



## November-December 2018

# Diverse Classrooms & Amazing Teachers

**Congratulations to Erica Boomsma**, 4th grade teacher in the Huron School district, for her selection as Teacher of the Year! Erica shares her passion for equitable education for all students in the video linked below. Through culturally responsive practices and attention the individual needs, including language proficiency, Erica creates a welcoming classroom environment where all learners are held to high expectations. We are proud that she is also enrolled in our Consortium’s ENL Endorsement Cohort #4.

In her interview, Erica’s explanation of her approach to the diverse classroom holds messages we can all benefit from!



[https://www.youtube.com/watch?v=j\\_Swv0mlDmA](https://www.youtube.com/watch?v=j_Swv0mlDmA)

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### “Adequate Progress Toward

Many of our district visits this Fall have focused on helping districts examine the WIDA Access Scores through a mini data-dig. As per the DOE’s accountability for English Learners, each EL, based on baseline ACCESS scores has a set number of years to “exit” EL identification. If your district is interested in this Access Score Data dig, contact your school’s consortium contact person.

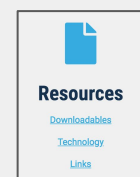
If baseline Access score is... then...

- Level 1 - exit in 5 years
- Level 2 - exit in 5 years
- Level 3 - exit in 4 years
- Level 4 - exit in 3 years
- Level 5 - exit in 1 year

## Consortium Website [sdtitle3.org](http://sdtitle3.org)

We have a new look. This month click around on and become familiar with the “Downloadables” section.

[sdtitle3.org/downloadables](http://sdtitle3.org/downloadables)





## November-December 2018

# Upcoming events

### EL Norms Webinar

Two-part series

Part 1: **November 20** Part 2: **December 10** *please join both days*

3:45-5:00 pm CST / 2:45 - 4:00 MST Please register ahead of time:

[bit.ly/SDT3Register](http://bit.ly/SDT3Register)

### Migrant Webinars

**November 14, December 12,  
January 16, February 13**

3:45 CST / 2:45 MST

[bit.ly/SDT3Register](http://bit.ly/SDT3Register) registration  
recommended but not required

Join without registration at:  
<https://zoom.us/j/4709542474>

### Technology Webinars:

*When & How to use digital tools for  
ELs, Demos, Q& A*

**November 7, December 5,  
January 9, February 6**

3:45 CST / 2:45 MST

[bit.ly/SDT3Register](http://bit.ly/SDT3Register) registration  
recommended but not required

Join without registration at:  
<https://zoom.us/j/4709542474>

### **Imagine Learning Webinars**

Using Benchmark Assessments

**Nov. 19**, 3:45 pm Central Time

**Nov 26**, 3:45 pm Mountain Time

No registration necessary. Join on Zoom:

<https://zoom.us/j/5323961639>

### **Colony Teacher Share Sessions**

Easter Tuesday, April 23

[Aberdeen](#), [Watertown](#), [Mitchell](#)

**Register at [sdtitle3.org](http://sdtitle3.org)**

(click on 'register' at the top menu)



## November-December 2018

# Migrant News

by Bobbie Kilber (forwarded from MMERC)

Fall Greetings from MMERC,

The Midwest Migrant Education Resource Center (MMERC) is a year-round lending library that has served educators of migrant students (ages 3-21) since 1983. The South Dakota Department of Education has contracted with MMERC for 2018-2019. This agreement provides you with free access to the lending library resources. MMERC staff welcomes you and looks forward to serving you and your students. We encourage you to share with anyone (classroom instructors, specialists, before/after school programs, etc...). Our staff is willing to assist in customizing orders to meet specific resource needs upon request.

Contact us at (877-891-6379 or [mmerc@hamline.edu](mailto:mmerc@hamline.edu)) if you have any questions or to request a password for ordering online through our web catalog.

Additional information can be found on the next page of this newsletter.

### Migrant Support Wednesday Webinars

Link: <https://zoom.us/j/4709542474>

All are at 3:45 Central

Topics include: Eligibility Requirements, Completing Certificates of Eligibility, MMERC Resources, consortium support/resources, family engagement, and more.

- Register today at [sdtitle3.org](http://sdtitle3.org)
- Nov 14, Dec 12, Jan 16, and Feb 13

### Migrant Literacy Net

[www.migrantliteracynet.com](http://www.migrantliteracynet.com) is a FREE web-based resource, available to educators, students, and families in the state of South Dakota. Please contact Bobbie or Tanya today to schedule professional development and/or support on "Utilizing Migrant Literacy Net" in your schools.

We would be happy to help!!



