

MARCH - APRIL 2019

Moving Forward

We celebrate every milestone and each step of progress made. Two bright starts today are accomplishments by students and completing WIDA Assessments.

Brenda Lorena Velazquez, junior from T. F. Riggs High School in Pierre, was recently inducted in the National Honor Society. Brenda began her US schooling in ninth grade when she moved to Pierre from rural Mexico. Brenda's favorite subjects are history and English grammar, and after high school she plans on some sort of post-secondary education, but she is still deciding. Congratulations to Brenda, her teachers, and family. That is a big accomplishment for any high school student.

Congratulations on completing the WIDA Language Proficiency Assessment. This information will allow districts to celebrate progress and refine programming to support changing instructional needs of English Learners (ELs).

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Congratulations to Brenda!



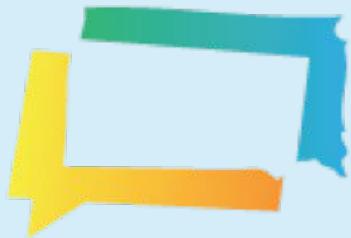
Check it out! sdtitle3.org has a new look

This month, check out...

Virtual PD on our website. Expand your knowledge and explore new topics related to academic language, teaching, and English Learners. See the options at:

<https://sdtitle3.org/virtualpd/>

Still available: Our *Bingo PD* is a unique approach to professional learning. Find it at [Trainings](#).



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ENL Endorsement

by Gwyneth Dean-Fastnacht

One of the most important benefits of the State-Wide Title III Consortium is the English as a New Language (ENL) Endorsement Cohort Program. As part of meeting English Learner needs to providing instruction with trained and endorsed ENL teachers.

In response to this need, the State-Wide Title III Consortium created the ENL Cohort program to provide member-schools the opportunity to secure this endorsement. The program is specifically designed to appeal to in-service teachers, with a two-week module hybrid format and a discounted tuition rate through Dakota Wesleyan University. The majority of course work is on-line, while a few opportunities for face-to-face help build community and support learning.

As of December 2018, with three cohorts completed, nearly ninety South Dakota teachers had completed the program. If your district is still in need of an ENL-endorsed teacher, contact Gwyneth Dean-Fastnacht. Registration for Cohort #5 begins mid-spring.

- Fall - ENL 662 Foundations and Literacy for ENL
- Spring - ENL 664 Methods for ENL
- Summer - ENL 665 Linguistics and Culture for ENL
- Fall - ENL 668 Assessment of ESL Students and Programs
- One-credit practicum activities woven into each of the four courses.

Letter of Intent to Join... Coming Soon!

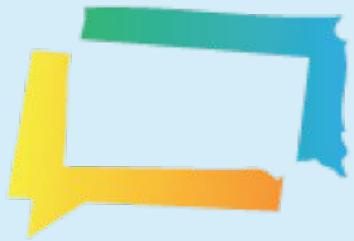
Spring is the time to sign-up to join the State-Wide Title III Consortium once again. We hope to have all of our districts continue to work with us to meet the needs of English Learners in our state.

Membership has many benefits:

- ENL Endorsement Cohort Program
- On-Site professional development
- Regional Professional Development
- Recertification CEUs
- Website, online PD, resources
- Technical support and Data Digs
- School visits
- Instructional coaching

Yutzil Becker, SDDOE Title III Office, will soon be sending this "letter of intent" to join the Title III Consortium to Superintendents or Title III Coordinators.

If you have any questions, do not hesitate to contact
Gwyneth.fastnacht@k12.sd.us.



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Upcoming events

FINAL

Imagine Learning Webinars

April 1; April 8

WIDA Formative Language Assessment Workshop

March 26-27, Aberdeen

Register at *SD Go sign Me Up*

See it in Action

PEMBROOK Colony School

March 11, 9:30am

Co-Teaching and Collaboration

July 22 in Mitchell

July 23 in Aberdeen

Colony Teacher Share, Easter Tuesday

Watertown, Aberdeen, Mitchell

April 23, 2019

Summer Book Studies

One and Two Credit Options

Coming soon!

