Each communication features:

- **Voices from the Field** - highlighting educators' commendable and intense efforts to serve English Learners and Dual Language Learners in virtual learning spaces during these unprecedented times;
- **Resources and Research** - curated resources focused on ELs/DLLs across a variety of topics such as social and emotional learning, highlights of best practices for distance learning, instructional materials, professional learning in virtual spaces, leadership, and family-school partnerships.



### INSIDE THIS ISSUE:

#### A Voice from the Field – Megan Hagelis

Through her multiple roles, Megan Hagelis touches the lives of students, teachers, and families in ways that impact and transform systemic practices for one of our most vulnerable population of English Learner (EL) students – [newcomers](#). Megan shares that her school site, [James Rutter Middle School in Elk Grove Unified School District](#), enrolls the largest newcomer population in the district, one that has doubled in the last five years. Her school serves over 60% ever-ELs, 18% of whom have been in school for less than three years. Over the course of her 17-year career in education Megan has taught secondary students in numerous northern California school districts and has worked as a teacher, coach, Teacher on Special Assignment (TOSA), EL coordinator, and EL advocate in bilingual and structured English immersion settings. In her current role as an English Language Development (ELD) Teacher and EL Coordinator, Megan reports that although “boundaries are blurred during distance learning, my values haven’t shifted – it’s the **how** that has shifted.” She describes how she transitions from teaching a newcomer ELD class and integrated-English Language Arts classes during the school day to coaching fellow educators. She reflects on her steadfast approach to “accomplish what we need for the kids and their families” regardless of the role she is in.

Read more in our Voices from the Field section.

### Secondary Newcomer English Learners: Resources and Research

[Distance learning](#) has brought many challenges for students, families and educators all over the U.S., resulting in [significant impacts](#) for vulnerable student populations such as [English Learners](#). There are nearly [1.2 million English Learners in California](#) and [31.4 percent](#) of our [diverse](#) EL students are enrolled in secondary schools. Although most ELs are [second and third generation immigrants](#), a large share of older EL students have recently come to the U.S.; about [35 percent](#) of current EL students in grades 6-12 are foreign-born, compared to only 18 percent of foreign-born K-5 grade students.

In California and across the nation, the [challenge of virtual learning](#) is compounded by the digital divide along with limited [access to English language supports](#), and the effects that the [pandemic](#) has had on immigrant [families such as theirs](#). As California educators shift to designing and implementing hybrid and/or in-person learning models for students, the needs of secondary English Learners, especially [newcomer students](#) must be prioritized to ensure equity.

Each of our communications highlights voices from the field and education and research resources.

Visit our [CEEL Website](#) to learn more about our research, professional development, policy work, and programs. Contact us at [ceel@lmu.edu](mailto:ceel@lmu.edu) with comments, additional resources, or to share your story.



## Focus: Secondary Newcomer English Learners

### VOICES FROM THE FIELD

Megan Hagelis is an English Language Development (ELD) Teacher and English Learner (EL) Coordinator at [James Rutter Middle School](#) where she supports English Learners, their families, and the teachers that serve them. Driven by her father's experiences as a first generation immigrant and her volunteer work with immigrant women from China during her college years, Megan has brought the passion she discovered for working with newcomer students to numerous educational contexts and roles in northern California for over 17 years. From the inception of the pandemic in March 2020, she and her fellow educators have worked tirelessly "to meet students where they are during distance learning, driven by the joy, challenge, and complexity of the work." Affirming the diversity of languages in her district – Spanish, Hmong, Vietnamese, Punjabi, and Cantonese - Megan offers important insights on how to address the needs of one of our most vulnerable population of EL students – [newcomers](#).



### Fostering Unity to Address Inequities

Megan describes how strengthening two-way communication with families and the collective power of educators to reimagine collaboration with colleagues are both needed in order to address the "big wave of shock about the inequity that was happening" when the shift to distance learning occurred.

