

Providing ELs with equal access and opportunity to high-quality instruction requires school systems and school-site leaders to design and implement instructional models that allow language acquisition to occur across all content-areas all day, every day, even in the distance learning environment. This document provides you with a quick overview of ways to support a student’s learning and English language development in a distance learning environment.

For more information about EL programming and creating EL plans, review the [EL Program Handbook](#).

Supporting ELs During Distance Learning		
Provide Access to Core Curriculum (All ELs)	Provide Targeted Group Instruction (Low-Medium Proficient ELs)	Provide Individualized Instruction (Newcomers to Low Proficient ELs)
<p>ELs must be given access to all Tier 1 and core curriculum by providing them with appropriate supports such as modifying, simplifying and/or amplifying assignments.</p> <p>See the EL Accommodation Checklist and the EL Instructional Support Plan for more information. Supports and language objectives should be identified before instruction through collaborative planning between the EL Specialist and content teacher.</p>	<p>ELs are grouped according to similar language development needs and provided with targeted supports that address either core curriculum or language deficits.</p> <p>This can be done as a collaboration between EL Specialists and content teachers, reading specialists or other interventionists.</p>	<p>ELs with very low English proficiency are given specialized English language development instruction. This may include activities such as the Fluency Tasks in the ELA Guidebooks or other diverse learner supports embedded in Tier 1 curricula, or as an additional instructional program.</p> <p>EL Specialists or other qualified teachers can provide this instruction.</p>

Planning to Support

1. Review most recent ELPT scores to determine student’s English proficiency levels and to target areas of support. Use the [EL Instructional Support Plan](#) to create an individualized plan for all ELs.
 - a. Review [EL Accommodation Checklists](#) to determine what kinds of accommodations or modifications each EL needs.
 - b. Plan for additional structures and technology that may be needed to supplement instruction for English Learners as needed.
2. Co-plan with your EL Specialists whenever possible. EL specialists should review certain assignments that may be problematic for ELs with lower proficiency levels.
 - a. Remember most ELs should be working on the same content and lessons as their non-EL peers as they would in the physical classroom.

3. If potential EL students enroll and are unable to be screened for EL services with ELPS, use the process described in the [Strong Start: Guidance for Provisional Identification of English Learners \(ELs\)](#) to identify ELs for targeted language support.
4. Establish a way for students and parents to communicate with you.

Providing Support

1. Provide links to sites to use during lessons and those that might support an EL's access to them.
 - a. These supports should include videos, audio versions, annotated texts, and when applicable, bilingual supports.
 - b. Review the [EL Instructional Support Plan document](#) for more ideas.
2. If the student is a recently arrived EL with very low English proficiency, you may want to direct them to work on their English skills.
 - a. There are free programs/apps like Duolingo, Mango Languages, Live Lingua, Open Culture, and more they can use.
 - b. Also, encourage them to read/listen to texts/watch videos in English to help them reinforce those essential language skills while at home.
3. When assigning tasks from their content classes, consider that some ELs will require these to be simplified, modified, or shortened.
4. Some ELs will not have computer or internet access, so you may need to create paper-based assignments for them to do as an alternative to online learning.
5. Contact your Tier 1 curriculum or PD provider for additional resources. Many have adapted their offerings to accommodate students with diverse needs for the distance learning environment.
 - a. Additional adaptation ideas can be found in TNTP's [ELL and ELD Distance Learning Support](#).
6. Engage parents/guardians in their native language with the student's learning whenever possible.

Parent/Guardian Guidance

1. If you don't have internet access at home, try calling the provider in your area. If they ask for a social security number (and you don't have one), ask if they will accept an alternate means of verification or a deposit.
2. If possible, your child should continue to read and write, even if it is in a language other than English.
3. Visit the school's website and/or class websites that may have been established for distance learning purposes.
4. Set up a clear way of sharing information with your child's teacher about classwork, expectations, and concerns.
 - a. Email, phone calls, and text messaging can all be used in place of in-person meetings.
5. Allow your child to work with a friend over the phone or video call.

Resources

For Teachers

- [MAEC](#): Site of resources dedicated to increasing access to a high quality education for culturally, linguistically, and economically diverse learners
- [Center for Applied Linguistics](#)(CAL): National organization that supports linguistically diverse students by providing professional development and resources to EL and bilingual educators
- [Mississippi Department of Education: English Learner At-Home Resources](#): List of no-tech, low-tech, and tech-based resources for English Learners
- [NAELPA](#): Resources for educating ELs online. Includes links to U.S. Department of Education documents and other national organizations' resources
- [ELPA21](#): Resources for remote instruction of English Learners, including activities for ELs, free audiobooks, and early learning resources
- [The National Network for Early Language Learning](#) (NNELL): Free resources and platforms for early language learning, with resources applicable to multiple languages
- [English Learner Family Engagement During Coronavirus](#): Article with resources for schools to use to support parents and parents to use at home
- [TESOL International Website](#): Link to the international organization on teaching English to non-English speakers. Includes resources, articles and professional development opportunities
- [National Clearinghouse of English Language Acquisition: Resources](#): U.S. Education Department's website for EL support. Contains access to resources, articles and policies to support ELs
- [Migrant Literacy Net](#): Provides teachers with supplemental resources and students with online instruction to develop literacy skills
- [4 Weeks of No Tech ESL Activities](#): List of English language activities for practicing basic English skills
- [Ten Strategies for Teaching English Language Learners Online](#): List of strategies for helping ELs with online learning
- [EL Education Projects at Home](#): Resources to support teaching and learning virtually
- [Jefferson Parish Schools At Home Learning Resources](#): Provides a great list of online resources and activities. Click on the grade, then-*Diverse Learners | Recursos Para Estudiantes Aprendiendo Inglés* for EL specific activities

For Families

- [Free Language Learning Websites](#): A list of free sites providing English language development at varying levels
- [English for Daily Life](#): Interactive basic English language lessons

For Both

- [School Responses to COVID-19: ELL/Immigrant Considerations](#): Guidance to support educators and families of ELs during the COVID-19 closures
- [Resources for Undocumented Immigrants and Their Families During COVID-19](#): List of resources and information for families and those who support them during the pandemic
- [Colorin Colorado](#): A bilingual website with resources for EL educators and families