## November-December 2018

### Family Engagement Resources

#### *Interpreter or Translation Resources*

1. **Language line** – excellent for interpreting services for conferences and communicating with parents. Remember, it is a Civil Rights requirement to communicate with parents in a language they understand. Ask them what they prefer. Please do schedule interpreters for conferences, registrations, etc. It is not the parents' responsibility to bring someone to interpret. Do not use the child or a sibling to interpret. This service is a by-the-minute service, call in, say you need the \_\_\_\_\_ language services and put on speaker phone, for example. <https://www.language.com/> (this is a school basic responsibility.)
2. **Transact** - <http://www.transact.com/> Get standard school document translated into languages needed. Use standard forms that will get used multiple times, such as basic field trip form, summarized school handbook, etc.
3. **Say Hi** - <https://www.sayhitranslate.com/> Great for short conversations. Secretaries and intake personell may want this on their phones for quick access to translations. Have a conversation in two languages and easily understand each other. With our growing list of languages and dialects you can talk with almost anyone in the world.
4. **Talking Points** – <http://talkingpts.org/> Educators message families with the TalkingPoints web or mobile app. Families receive the text messages in their home languages. Reach all your students' families In their home languages, using text messages.

### Translation & Interpretation Explained

**Interpretation** involves the spoken word. Interpreters deal with oral language.

**Translation** Involves the written word. Translators interpret pieces of text..

### *From the “[SD Toolkit for Engaging Parents and Families](#)”*

#### **What is a Family Friendly Walk Through (FFWT)?**

The SD DOE created a tool called the Family Friendly Walk Through. It is designed to help schools identify ways in which to create welcoming environments for families. Multiple community stakeholders are asked to consider looking at the school through the lens of all families who attend. From there the team works to create those welcoming environments. For more information on FFWTs go to:

<https://doe.sd.gov/title/toolkit/documents/Section-1.pdf>



**November-December 2018**

## Consortium Member Discounts

### Reading A - Z

Raz-Plus **175.95**  
(Reading A-Z, Raz-Kids and  
Vocabulary A-Z )

Reading A-Z only **\$99.95**

Raz-Kids only **\$99.95**

Vocabulary A-Z **\$34.95**

ELL Edition **\$55 add-on** Note: In  
order to access the ELL add-on you  
must have Reading A-Z at a minimum.

**Prices good until December 31st only.**

### Nearpod & Nearpod for English Learners

**\$250 / yr** Teacher license

**\$2600 - \$3200 / yr** School/District  
(varies depending on student  
enrollment)

### Imagine Learning

*Language & Literacy*

**\$130 / yr** Student license

### Newsela Pro

**5% off** is the initial discount for  
TIE member districts, plus higher  
discount as more schools join.

See <https://www.tie.net/newsela>  
for more information, or contact  
[tie-sd@newsela.com](mailto:tie-sd@newsela.com)

*If you are interested in any of these discounts, send an email to your Consortium contact.*



## November-December 2018

# ESL Teacher Tips

by Gwyneth Dean-Fastnacht

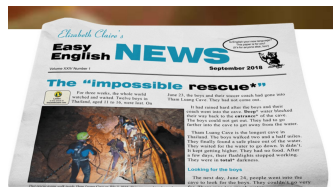
### Spice up your ESL Class

One of my favorite resources has long been *Easy English News*.

This monthly newspaper features current events articles with numerous scaffolds and supports for English Learners.

Like a *Weekly Reader* for the ESL classroom, the newspaper offers many lesson ideas, student writing submissions, puzzles, and other engaging sections. Each monthly installment comes with a lesson plan (just like *Weekly Reader*!) One of my favorite features are the online audio recordings of the articles found on the website in the "blog". Even your newcomers can participate!

Teachers attending the ESL Summit on Oct. 26th received a free sample copy. If you are interested in this resource, order at



<https://www.elizabethclaire.com/products/easy-english-news>

They do send free samples!

Another great resource for ESL Teachers is always Larry Ferlazzo and his weekly blog. In the link I have shared here, Mr. Ferlazzo shares the best places to get the "same text written for different levels". This is a great resource for meeting both content standards and developing language skills.

<http://larryferlazzo.edublogs.org/2014/11/16/the-best-places-to-get-the-same-text-written-for-different-levels/>

ENJOY!

### Reminder! Norms Webinar

Let's compare apples to apples -  
not apples to oranges!  
If your district uses MAPs or STAR Reading,  
join our webinar with consultant, Kerri Whipple  
**To register and for full information:**  
<http://sdtitle3.org> Click on "Register".