**Relationships with Families Matter.** Addressing multilingual communication to reach newcomer students and their families continues to be an urgent need. "The communication was occurring so fast and changing so quickly and our [newcomer] parents weren't privy to everything that was going on." Recognizing this inequity, Megan instituted more consistent and frequent collaboration with colleagues, at least 2-3 times per week. They organized to devise communication plans, to document and share information about students and families, and to identify strategies to keep connected with families – google voice, face time with students, and conferences. These locally-designed strategies are especially important given their diverse population of newcomer and EL students represent less than 15% for most languages and do not trigger the 15% translation requirement per the [California Education Code](#).

At the systems-level, Megan reflects on learnings from "crisis mode" to intentional strategies to foster communication for family engagement during distance learning. "I realize that most of what I had done was one-way communication, although in our ELAC committee we employed two-way communication." When information from the school level is sent home, parents of newcomer students often times need support to access system processes, especially when decision making structures are constantly shifting. Megan consistently leads efforts to increase [ongoing two-way communication](#) focused on supporting newcomers and their families' access to system-level supports and policies. She and her fellow educators instituted authentic communication by sending personalized bilingual post cards to students and families; these emphasized teachers' commitment to their students – who they are, what they hope for their students, and what they hope for family partnerships. "Students and parents were responsive. We watched the beauty of this flurry. It's an amazing relationship that I haven't had on such a wide scale with all parents."

**Professional Learning Communities result in innovative systems-level solutions.** Megan shares that in secondary settings grade-level conversations can typically be dominated by a focus on teaching content. Pointing to her long-standing advocacy for all teachers of English Learners to "have their feet in both worlds [content and language teaching] and not just have a singular focus," Megan describes her site's approach to foster collegial unity to address the [social-emotional, linguistic, and academic needs of EL](#) students, especially newcomers. In her role as EL coordinator she has been able to leverage funding to institute [professional learning communities](#) wherein there is a dedicated focus on "collective ownership, processes and protocols for [addressing secondary EL students](#) focused on the whole child, and analyzing what the curriculum doesn't provide and what they [English learners] need." Megan creates systems so that all teachers can be part of the process, not just her. Together, she and her colleagues have identified innovative approaches to differentiate support for newcomer EL students by focusing on cross-school efforts to increase attendance and maximize supplemental services.

The pandemic magnified the need to collaborate to address inequities regarding instructional access. Megan shares that after monitoring attendance, content-area colleagues realized that many newcomer students were attending her ELD class, but not other content classes. "I have never been contacted as much by our general education teachers as I've had this year. It's reaffirmed the need for professional learning communities and interdependence." Megan and her colleagues identified dedicated times to meet collaboratively with students and to identify supports in the designated ELD class period that can be also be provided to students during content courses (Integrated ELD).



Megan and her colleagues also worked closely with the site administrator who runs the afterschool program. They provided a list of newcomer and long term ELs who have struggled with attendance and identified strategies to support access to technology or other virtual platforms. Content and ELD teachers work in cohorts for the afterschool program. Recognizing that “there’s holes in what we’re given as practitioners in our curriculum,” Megan and her colleagues plan lessons that address these gaps, and include home visits for EL students. Their goal is to make this a [whole school approach](#), not just isolated efforts. In order to realize this, Megan shares a key set of practices for supporting newcomer students at her school.

**“Secret Master Mind Goal – Creating Reading and Writing Identities in our Newcomer Classroom”**

Megan embraces the challenge of distance teaching and learning in a newcomer classroom. She emphasizes the importance of getting to know her students through “an [appreciative inquiry approach](#) rather than a deficit approach.” In addition to incorporating [Social Emotional Learning \(SEL\)](#) strategies in her [D-ELD](#) instruction, she designs instructional experiences that promote familiarity with U.S. schooling. For example, she invites students to share their experiences with schooling and then asks them to [compare and contrast experiences](#) in their country

