Virtual Supports and Accommodations for English Learners

In this document:

Using the Support element of the WIDA Model Performance Indicators framework for English learner instruction, we have compiled a collection of virtual tools, resources, and suggested instructional methods. These recommendations apply to the teaching and support of English learners in a virtual or blended learning environment. Considerations have also been made for the application of selected accommodations according to a student's Individualized Language Acquisition Plan (ILAP) in a virtual context.

Figure 3G: Examples of Sensory, Graphic and Interactive Supports

Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

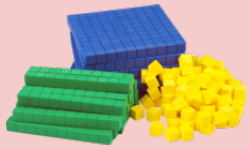
WIDA™

Source: 2012 WIDA English Language Development Standards

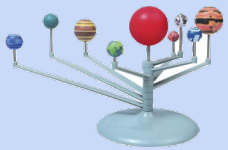
Brought to you by members of the South Carolina K-12 ESOL Teacher Network

South Carolina ESOL

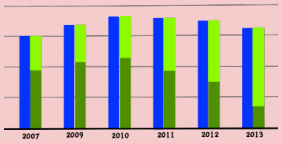
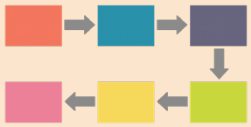
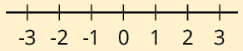
Sensory Supports

Support	Synchronous	----------> (Either)	Asynchronous	Online Tools
Use manipulatives 	Use slide share; interactive documents; web-, Java-, or app-based tools designed to simulate manipulatives.	Make simple manipulatives with students at home through a virtual how-to activity.	Send home manipulatives in advance.	Smartboard (make counters & share screen), Geoboard, Didax, National Library of Virtual Manipulatives
Realia 	Show realia during a virtual meeting or lecture.	Virtual realia: Students interact with a 3D or virtual reality representation of realia.	Student scavenger hunt / show-and-tell activities (students find realia in the house and take a picture or record a video)	Google Glass, Second Life, Expeditions, Discovery Education Virtual Field Trips, Flipgrid, Tour Creator, Seesaw
Images (Pictures, photographs, illustrations, diagrams, & drawings) 	Share a screen/presentation or hold up photos during a virtual meeting	Hyperlink to images, picture dictionary, etc. on a hyperdoc, in Google Classroom, or with Thinglink.	Share a self-paced slideshow or share a curated (teacher-selected) image library or picture dictionary with students that they can use to complete activities or projects on a topic.	Google slides, Nearpod, Book Creator, Jamboard, Google Earth, Hyperdocs, Voicethread, Explain Everything, Virtual Lockers, PicCollage Edu, Mentimeter, Thinglink
	Share in an interactive annotation app, so teacher, students, or both can interact with images. (Try the Visual Discovery method)	Share a screen or video to show teacher annotating an image (i.e. PWIM)		

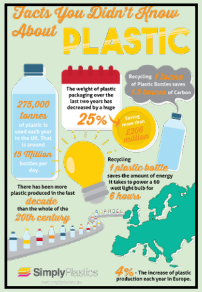
Sensory Supports (Continued)

Support	Synchronous	----------> (Either)	Asynchronous	Online Tools
Physical activities 	Do TPR with students during a virtual meeting or incorporate movement into lessons as readiness signals, to indicate positions on a topic, etc.	Teacher "dual casts" or records a lesson to both share a screen and also show themselves on a screen using gestures and body language to share meaning.	Students view a video of a TPR lesson and do on their own or create videos or staged still photos of themselves doing physical activities and share with teacher or class.	Flipgrid, Screencastify, Tik Tok, Loom, Padlet
Models & Figures 	Make a model with students during a virtual meeting using common materials.	Send home simple models in advance or make a model for students in a demonstration lesson.	Assign a model-making activity to students, providing diagrams or a video how-to as support.	Tinkercad, Wordle
Videos & Films 	Share specific segments during a virtual meeting.	Students create videos using pictures, text, and voice recording with Adobe Spark	Assign for independent viewing	Ed Puzzle, ESLVideo, Discovery Education, Brain Pop, Brain Pop ELL, Adobe Spark, Edmodo, WeVideo
Magazines & Newspapers 	Share magazine images on a document camera with students.	Scan or photograph specific magazine or newspaper pages and share with students online.	Provide links to ESOL-friendly publications online or assign students to collect free publications or newspapers from town and utilize in lesson from home.	Voice of America English News, NewsELA, Scholastic Scope, TeenInk, Highlights, Flipboard, Common Sense Media, Breaking English News