Check our Virtual PD Tab on our
website.

See it in Action

Huron Middle School

March 25th

See it in Action

Huron High School

March 25th

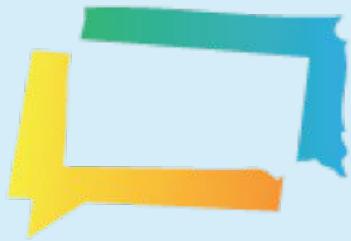
See it in Action

Terry Redlin Elementary

March 25th

Register at sdtitle3.org

(click on 'register' at the top menu)



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Time to Order

by Gwyneth Dean-Fastnacht

As we think about “next year” that usually brings to mind ordering of supplies and resources. We have recently created a **Mini-Resource: ELD Curriculum and Support Resources** designed to help support districts as curricular decisions are made regarding English Learners. Find it on our website or hyperlinked here.

Just as certified math teachers still need a math curriculum, so does an ESL teacher need and ELD curriculum with scope and sequence to ensure proper progression of skills and learning. With this, some support resources will be considered to round out the program. See inside this newsletter or read the Mini-Resource.

Over the course of this school year, the following support resources have been considered effective, affordable and easy to use by a number of schools. While each serves a bit of a different role, these help fill instructional gaps we often face trying to meet the needs of ELs within the confines of the school day’s schedule.

Order Now - Be Ready for Fall

Oxford Picture Dictionaries for the Content Areas:
Elementary, MS, and HS editions, comes with Teacher Edition and Workbook. Excellent for short, meaningful lessons that can support any ELD curriculum. Great idea for pull-out and intervention-type time. Make sure to order each component. Offers a “reproducible collection” supplement that is excellent.

https://elt.oup.com/catalogue/items/global/young_learners/oxford_picture_dictionary_for_the_content_areas/?cc=us&selLanguage=en&mode=hub (or Amazon)

Reading A-Z with add-on EL Subscription:

<https://www.readinga-z.com/>

This subscription offers leveled books, like readinga-z, but with specific lesson plans and enhanced teaching resources for ELD. Offers books in multiple languages for continued support in first language as well as English. Good resource for teachers working with ELs but no ESL t
Gwyneth.fastnacht@k12.sd.us

Grammar Gallery:

<https://www.grammargallery.org/>

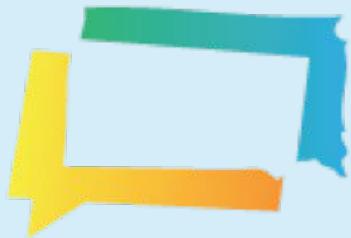
Students master grammar, vocabulary, and develop academic language skills in this easy to implement teaching resource. Rep:
grammargallerybob@gmail.com. Ask for consortium discount.

Finish Line for ELLs 2.0:

<https://www.continentalpress.com/finish-line-for-ell-s-2-0.html> Helps prepare learners for WIDA ACCESS exams and monitors progress. Short, targeted lessons in the four domains help to build skills. Data can be used to monitor progress and identify gaps.

Nearpod EL Lessons: <https://nearpod.com/el>

Engage ELs with inclusive and active learning experiences. Virtual field trips, simulations, and activities/lessons that build both content and language background.



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Migrant News

We are excited to offer summer activities for migrant students and their families!! Summer activities will help continue learning during the summer, encourage family engagement, and build community and connection between families and the school community. These benefits will lead to greater success during the school year.

These one-day events will be led by our Migrant Consortium staff and include the entire family with little to no cost to the district. If you have students that still need to be identified as Migrant, we can include time for Certificates of Eligibility, too, in our day.

The day will be engaging and hands-on. We are excited to introduce and use the MMERC STEM kits that are free for district use during the school year, too.

Please contact us by March 29th to express your interest in scheduling your day having us plan summer activities for your migrant population!! See the [full flyer](#) for more information at sdtitle3.org/migrant.