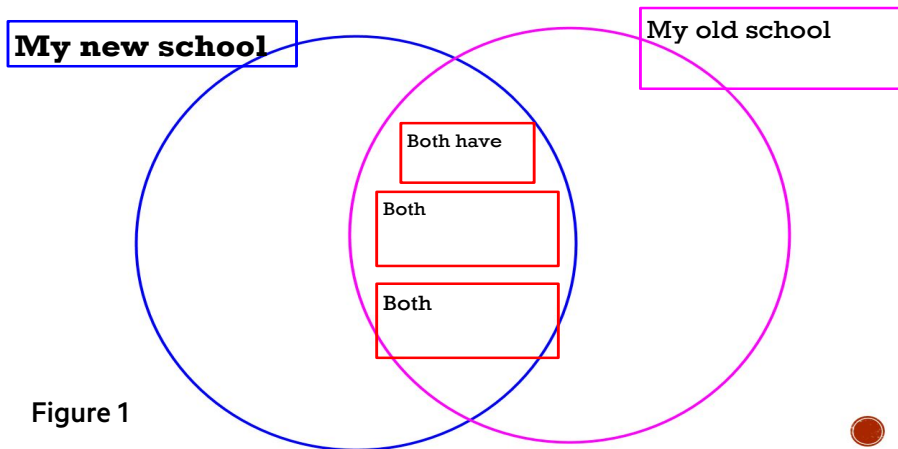


Figure 1

with U.S. schooling (see Figure 1). To emphasize differences with in-person instruction, she asks students to identify “traditional schooling in the classroom with what we’re experiencing in distance learning.” She introduces language structures and grammar in this meaningful context to scaffold student written products and oral presentations as they share within their learning community. She also keeps an inventory of student responses to celebrate and acknowledge their perspectives.

As Megan continuously builds and deepens relationships with her newcomer students, she simultaneously builds “slow and purposeful technology integration.” At the beginning of the school year, the majority of her students were not comfortable with technology and some were still developing formal literacy (reading and writing) skills. Thus, she designs her Google features and slide decks to include visuals, primary language translations, and drag and drop options. She uses this as a base to instruct students on how to keep hardcopy learning journals or notebooks which the school provides as part of their distance learning packets. These skills will be critical as students transition to hybrid or in-person instruction.

Megan’s “secret master mind goal” is to help newcomer English Learners create their individual and collective [reading and writing identities](#) to support [learning across content areas](#). This is especially urgent in a distance learning context given Megan and her colleagues’ discovery that many of her newcomers were not attending other content classes outside of her newcomer ELD course. After introducing students to different types of genres, she created a [reading survey](#) to ascertain and respond to their interest and identity as readers. Students were all surprised by the results – the majority really liked romance, many wanted to learn about non-fiction, and all were interested in real information, real people and real events. The survey results also opened the door for new partnerships and new goals, “Storytelling was a big piece for some of the students so we’ll work on creating their own stories, highlighting their own experiences of schooling here. I will partner with the Yearbook Journalism teacher to have her students interview my students and then publish in our school newspaper!” Survey results also allowed Megan to individualize [learning goals](#) for each of her newcomer students (see Figure 2).

Megan tells colleagues, “Exactly what you are doing [in the regular English classrooms] is exactly what we’re doing in the newcomer world.” Together, Megan and her colleagues continue to create a school-wide expectation for reading and equitable access to books. “Working with my colleagues, we use money to build bilingual libraries for students, purchasing books for students. We plan for mobile book days - driving to students’ homes to deliver books. Students have access to digital books, but it’s such a different experience when you’re reading a book that your teacher brought, that you’re interested in -either in English or in their home language. It’s a very different and powerful experience.”