### My English Teacher Blog

<https://www.myenglishteacher.eu/blog/>

This free resource offers catchy infographics that can be a helpful teaching tool - and future resource for ESL students.

Sign up for free reminders and the infographic comes right to your email.





**November-December 2018**

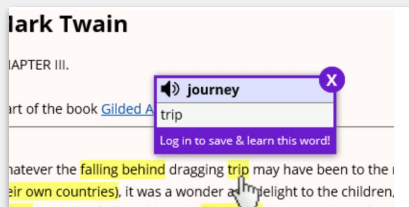
# ***Technology - apps and tips to promote access and interaction***

## **Featured Tool: Rewordify**

By Lindsay Frankenfeld

Differentiate for students by simplifying any text at [rewordify.com](http://rewordify.com). You can enter text into the yellow box, and it will automatically simplify the language. The site, created by public school teacher Neil Goldman, is available to educators for no cost, and it has many other features:

- Set up lessons, print quizzes, and manage student accounts.
- Choose how it's displayed, such as two columns - one with the original text and the other with the simplified text, so students can access the content meaning faster, but also have the chance to learn the more complex vocabulary and sentence structures.
- There are accessibility tools like audio built in, as you can see in this image below.



*If you decide to try Rewordify I'd love to hear what you think (send me an email at [lindsay.frankenfeld@k12.sd.us](mailto:lindsay.frankenfeld@k12.sd.us)) or join the Technology Webinar for Q&A.*

## **Technology Webinars:**

*When & How to use digital tools for  
ELs, Demos, Q & A*

**November 7, December 5,**

**January 9, February 6**

3:45 CST / 2:45 MST

[bit.ly/SDT3Register](http://bit.ly/SDT3Register) registration  
recommended, but not required

## **Tech "Try it!" List:**

- Readworks.org
- Nearpod.com
- Remind.com
- TalkingPoints.org
- Edublogs.org

## **References / Tech Experts I Follow:**

- EL Teacher and Author Larry Ferlazzo's blog: [larryferlazzo.edublogs.org](http://larryferlazzo.edublogs.org)
- Jennifer Gonzalez' *Cult of Pedagogy* podcast and blog: [cultofpedagogy.com](http://cultofpedagogy.com)
- Parris, Estrada, and Honigsfeld's book: [ELL Frontiers: using technology to enhance instruction for English Learners](#)



# November-December 2018

## Colony Classroom / Multi-Grade

### ELA disaggregated/unpacked standards (Adopted 2018)

As some of you may already know the new disaggregated/unpacked standards are now available on the DOE website. They are located at:

<https://doe.sd.gov/octe/ccsELA.aspx>

Select Language | ▼

**ELA Standards**

The standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that students are college and career ready in literacy no later than the end of high school.

ELA and Literacy Standards	
ELA and Literacy Standards (current)	ELA and Literacy Standards (adopted 2018)
Intro	Introduction to ELA Standards
K-5	K-5 ELA Standards
6-12	6-12 ELA Standards
6-12 Literacy in History/Social Studies, Science, and Technical Subjects	6-12 Literacy in History/Social Studies, Science, and Technical Subjects
Disaggregated/Unpacked Standards	
Resource Page	

South Dakota ELA Standards Revision and Adoption Timeline					
Standards	Four Public Hearings	Approved by BOE	Capacity Building	Teach to Standards	Assessed
English Language Arts	2017-2018	Spring 2018	2018-2019	2019-2020	Grades 3-8, 11 in Spring 2

Once you get there you will notice the first part is over the K-12 strike through document. This is a crosswalk between the current standards and the adopted 2018 ELA standards version. It gives an overview of the changes and the justification. If you scroll down, you will see the disaggregated standards.

Disaggregated/Unpacked Standards - ELA State Standards (Adopted 2018)

Disaggregated/Unpacked - ELA Standards (Adopted 2018)

Reading-Literature

Reading Standards: Foundational Skills K-5

Speaking and Listening

6-12 Literacy in Social Studies/History

Reading -Literature is the first of the Disaggregated Standards sets. SCROLL DOWN for the rest of the ELA sections: foundational skills, Reading for Informational Text, Writing Standards, Speaking and Listening, and Language Standards.

Click on a cluster you want to explore.

Reading-Literature

The Unpacked/Disaggregated documents now cluster standards within the College and Career Readiness Anchor Standards for Reading-Literature. Each anchor has one corresponding unpacked document which clusters the standards focusing on those key area of skills per grade level.