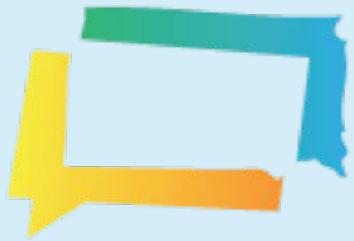
bobbie.kilber@k12.sd.us
tanya.vitek@k12.sd.us

Want to understand more about the challenges Migrant Children face?

["In One Generation"](#), the NPR audio podcast shares the story of a high school boy torn between his commitments in both North Dakota and Texas. Will he make it to his Texas school in time to enroll in the advanced math course?

[THE HARVEST/LA COSECHA](#) profiles these three as they journey from the scorching heat of Texas' onion fields to the winter snows of the Michigan apple orchards and back south to the humidity of Florida's tomato fields to follow the harvest.





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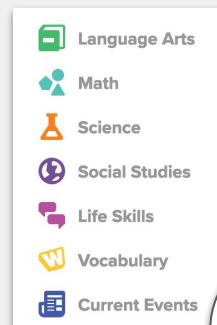
Technology - apps and tips to promote access and interaction

Featured Tool: Flocabulary

by Lindsay Frankenfeld

Remember Schoolhouse Rock? "[Conjunction Junction](#), [What's Your Function](#)" and "[I'm Just a Bill](#)"? These are examples of how music can aide memory, vocabulary development, and fluency. Well today's version of these musical, rhythmic songs about academic topics is called [Flocabulary](#). The content covers all areas:

Lessons include a music video with stop points and prompts for discussion, different audio pacing options, vocabulary cards, vocab game, read & respond, a quiz, and teacher resources, including handouts.

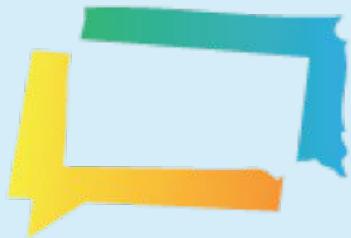


Tech "Try it!" List:

- Readworks.org
- CommonLit.org
- Flocabulary.com
- Nearpod.com
- Remind.com
- TalkingPoints.org
- Edublogs.org
- Sites.google.com
- ELLevationEducation.com
- Newseummed.org
- Flipgrid.com
- Geoguessr.com

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](#)



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Family Engagement

Last month we introduced you to Ms. Terry Medina, a 2018 Dakota TESOL Keynote speaker and some of her practical family engagement tips. The practical tips from Ms. Medina this month are; when hosting family engagement events consider:

- First, collaborate with families to learn what their needs are, possibly through a survey. By asking families what they need, rather than the school establishing an menu of options, allows families to feel connected and active in the process.
- Second, utilize the power of veteran parents. Connecting new families to others who speak their language and who are familiar with the school can be very valuable. This connection may also make it more comfortable for new parents to attend school events if they know others who they can communicate with will be there.
- Third, make events accessible to families. By providing transportation and childcare it may help in making participation possible for families who were previously unable to attend. Also consider holding the event in other places around the community that are more accessible for families. It may also be necessary to consider holding the event at various times of the day or week that are reflective of the families schedules so that they can attend when it works best for them.

Communicating In a Language they Understand

Under federal and civil rights laws, schools are obligated to provide translation and interpretation services to cover communications such as academic evaluations, disciplinary notices, student and parent handbooks and more. In 2017, a district in Massachusetts found out what happens when federal and civil rights obligations are not met.

To read more go to:

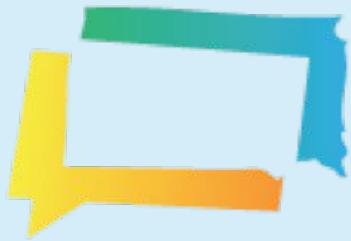
www.bostonglobe.com/metro/2017/08/20/holyoke-latino-parents-sue-over-interpretation-services/3KEZBiEi7J003uUrgYuBcJ/story.html

Tips for communicating in parent first language:

1. When sending home school info, send in both English AND the first language. Let parents decide what is best for them.
2. Learn and listen. Take time to learn about language and heritage of the families. Tacos are not traditional of all Hispanic families, for example.
3. Use technology. Google Translate, Say Hi app, and Remind are only a few of many possible apps that will fit district needs.
4. Use standard English and avoid teacher-talk and educational jargon.
5. Stay connected - not only once a year during conferences and leave politics out of it!