**A Passion for Advocating for Newcomer EL Students**

As she anticipates the return to hybrid or in-person schooling, Megan highlights silver linings from distance learning. Her commitment to advocacy for students, families, and teachers of newcomer English Learner students is resolute -- whether it’s the refugee families who confide in Megan that their teenagers are sleepy at 8:00am because they can only walk in their complex from 9-11pm nightly, the EL student who states, “You are the master... you tell me what I should do”, or a colleague who is compelled to “raise the alarm” to advocate for a group of who may have been previously invisible and are now glaringly visible. For families, Megan seeks bi-directional multilingual



communication, expecting that families see the respect, hopes, and expectations she and her school prioritize for students. For colleagues, Megan continues to lead efforts in creating structures that support student leadership, advocacy and ownership by implementing [equitable practices for ELs](#). Her advice to others is to be reflective, “Make a dump list, needs you have as a teacher – hopes you have for your students. Scale it back. What are the core essentials your students—that you have in front of you – need. More than ever, put EL students at the core of everything.” Her hope for ELs is coupled with a strategic approach that includes constantly connecting with students, deepening relationships, and emboldening them to reach their goals. She reminds us that, “If you don’t have the connection with the child, the academic advice doesn’t matter because they won’t engage. They need to see their teacher as a person they can come to and is there to support. If they see that, and their families see that, they are willing to try anything!”

Figure 2  
Newcomer Student’s Reading Preferences Survey in  
Chinese, Arabic, Vietnamese, English, and Spanish.

1. What type of books will you read this month?

Mark only one oval.



romance stories 浪漫故事 những câu chuyện lãng mạn historias románticas قصص الرومانسية



universe and aliens stories 科幻小说 khoa học viễn tưởng ciencia ficción الخيال العلمي تخيلي



fairy tale stories 童话 câu chuyện cổ tích cuento de hadas - حكاية خيالية - سنایرریو کیمی



books about real people and events 真实的人或事件的书籍 sách về người thật hoặc các sự kiện libros acerca de personas reales o eventos دریسکتیو خلکو او یا د بیسو په هکله کتابونه کتب عن اناس حقیقین أو الأحداث





## Focus: Secondary Newcomer English Learners

### RESEARCH AND RESOURCES

As teachers of English Learners and newcomers plan for learning recovery and transition to hybrid and/or in-person learning, specialized educational opportunities that address systemic inequities and eliminate barriers to provide access to the full curriculum and enact [critical conditions](#) for distance learning are more important than ever.

[ELs in secondary schools face unique challenges](#) in the dual task of learning English while engaging in rigorous academic subject matter. Unaddressed, these challenges extend well beyond the high school years and will affect their career and their future educational opportunities. To respond to this need, CEEL has curated several resources to empower [assets-oriented and needs-responsive](#) educators and schools to respond to the unique needs and opportunities of secondary newcomer English Learners.

#### **Title: 5 Effective Modeling Strategies for English Learners**

Link: <https://www.edutopia.org/article/5-effective-modeling-strategies-english-learners>

**Summary:** This article highlights specific strategies to help all learners thrive during distance learning. It leverages specific models that support diverse English Learners.

#### **Title: 8 Strategies for Building Relationships with ELLs in Any Learning Environment**

Link: <https://www.colorincolorado.org/article/building-relationships-ells-distance-learning>

**Summary:** One of the biggest challenges during distance learning, especially for educators of English Learners, is building meaningful relationships. This article offers 8 strategies to support ELLs and includes [ideas](#), resources and [strategies](#) that can be used with all students, in any learning environment.

#### **Title: The “Best of the Best” Resources to Support Teachers Dealing with School Closures**

Link: <https://larryferlazzo.edublogs.org/2020/03/17/the-best-of-the-best-resources-to-support-teachers-dealing-with-school-closures/>

**Summary:** Larry Ferlazzo, author and high school teacher of ELs, offers in his blog, a list with the best resources and virtual tools to support middle school and high school English learners through distance learning. He shares videos offering personal perspectives and tips to support ELs and their families.