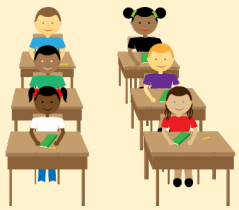
Graphic Supports

Support	Synchronous	----------> (Either)	Asynchronous	Online Tools
Charts, Graphs, & Tables 	Annotate parts of a graphic image during a virtual class meeting.	Students synthesize data from a complex text into a chart, graph, or table.	Capture a screen cast explaining the parts or meaning of graphic images in a content area lesson and send to students.	Screencastify, NCES Kids' Zone Create a Graph
Graphic organizers 	Complete a graphic organizer on a book or topic with collaboration of peers during a virtual class meeting.	Complete a graphic organizer on a book or topic individually or with collaboration of peers.	Students can listen to a content-related segment from Randall's Listening Lab (or a teacher-created one) and make a graphic organizer on Canva before taking a comprehension quiz.	Canva, Google Drawings, Google Slides, ReadWriteThink, Popplet, Venngage, Cacoo, Lucid Chart
Timelines & Number lines 	Teachers use a visual schedule to demonstrate timelines for virtual learning with students.	Co-create a class timeline using supported lessons from EL Civics for ESL Students.	Students listen to a story or research an event in history and create a timeline to recount the events to share.	Math Learning Center, Knightlab Timelines, Timeline Tool on ReadWriteThink

Graphic Supports (Continued)

Support	Synchronous	----------> (Either)	Asynchronous	Online Tools
Infographics 	Teachers and students co-create an infographic on a content-area topic	Create an infographic to explain a content-area topic individually or with collaboration of peers/teachers.	Students create their own infographic to explain a content-area topic and post for classmates to view. This could also be done as a jigsaw activity.	Canva, Canva Pro (free for teachers), Google Drawing, Piktochart
Vocabulary Support DIVIDEND — the answer to a multiplication equation — 56 ÷ 7 = 8 EQUATION — the number of equal groups a dividend is split into — 56 ÷ 7 = 8 PRODUCT — splitting into equal groups — 56 ÷ 7 = 8 DIVISOR — the number that is split into equal groups — 7 x 8 = 56 MULTIPLY — the answer to a division equation — 7 x 8 = 56	Students work together arranging words to demonstrate meaning (Interactive Word Wall) (video).	Create a Virtual Word Wall	Students match words and pictures in teacher-customized games with Wordwall.net or students watch a video on Flocabulary and complete related activities, including the creation of their own flashcards.	Google slides, Book Creator, Flocabulary, Quizlet, Wordwall.net

Interactive Supports

Support	Synchronous	----------> (Either)	Asynchronous	Online Tools
In pairs, partners, triads, or small groups 	Structured dialogue (like Dice Talk) in virtual breakout rooms	Students collaborate via sharing applications, such as Google Docs or Google Slides, to create presentations or collaborate in real time or when able.	Students share videos on a topic using Flipgrid and respond to one another's videos using sentence frames	Google Meet, Zoom, Microsoft Teams, Flipgrid, Seesaw, Boomwriter, Voki
In a whole group 	Incorporate structured dialogue (like QSSSA) or use interactive tools like Pear Deck, Poll Everywhere, or Crowdsignal.	Students participate during a virtual teacher lesson or watch the pre-recorded lesson and respond appropriately via flipgrid or padlet.	Students watch a teacher-created lesson and comment through Padlet.	Google Meet, Zoom, Microsoft Teams, Pear Deck, Poll Everywhere, Crowdsignal, Kahoot, Padlet
Cooperative group structures 	Students work in assigned breakout rooms with specific roles to complete a task.	Students collaborate via sharing applications, such as Google Docs or Google Slides, to create presentations or collaborate in real time or when able.	Students collaborate with distinct roles via Google Docs/Slides to create a virtual presentation. Group members add audio to present their section in Google Slides.	Google Meet, Zoom, Microsoft Teams, Google Slides, Google Docs, Record to Slides extension

Interactive Supports (Continued)

