



# Multilingual Learners Newsletter

## August 2022



## Strategies to Differentiate Academic Literacy

### Why do we use scaffolds and supports for English learners/Multilingual learners?

“The purpose of supports...is to help ELs build upon their assets to thrive in, and beyond, our classrooms.”

### How do we use these scaffolds and supports?

We need to be clear about our goals and where students are in relation to those goals. Formative Assessments are key. Then we need to choose, lose, or adapt supports according to each student’s assets and needs.

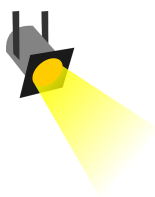
### What are some of the strategies that provide scaffolds and supports?

Some strategies include vocabulary-explicit instruction and word banks, visuals, linguistic sentence frames and starters, modeling, and cooperative learning tasks.

\*See the table below for additional ideas.

### Differentiating Linguistic Supports

<b>Nearly Proficient/Bridging - Light Support</b>	Have students preview the text independently and discuss predictions with peers. Encourage students to justify their thinking by explaining the clues they used to make their predictions, and negotiate their ideas if they disagree. Only provide linguistic frames if they stretch students to incorporate variety and precision not how they communicate their ideas.
<b>Progressing/Expanding - Moderate Support</b>	Preview texts and discuss predictions with peers using linguistic frames that encourage students to explain their predictions, model the use of frames and word banks without sharing your ideas - encourage students to think for themselves.
<b>Emerging - Substantial Support</b>	Teach predictions, build vocabulary, create a word bank, provide linguistic sentence frame, model, practice, build and connect to the student’s prior knowledge.



## Spotlight:

### Brooke David and the EL Team at Northeast High School in LPS

A Community Garden was inspired after reading a book in their EL class. Students talked to the principal and worked with community partners to build a garden at Northeast for all members of the community.

[Watch this short video and read the article.](#)



## Guidance:

Under civil rights law, schools are obligated to ensure that ELs have equal access to education.

- [Lau vs. Nichols](#), US 563 (1974)
- [Castendada vs. Partida](#), 430 US 482 (1977)

## ELPA21

- **Reports and ISR** (Individual Student Reports) - [A Quick Guide to Understanding the Reports](#)
- [Home language Survey](#)
- [Rule 15 Intake Processes](#)
- [ELPA Screener](#) - ELPA21 Screener Training Modules - See Directions, Page 2
  - ELPA21 Screener provides **SAME DAY RESULTS** for most NE students (86%) with the remaining results usually within two days.

## Additional Resources

- Colorin Colorado [Serving English Learners: Laws, Policies, and Regulations](#)
- Colorin Colorado [Using a “Can Do” Approach to Ensure Differentiated Instruction](#)
- [Supporting ELLs in the Mainstream: Reading Instruction](#)

**Questions:** Please contact us with any questions or concerns regarding your MLL students or program.



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