#### **Title: Content and Language Instruction in Middle and High School (Chapter 6)**

Link: <https://www.cde.ca.gov/sp/el/er/documents/mleeducationch6.pdf>

**Summary:** This chapter is included in the California Department of Education’s publication *Improving Education for Multilingual and English Learner Students*. It provides guidance for educators of ELs to design and implement rigorous and relevant content learning. This publication focuses on instruction that promotes secondary multilingual students’ academic achievement, language development, multilingualism, social and emotional development, and positive identity formation.



#### **Title: COVID-19 Information for ELL and Multilingual Families**

Link: <https://www.colorincolorado.org/coronavirus>

**Summary:** These multilingual resources will help educators and school communities provide information on how to meet [basic needs](#) for families of English language learners and [immigrant students](#) as they navigate distance learning in the time of pandemic.

#### **Title: Critical Conditions for English Learners in Distance Learning.**

Link: <https://californiantogether.app.box.com/s/5wp0dtqd2413sx5u-weqmt37gjd4lycos>

**Summary:** This document, published as a resource for ELRISE! (English Learner Roadmap Implementation for Systemic Excellence), provides guidance for educators to be grounded in appropriate and supportive instruction centered on EL strategies and considerations aligned to the [EL Roadmap](#). This resource also highlights implications for distance learning and includes links to specific EL-centered strategies from the Sobrato Early Academic Language (SEAL) model.

#### **Title: Distance learning and ELLs: What have we learned so far?**

Link: <https://sharemylesson.com/webinar/distance-learning-ells-lessons-learned>

**Summary:** This webinar offers educators various perspectives about lessons learned during distance teaching and learning. Featured educators share honest and personal experiences and offer a wide range of ideas and resources to best serve older ELs during distance teaching.

#### **Title: Distance Learning for ELLs: Colorín Colorado Guide**

Link: <https://www.colorincolorado.org/guide/distance-learning-ell>

**Summary:** This guide shares ideas, tools and resources to support ELs with language production and engagement during distance learning. In this two-part article, the author also shares lessons learned and strategies to build relationships and communicate and partner with multilingual families during COVID-19.



**Title: Elevating English Learners (ELs) Academic Supports for Newcomer Students**

Link: [https://ncela.ed.gov/files/feature\\_topics/newcomers/ElevatingELS\\_AcademicSupportsNewcomerStudents.pdf](https://ncela.ed.gov/files/feature_topics/newcomers/ElevatingELS_AcademicSupportsNewcomerStudents.pdf)

**Summary:** This paper from the National Clearinghouse for English Language Acquisition (NCELA) offers an overview of the varied experiences and educational and linguistic backgrounds of students who arrive in the U.S. from other countries. Classroom supports and academic considerations are also discussed.

**Title: ELLs in Middle & High School: Classroom Videos**

Link: <https://www.colorincolorado.org/videos/classroom-video>

**Summary:** This collection of classroom videos, from Colorin Colorado, is a series of modules that highlight effective instruction for English Learners.

**Title: English Language Learner Instruction in Middle and High School**

Link: <https://youtu.be/HEndhIPtBF4>

**Summary:** In this webcast, Deborah Short, author of [Making Content Comprehensible for Secondary English Learners](#), discusses the unique challenges that educators of adolescent English language learners in middle and high school face. She discusses how to teach content to late-entry ELLs and makes recommendations for leveraging the relationship between oral language and literacy development.

**Title: English Learner Toolkit of Strategies**

Link: <https://ccsesa.org/english-learner-toolkit-of-strategies/>

**Summary:** This Toolkit is designed to be used by K-12 educators in both Integrated and Designated English Development to prepare ELs for literacy in the 21st Century.

**Title: Google Classroom Multilingual Tutorials Available on YouTube.**

Link: [https://www.youtube.com/playlist?list=PLON\\_Ndz-asFTvN-S3ODimsVtFom\\_nywSJR](https://www.youtube.com/playlist?list=PLON_Ndz-asFTvN-S3ODimsVtFom_nywSJR)

**Summary:** This collection from the New York State Department of Education includes multilingual tutorials to support English Learners and immigrant families to maneuver technology during distance learning.