Support	Synchronous	----------> (Either)	Asynchronous	Online Tools
In the native language (L1) 	Group students in breakout rooms according to L1	Provide interactive writing opportunities in L1	Provide translation tools for slides or assign Flipgrids for L1 responses	Google Translate Chrome extension, ImTranslator extension,Voice Recognition (dictation) extension, Kami, Flipgrid, Seesaw, Padlet
With mentors 	Teachers/peers conference with students during assigned conference meeting times to provide support and feedback.	Teachers/peers conference with students via sharing applications, such as Flipgrid, Google Docs, Google Slides, etc., during real time or by an assigned/agreed upon date to provide support and feedback.	Teachers/peers conference with students via sharing applications by an assigned/agreed upon date to provide support and feedback.	Google Meet, Zoom, Microsoft Teams, Flipgrid, Seesaw, Google Docs, Google Slides

Best Practices for English Learners

The following instructional practices should be included in support plans for **all** English learners:

- Visual cues
- Graphic organizers
- Checks for understanding
- Provide word banks
- Use manipulatives and realia
- Incorporate student culture
- Provide examples and models of completed projects
- Activate prior knowledge
- Provide positive reinforcement and a can-do attitude
- Teach to all modalities

Suggested Methods for Delivery of Selected Accommodations in a Virtual Environment

Accommodations for English learners should be selected according to state and district guidelines. Considerations should be made for English proficiency level and individual student need. Accommodations for assessments should be provided regularly in class. The following accommodations are only a sample of possible options that may be selected for English learners. These accommodations are accompanied by tools that might be considered for implementation in a virtual instructional model.

Accommodation	Virtual Tools to Consider
Allow alternate response options for assignments and assessments	Flipgrid, Wordwall.net, Quizlet, Google Drawing, Voice Recorder extension, Little Bird Tales
Bilingual Dictionary	NYU Steinhardt Glossaries for ELLs/MLLs Accommodations
Individual instruction	Google Meet, Zoom, Microsoft Teams
Oral administration	Screencastify, Record to Slides, Immersive Reader or other text-to-speech tool, individual or small group virtual session
Paired oral and written directions	Screencastify, Record to Slides, Immersive Reader or other text-to-speech tool
Small group instruction	Google Meet, Zoom, Microsoft Teams
Teacher use of simplified language	Screencastify, Seesaw, Record to Slides
Use varied print and audio texts	Storyline Online, Raz Kids, Unite for Literacy, Read Works

Sample Starting Points for Teachers

The sample supports below are intended only as a starting point to illustrate appropriate measures at each proficiency level. It is not comprehensive, nor does it include all accommodations that will be selected on the ILAP. Individual student needs should be evaluated and addressed and appropriate accommodations selected for the ILAP. As language proficiency increases throughout the year, supports should be adjusted. ***Best practices should be incorporated consistently for all English learners (see page 7).***

Proficiency Level	Sample Supports at the Beginning of the School Year
Level 1 Entering	- Media support in L1 (i.e. Google Translate extension, Microsoft Translator) - Allow responses in L1 (i.e. Voice Recognition dictation extension, Flipgrid) - Sentence frames with models (written or oral) - Virtual picture dictionaries for content areas - Teacher-created Infographics - TPR in virtual sessions - Increase interaction
Level 2 Emerging	- Media support in L1 + English (i.e. a text-to-speech extension, dictation extension if necessary) - Sentence or paragraph frames with models (written or oral) - Virtual picture dictionaries for content areas - Teacher-created Infographics - TPR in virtual sessions - Increase interaction
Level 3 Developing	- Media support in L1 + English (i.e. a text-to-speech extension) - Sentence or paragraph frames (for writing and speaking) - Virtual picture dictionaries or vocabulary journals for content areas - Teacher- or student-created Infographics - Increase interaction
Level 4 Expanding	- Sentence or paragraph frames (for writing and speaking) - Teacher- or student-created Infographics - Leveled online dictionary (i.e. Wordsmyth.com) - Increase interaction
Level 5 Bridging	- Student-created Infographics utlizing specialized or technical content language - Leveled online dictionary (i.e. Wordsmyth.com) - Increase interaction
Level 6 Reaching	- Student-created checklists for extended oral and written communication - Increase interaction