Read the full article at EdWeek:

<https://www.edweek.org/tm/articles/2015/12/01/tips-for-connecting-with-non-english-speaking-parents.html>



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ESL Teacher Tips

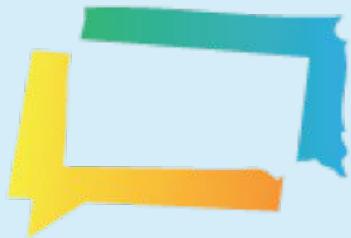
1. Challenge to ALL endorsed ENL Teachers in South Dakota - PLEASE print one [**Bathroom Brief**](#). Make five copies. Hang them in your staff bathrooms. Have a conversation at your next staff meeting for five minutes. I would LOVE to hear what feedback you receive. :-)
2. "[**Dictogloss**](#) is primarily a listening and writing activity used with English Language Learners. Very simply-put, the teacher reads a short text, often one students are familiar with. Then, after the first time of just listening, the teacher reads it again and students write down notes of what they have heard. Next, the teacher reads it a third time and, again, the student writes down additional notes. The student then compares his/her notes with another student's notes and they work together to develop an accurate reconstruction of the text – one that is not necessarily the exact wording, but that demonstrates its meaning accurately. Finally, the teacher reads it again and students judge how well they did" (Ferlazzo, 2011). The dictogloss provides an easy and effective way to address all four language domains. See resources and more explanation at this [**LINK**](#).
3. Don't forget your Heritage Language Learners. For Spanish speaking ELs, don't be afraid to include Spanish as a Foreign Language in their high school graduation plan. While ELs are fluent in speaking and listening, they will benefit greatly from reading and writing in their first language and exploring literature. Just as we take English class to study our first language, Spanish speaking ELs also need to study their first language.
4. Check out the new [**SD DOE's Graduation Requirements**](#). These provide a great deal of flexibility for ELs. DO make sure to have a conversation with ELs and their families about their goals and aspirations. A high school diploma, while it might take an extra year, can be achieved.

Prin. Azure, from Wess. Springs, recently shared this "**Teacher Bingo**" she created in their staff room - a fun approach to focusing on professionalism and wellness. Here are the boxes -

1. I didn't talk about work during lunch with my colleagues.
2. I shared a resource with another colleague from another grade.
3. My class was complimented about behavior in the hallways.
4. I sent three positive notes home with students today.
5. I surprised a colleague with a special treat today.
6. I asked a colleague for advice on a professional topic.
7. I played with students during three recesses.
8. I took a selfie with a colleague and posted it on an educational social media.
9. I sent three positive comments to colleagues.
10. I learned something new about ten of my students.
11. I taught an amazing lesson today!
12. I went to bed before 9pm on a school night.
13. I read a book for fun.

PD Teacher Fun





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EL Norms Follow-up

by Gwyneth Dean-Fastnacht

For many of you who participated in the EL Norms webinar, the following information will help as you examine formative assessment data. This information helps educators make determinations about English Learner progress. When we compare ELs to similar ELs, such as same grade and language proficiency, we are able to make better decisions than if we compare ELs to native English speakers.