**Title: Helpful Online Resources for Teaching ELLs**

Link: <https://www.edutopia.org/article/helpful-online-resources-teaching-ells>

**Summary:** This article highlights apps, websites, and research based strategies that support English Language learners, including students with disabilities.

**Title: Helping Newcomer Students Succeed in Secondary Schools and Beyond**

Link: [https://www.rssed.org/uploaded/District/Federal\\_Programs/Download\\_Files/Helping\\_Newcomer\\_Students\\_-\\_Report.pdf](https://www.rssed.org/uploaded/District/Federal_Programs/Download_Files/Helping_Newcomer_Students_-_Report.pdf)

**Summary:** This report from the Center for Applied Linguistics addresses the the successes, challenges and implementation of programs for [newcomers](#). It also identifies how successful programs develop academic literacy and give access to content courses, while guiding students to acculturation to the U.S and career and college readiness.

**Title: How COVID-19 is Impacting ELL and Immigrant Families**

Link: <https://www.colorincolorado.org/covid-ell>

**Summary:** COVID-19 is likely to have a [disproportionate impact](#) on immigrants and their children. This article explores the effects of the pandemic on ELLs and immigrant families, and offers valuable tips and guidance for what educators and school communities can do to support

**Title: How to Expand ELLs' Access to Technology for Distance Learning**

Link: <https://www.colorincolorado.org/article/distance-learning-ell-technology>

**Summary:** [Technology can be a powerful tool to transform learning](#). Yet, during this pandemic, ELs and their families have been deeply impacted by the lack of [access to technology](#). This article offers background for educators to better understand the unique challenges and needs faced by EL students and immigrant families. The authors share priorities and suggestions to [identify needs](#) to expand internet access, tech support and training, and to provide multilingual tutorials.

**Title: Practical Strategies & Resources to Teach K-12 ELs Online from SupportEd**

Link: <https://padlet.com/diane30/m7j8wz0v3qgb>

**Summary:** This Padlet collection lays out a variety of practical strategies and resources to support English Learners and their families during distance learning. Educators can also find powerful professional learning materials and opportunities to create supportive virtual spaces for ELs.

**Title: Promoting the Educational Success of Children and Youth Learning English: Promising Futures (Chapter 8)**

Link: <https://www.nap.edu/read/24677/chapter/10>

**Summary:** Chapter 8 of the National Academy of Science Engineering and Medicine (NASEM) Report, titled Promising and Effective Practices for Educating English Learners in Grades 6-8 and 9-12, offers teachers and administrators research-based practices to support adolescent English Learners in Middle School (p. 304 - 325).

**Title: Series on Socratic Circles and English Language Learners (ELLs)**

Link: <https://www.colorincolorado.org/blog/socratic-circles-and-common-core-introduction-part-i>

**Summary:** This three-part series shares insight to support the implementation of Socratic Circles. It offers educators an [example based on a 6th-8th grade CCSS exemplar text](#) with specific attention and considerations for English Learners.

**Title: Six Essential Strategies for Teaching English Language Learners**

Link: <https://www.edutopia.org/article/6-essential-strategies-teaching-english-language-learners>

**Summary:** Replace and keep on the same page: This article features the voices of experienced educators who share their effective strategies that can be incorporated into distance teaching.



**Title: Strategies for Supporting Newcomer English Learners**

Link: [https://www.rssed.org/uploaded/District/Federal\\_Programs/Download\\_Files/Strategies\\_for\\_Supporting\\_Newcomer\\_ESL\\_Students.pdf](https://www.rssed.org/uploaded/District/Federal_Programs/Download_Files/Strategies_for_Supporting_Newcomer_ESL_Students.pdf)

**Summary:** This resource from Rowan-Salisbury School System offers educators insights and guidance to support Newcomer English Learners. The authors discuss strategies to provide sensory, graphic and interactive supports for dealing with culture shock, the hidden curriculum, and the school structures faced by newcomers.

