



Multilingual Learners Newsletter

March 2023

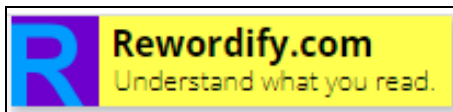


Making Complex Texts Accessible

Working with students who are at the emerging or progressing stage of language acquisition can be very rewarding and also challenging. As educators, we need to realize that our students (at any age) have a vast level of knowledge and experiences even though they are not able to comprehend or express their ideas to us in English yet. It is our job to make the lessons comprehensible so that students can understand what they are learning and to provide opportunities for our students to practice the English language with peers in a safe, encouraging environment.

One particular challenge is around grade-appropriate complex texts. Jill Kester and Erin Daniels (guest presenters for [SupportED](#) in the Webinar, [Making Text Accessible for English Learners](#)) offer **six key considerations** and some **strategies** to encourage student participation and engagement when reading. They discuss strategies such as using their heritage language if possible, allowing students to ask questions prior to reading based on images or experiences, using graphic organizers and linguistic supports to build comprehension, and color-coded collaboration to promote partnerships in expressing what they have learned from a text.

- 1. Select and analyze text
- 2. Build on the experience and knowledge of your ELs
- 3. Pre-teach or gloss vocabulary
- 4. Amplify language as needed
- 5. Scaffold readability
- 6. Support comprehension



The free online resource, [rewordify](#), simplifies text and can be a tool to make a text more accessible for students. While the goal is to have students read and interact with complex text, some of these strategies and resources provide appropriate scaffolds that help students where they are and get to where they want to be.

Another resource, [Storyworld](#), offers language learning through stories. It is a multimodal, multisensory, and multilingual literacy program. Teachers can sign up for a free trial subscription. Anyone who is interested can contact us for a more in-depth presentation by the CEO and founder.

Learn more about [Four Instructional Practices for Bolstering English Learner Achievement in Grades K-12](#) from the Region 7 CCNetwork.





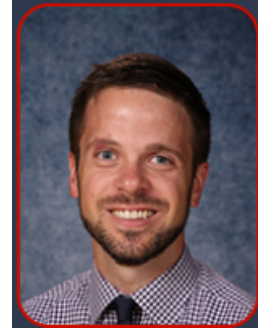
Spotlight: ESU Title III Consortium Directors



Sara Calvert, at ESU 15 in Trenton, is new this year! She has been in education for 16 years. She has been a physical education teacher, business teacher, coached many girls and boys sports, and has sponsored many extra curricular activities. Before her role as Title III Consortium Director, she was a business teacher at Southwest High school. She coached girls golf, jh boys basketball, jh boys track, was the class of 2025 class sponsor, FBLA, Southwest Roughrider Shirt Shop, and Continuous School Improvement leader. She has enjoyed learning this new role as a director and shared that she loves working with the school's administrators to help lead them into a more

inclusive approach with their students and staff. She shared, "In my 6 months, I have learned that there is more than one approach on how to best serve each district."

Mark Brady is at ESU 7 in Columbus. Prior to joining ESU 7, he was a social studies teacher at Schuyler Middle School. "Go Warriors!" One of his favorite aspects of his role is working with administrators and ESL teachers. He says, "They are such a collaborative group of educators who are eager to support each other so that the various needs of English learners are met." He feels that ESUs across the state work hard to tailor support to the needs of the districts. He tries to take that approach as the Title III Consortium Director. He says, "When districts reach out with questions about meeting the needs of English learners, I love brainstorming support options and helping them craft a plan that will work within their context."



Guidance: Per Title III, each SEA must require that its LEAs administer a uniform, valid and reliable statewide ELP assessment annually to all ELS in schools served by the State, in grades Kindergarten through grade twelve. Thank you for all of the ELPA21 testing!

Additional Resources:

- [Three Key Ingredients for Building Effective School Support Partnerships](#) - featuring two Nebraska Schools
- [Benchmarks of Quality](#) - a tool for education leaders and content developers that outline effective EL supports in instructional materials.
- [ELL Starter Kit for Educators](#) - from Colorin Colorado
- ELPA21 Workshops - [Nebraska 2022-23 ELPA21 Professional Learning Workshops](#)
- Project ASSETS - Check out the opportunities for Content Teachers-[Cohort 2](#) Starts in June! Read some of the [testimonials](#) from Cohort 1!



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

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