Anchor Standards	K	1	2	3	4	5
Key Ideas and Details	K.RL.1	1.RL.1	2.RL.1	3.RL.1	4.RL.1	5.RL.1
	K.RL.2	1.RL.2	2.RL.2	3.RL.2	4.RL.2	5.RL.2
	K.RL.3	1.RL.3	2.RL.3	3.RL.3	4.RL.3	5.RL.3
Craft and Structure	K.RL.4	1.RL.4	2.RL.4	3.RL.4	4.RL.4	5.RL.4
	K.RL.5	1.RL.5	2.RL.5	3.RL.5	4.RL.5	5.RL.5

For multi-grade planning these are very useful in seeing how the standards progress between three grade spans.

## TWO Reasons to use the Unpacked Standards:

1. They provide insight into the exact content and skills that are needed in order for students to attain desired outcomes.
2. These unpacked standards give us a progression within a subject and how it relates with prior and future learning opportunities. This can be extremely useful when planning between multiple grades.





**November-December 2018**

# Sheltered Instruction in the Content Areas

## Start by Writing Content and Language Objectives in the Content Classroom

By Gwyneth Dean-Fastnacht

Recently, I have had a few conversations with teachers about how to write content and language objectives. Here are two examples to consider:

### SIOP Example:

Content Objective: "Students will be able to use vocabulary related to a content concept (such as transportation)."

Language Objective: "Students will be able to use the sentence frame: "When I go \_\_\_\_\_ I travel by \_\_\_\_\_."

### WIDA MPI Example:

Student will describe types of lines and angles according to their properties using realia and graphic support.

In my humble opinion, the form of the Content and Language Objectives doesn't matter. What matters is that teachers purposefully determine, and share with students, the content they will be learning and the language they will be using during the lesson. In both styles above, the content and language objective contain the **CONTENT**, the **LANGUAGE DOMAIN/PURPOSE**, and the **SUPPORT**.

Through purposeful and intentional planning, students can successfully build content knowledge while increasing their academic language skills.

## Remember:

The **Dakota TESOL Conference** is in Fargo this year, Nov 15-16.

We are excited to bring Tery Medina (family engagement), John Segota (TESOL International, and Laetitia Mizero-Hellerud (Immigrant Experience) for the keynotes!

Check out the flyer and register!

<https://doe.sd.gov/pressroom/educationonline/2018/Oct/documents/TESOL2.pdf>

**We hope to see you there!**



**November-December 2018**

## **The Referral of Kindergarten EL for Special Education: A Dilemma**

*by Jean Larson*

Two schools of thought: Kindergarten and first grade teachers often face the difficult task of deciding on appropriate instructional services for struggling English Learner students. Federal law requires that schools are not allowed to delay special education services to any students, including English Learners. However, federal laws also require that language acquisition, culture, and socio-economic status be excluded as the primary reasons for lack of achievement of English Learners.

Rather than an intense focus on intervention, instructional practices, and language acquisition levels, special education can become the “go to” service when English Learners struggle in kindergarten. On the other hand, schools sometimes set arbitrary rules that stipulate that no English Learners in kindergarten can be referred for special education services. Also, a violation of Federal Civil Rights Laws.

I recommend the following professional articles for your consideration: **Evaluating ELLs for Special Needs, a Challenge**, Lesli A. Maxwell and Nirvi Shah: Education Week. August 2012.

**Hurry Up & Wait: Rethinking Special Education Identification in Kindergarten**, Cathy G. Litty & J. Amos Hatch, Early Childhood Education Journal, Vol. 33. February 2006.



## November-December 2018 Imagine Learning and Grammar Gallery

Gwyneth Dean-Fastnacht

### Imagine Learning Users -

Don't forget the new resource, *Imagine University*. It is easy to sign up for this free resource that offers targeted short training videos. If you are just getting started with Imagine Learning or are looking to deeping your efficacy in use, Imagine Learning has information to support your work.

<https://university.imaginelearning.com/>

Don't forget about our upcoming **Imagine Learning Webinars:**  
*How to use Benchmark and Assessment Data to Impact Effective Instruction.*

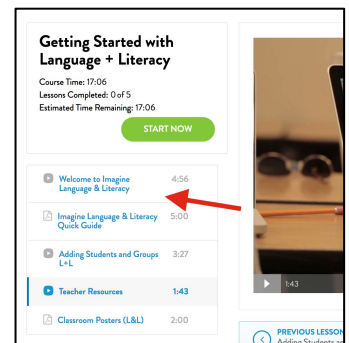
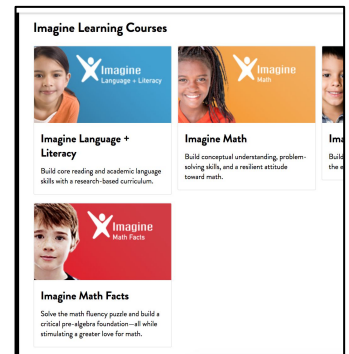
November 19: 2:45-3:45 MST, 3:45-4:45 CST