**Title: Support for Immigrant and Refugee Students: Fostering a Safe and Inclusive Learning Environment in California's PreK-12 School**

Link: <https://www.californianstogether.org/support-immigrant-refugee-students-2/sirs-lesson-plans/>

**Summary:** This publication from Californians Together and the Center for Equity for English Learners at Loyola Marymount University provides classroom lesson [modules](#) and guidance to support immigrant and refugee students' social-emotional needs and literacy development by creating a safe learning environment for students of all backgrounds.



**Title: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School**

Link: [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english\\_learners\\_pg\\_040114.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf)

**Summary:** This practice guide from the Institute of Education Sciences (IES) provides specific, evidence-based recommendations and examples of activities to support English Learners in [content area](#) instruction as they build the language skills that are needed to be successful in school.

**Title: Teaching Newcomer English Learners: Four Powerful Vocabulary Practices**

Link: <https://youtu.be/z8GagOVLtyY>

**Summary:** Produced by the Regional Educational Laboratory Northwest, this video offers educators actual classroom examples of Institute of Education Science (IES) evidenced-based vocabulary practices that offer support for newcomer adolescent English Learners.

**Title: Ten Strategies for Teaching English-Language Learners Online**

Link: [http://blogs.edweek.org/teachers/classroom\\_qa\\_with\\_larry\\_ferlazzo/2020/03/ten\\_strategies\\_for\\_teaching\\_english\\_language\\_learners\\_online.html](http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2020/03/ten_strategies_for_teaching_english_language_learners_online.html)

**Summary:** In this four-part blog series from Education Week, Larry Ferlazzo, High School teacher and author, discusses strategies to best support English Learners when teaching online.

**Title: U.S. Department of Education Newcomer Tool Kit**

Link: <https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf>

**Summary:** This Toolkit from the Office of English Language Acquisition (OELA) offers elementary and secondary teachers, principals, and school communities guidance to support newcomers with quality instruction and establishing partnerships with families.



**Title: Understanding Language, Language and the Common Cores State Standards.**

Link: <https://ell.stanford.edu/publication/language-and-common-core-state-standards>

**Summary:** In this paper, Leo Van Lier and Aida Walqui, call for thoughtful integration of three dimensions of language that are called for in the standards. They explore what it takes for an EL student to accomplish tasks as called for in the common core standards.

**Title: Updated Distance Learning Plan for My Newcomer/Intermediate ELL Class**

Link: <https://larryferlazzo.edublogs.org/2020/07/22/updated-distance-learning-plan-for-my-newcomer-intermediate-ell-class/>

**Summary:** In his blog, Larry Ferlazzo shares a learning plan for EL students, and includes strategies and resources that he uses. He shares a [video recording](#) of one of his classes that demonstrates how he implements EL centered strategies such as rate of speech, sentence frames, use of visuals, and offers other [distance learning considerations](#).

**Title: Welcoming Newcomers: Welcome Kit for New ELLs, Resources for Teachers and Newcomers**

Link: <https://www.colorincolorado.org/article/welcome-kit-new-ells>

**Summary:** Creating a welcoming and supportive environment while guiding adolescent newcomers through our schools is crucial to help them in the transition to many new structures. [Colorín Colorado's article](#) offers concrete ideas, to create a "kit" to guide educators in building their own welcome corner that includes school information, calendars, community resources, grade level support materials, videos and links to crucial sites and apps to stay connected, and more. Educators can explore how other districts like [Sheridan](#), [Redmond](#), [San Diego](#) and [Los Angeles](#) Unified School district also provide ideas to welcome newcomers.

**Title: Wide Open Schools**

Link: <https://wideopenschool.org/search/?swp=english+learners&audience=families-and-teachers>

**Summary:** Powered by Common Sense, Wide Open Schools is a curated, free and open collection of the best online learning resources for students. They offer a wide variety of topics and grade levels for educators, families, and resources in [Spanish](#). This section offers articles focused on English Learners and resources for teachers and families.