



## 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.