November 26: 3:45-4:45 MST. 4:45-5:45 CST

<https://zoom.us/j/5323961639>

### Grammar Gallery Users -

The focus feature of the month is the "Academic Vocabulary Series" from the drop-down menu on "Special Topics". This section, in the screenshots, provides excellent activities to build tier two vocabulary. The simple, easy to use activity sheets combine pictures, associations, and student-created meaning to support ELs (and all students) as they learn difficult Vocabulary. Enjoy!



### ACADEMIC VOCABULARY FOCUS: *function* GRAMMAR GALLERY



◀ The heart is part of the cardiovascular system. The main function of the heart is to pump blood through the body.

Word	Part of Speech	Meaning	Word History	Other Forms
function	noun	1) purpose; 2) a relationship involving one or more variables; 3) a formal social event; 4) something dependent on another factor	function comes from the Latin <i>functio</i> , meaning "to perform"	functionality, functionary (noun); functionless, functioned (verb)
	verb	to work in a particular way		

Choose one meaning of this word and draw/insert a picture of it.

Name other words that mean about the same thing.

Write a sentence or question that includes this word.

- Special Topics
- Common Core
- Contact
- Academic Support
- Academic Vocabulary Series
- Bonus Grammar Resources
- Professional Development Presentations
- E-Newsletters



## November-December 2018

### About us

We are five colleagues who serve 105 school districts. Read more at [sdtitle3.org/about](http://sdtitle3.org/about)

#### Title III Grant Goals:

- Raise language proficiency of SD English Learners
- Provide effective Professional Development
- Support EL Family and Community Engagement

#### Migrant Education Program Grant Goals:

- All migrant students reach challenging academic standards
- Migrant students graduate with a high school diploma or complete a GED
- Prepare students for responsible citizenship, further learning, and productive employment

#### FAQ: What kind of evidence should we collect for “Monitoring Status”?

Monitoring status helps to keep track of EL success once ESL programming has been removed. This can vary from district to district but can include, grades, teacher interview, attendance, formative assessments, parent and student input, and other data.

#### FAQ: Does a student on Monitoring status need an LAP or to take the ACCESS?

No, a student on Monitoring Status doesn't need to take the ACCESS or have an LAP. DO take evidence during 1st and 3rd quarters to help keep track of continued progress.

#### Member Districts

*Andes Central, Armour, Corsica-Stickney, DeSmet, Ethan, Freeman, Howard, Iroquois, Kimball, Lake Preston, Madison Central, Miller, Montrose, Mount Vernon, Oldham-Ramona, Parkston, Plankinton, Rutland, Sanborn Central, Tripp-Delmont, Wessington Springs, West Central, Winner, Woonsocket, Pierre*

--> contact [gwyneth.fastnacht@k12.sd.us](mailto:gwyneth.fastnacht@k12.sd.us)

*Belle Fourche, Spearfish, Custer, Douglas, Elk Mountain, Hill City, Hot Springs, Lead-Deadwood, Meade, New Underwood, Oglala Lakota County, Todd County* --> contact [lindsay.frankenfeld@k12.sd.us](mailto:lindsay.frankenfeld@k12.sd.us)

*Agar Blunt Onida, Britton-Hecla, Clark, Deuel, Doland, Edmunds Central, Estelline, Faulkton Area, Gettysburg, Groton Area, Hitchcock-Tulare, Ipswich, Leola, Milbank, Rosholt, Sisseton, Summit, Timber Lake, Warner, Watertown, Webster, Willow Lake, Selby* --> contact [bobbie.kilber@k12.sd.us](mailto:bobbie.kilber@k12.sd.us)

*Alcester Hudson, Beresford, Bon Homme, Bridgewater-Emery, Canistota, Canton, Centerville, Dakota Valley, Elk Point Jefferson, Elkton, Garretson, Lennox, Marion, McCook Central, Menno, Parker, Platte-Geddes, Vermillion, Viborg-Hurley, Wagner Community* --> contact [tanya.vitek@k12.sd.us](mailto:tanya.vitek@k12.sd.us)

*Aberdeen, Arlington, Baltic, Brookings, Castlewood, Chester Area, Dell Rapids, Deubrook Area, Flandreau, Hamlin, Sioux Valley, Tea Area, Wolsey-Wessington* --> contact [jean.larson@k12.sd.us](mailto:jean.larson@k12.sd.us)