Message from Kerri Whipple, presenter:

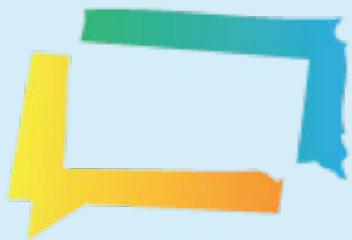
As you begin using the EL Norms website in your regular data practices, I am hoping that you are considering the following:

1. *Each testing season (MAP, STAR), think about how you will document the EL Norm Percentile Range (0-5th, 5th-25th, 25th-40th, 40th-60th, 60th-75th, 75th-95th) for each of your EL students*
2. *Each testing season (MAP, STAR), make a plan for how you will share your EL Norm Percentile Range for each of your EL students with other educators in your building*
3. *At the conclusion of each school year, how will your school aggregate the EL Norm Percentile Ranges to determine if your EL students are academically performing like other ELs at that grade and level. If your students are consistently outperforming in academics using the EL norms, what practices will you continue to ensure continued success. If your students are consistently underperforming in academics using the EL norms, what changes need to be made in your school to ensure more staff know how to support ELs in their classrooms?*

Update: We recently added winter data to the EL Norms – if your school gives the winter season STAR or MAP, you can check out the EL norms for this period. We are updating the site often, so there might be slight changes in the percentile ranges from year to year.

Please see “Upcoming PD” for our second offering of the EL Norms Webinar, coming in May.

[**Register on our website.**](#)



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Colony Classroom / Multi-Grade

The Multi-grade classroom is a unique setting! It allows us to bring students of different ages together. In the real world or life beyond school rarely do we work with peers and colleagues who are just our age. Multi-grade classrooms are not a new concept. In fact, many schools began as Multigrade country schools. Yet, to some the thought of teaching various ages at the same time may be somewhat intimidating.

While the Multi-grade setting may require different teaching strategies and practices at times, it really is about finding and understanding what works best for this type of setting. One of the teaching strategies that needs careful consideration is how to use flexible Grouping.

Initially you may be tempted to group students by age, but this strategy should be used very minimal. Multi-grade classrooms rely on flexible grouping. Flexible grouping relies on how well you know your students and then utilizing that information to maximize how students are grouped to meet an instructional goal. Consider the students abilities, skills, interests and goals. For example, sometimes students may be placed in reading groups based on skills. Other times may require grouping by interests. To get to know what their interests are conduct a survey. Once you have the information, place students who have the same interests or goals together for that specific activity.

The nice aspect about flexible grouping is that it can be ever-changing based on student need.

Adapted from:

<http://www.teachhub.com/teaching-strategies-multiage-classroom>

**Check out these
Resources on
Flexible Grouping**

Videos:

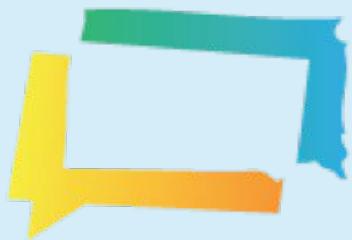
<https://vimeo.com/106982068>

<https://www.youtube.com/embed/wvT0m8g5k1A>

Article:

<http://www.readingrockets.org/article/grouping-students-who-struggle-reading>





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Sheltered Instruction

by Gwyneth Dean-Fastnacht

This month, for Content Teachers, we will examine how to make **content comprehensible** for English Learners in the content classroom.

What does “comprehensible input mean”? We want to make sure that all our students understand the message and the content needed for learning the standards. There are three main ways that teachers can help kids understand the content at hand.

1. Use appropriate speech: Use an appropriate rate of speech and enunciate clearly. We often forget how important it is to use clearly articulated speech. Sometimes, teachers are the best models of academic language that students have. We must make the most of each opportunity to model. This includes avoiding the use of slang and idioms during conversation and instruction, especially with ELs.
2. Explain academic tasks clearly: This can be as easy as slowing down speech when giving directions. While explaining orally, act out and use some gestures to make the directions clear. Use step-by-step directions. What do you mean when you say, “We are going to make a poster project”?
3. Use a variety of techniques to make concepts clear: Students should be able to have opportunity to hear and read directions, and benefit from demonstration. For a science experiment, it is important to orally give direction while demonstrating how to do the experiment.

Source: Echevarria, J., Vogt, M., & Short, D. J. (2017). Making content comprehensible for English learners: The SIOP model. Boston: Pearson.

Remember this:
Just because you said it, doesn't mean they understood it or learned it. :-)

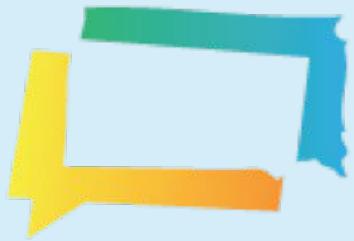
More Comprehensible Input Information

1. Watch this short video: [SIOP Approach to Comprehensible Input Video](#)
2. Want to feel like an English Learners and learn some Latin? Observe some [strategies for Comprehensible Input in this video](#).
3. This [webpage](#) has many resources, especially for middle and high school, with ideas of making content comprehensible.



Looking for More INTERACTION in your Class?

As we know, interaction helps ALL student process content while also building academic language skills. Watch this short video to see how to incorporate the very simple, but effective, [CHAT STATIONS](#).



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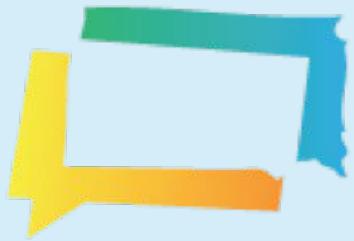
Separating Learning Difference from Learning Disability

by Jean Larson

Vaughn, S. (2019). *Response to Intervention in Reading for English Language Learners*. Retrieved from
<http://www.rtinetwork.org/learn/diversity/englishlanguagelearners>

The [above cited article](#) is an excellent read and quick guide to understanding Tiered interventions for struggling English Learners. While RTI is similar for all students, targeted interventions for struggling English Learners need to be specific and appropriate for their language levels. Furthermore, conscientious teachers need detailed and attainable interventions to assist their students in a timely manner. The last thing teachers want for their students is to spend valuable time experimenting with interventions and hoping that they are appropriate and effective for the identified needs.

This article by Sharon Vaughn meets all of these needs and offers a quick reference for busy teachers. Furthermore, the website, RTI Action Network, is a valuable resource for all teachers who seek detailed and up to date information on RTI. Rather than compromising the content of this topic into a summary, I suggest that educators read the article in its entirety and do what I have done, add this information to your stockpile of interventions for struggling English Learners.



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Grammar Gallery Imagine Learning

While many of you are familiar with *Imagine Learning Literacy*, many of you may not be familiar with Imagine Learning's other applications. Check out [Imagine Math Facts](#) at this Imagine University's short video. Students engage in this application a few times a week to build automaticity with math facts. Never worry about kids not knowing their basic facts again!

Don't forget to sign up for our final [Imagine Learning webinar](#) of the school year. How can we use End-of-Year data to inform our practice during Summer School and next fall?

April 1 at 2:45-3:45 MST/3:45-4:45 CST

April 8 at 3:45-4:45 MST/4:45-5:45 CST

Link to Join: <https://zoom.us/j/5323961639>



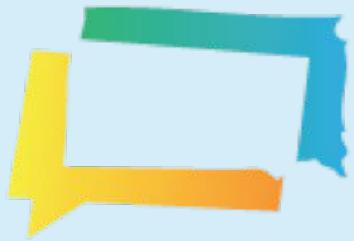
Grammar Gallery

If you are looking for ways to integrate Grammar Gallery into your ELD block, make sure to check out the [Reading Companions Guides](#). After choosing the grade level and type of text from your standards, the Reading Companion Guide links to the resources needed for the lesson. Easy and efficient planning is right at your fingertips!

Common Core Companion Guides

Click on a cell to download the guide.

KINDERGARTEN	Literature Informational Text
GRADE 1	Literature Informational Text
GRADE 2	Literature Informational Text
GRADE 8	Literature Informational Text
GRADES 9-10	Literature Informational Text
GRADES 11-12	Literature Informational Text



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About us

We are five colleagues who serve 105 school districts. Read more at 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

Are you SICK of Indoor Recess?

Answer

Check out this fun way to help kids get rid of energy and build large motor skills, from l'Ecole de la Paix in Quebec:

<https://www.youtube.com/watch?v=laos8VosF0U>

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

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

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

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

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