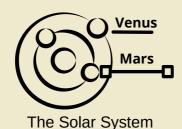


Growing Achievement for Multilingual Learners

Use graphic organizers/visuals/ labels/infographics/diagrams





Erupting volcano

Allow students to use the first language (L1)

Although the goal is for students to be proficient in English, research shows that students who are adept in their first language are more successful in learning a second language. Knowledge trumps the language barrier and they eventually make connections.

Make content accessible to multilingual learners by allowing them to translate into their L1. For example, use the Google Translate Extension, Google translate, Microsoft Translator, or Immersive Reader.

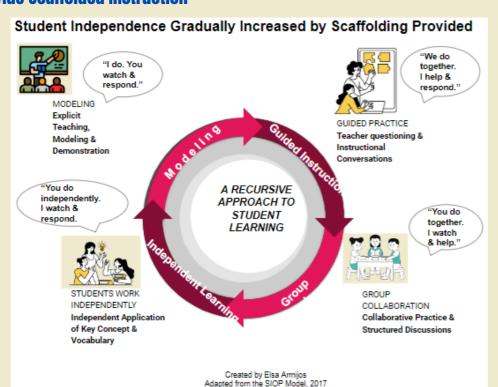
Build background knowledge

- Provide vocabulary list with pictures
- Use realia (real objects)
- Manipulatives
- Show lab experiments with clear written directions
- Modeling/gesture/role-play/act out
- Show videos (with subtitles) /GIFs/images
- Show sample of final product
- Use personal experiences/culture
- Use graphic organizers e.g. KWL
- Use Brain Pop/Flocabulary to activate schema
- Model





Provide Scaffolded Instruction



Multilingual Learners develop their independent skills progressively from guided one-on-one instruction to a more independent learning when proper scaffolds have been provided.



Growing Achievement for Multilingual Learners

Develop listening, reading, speaking & writing skills in English

Writing

- Allow students to write short sentences, shorter paragraphs or essay (s)
- Allow drawings as alternate assessments e.g. Google drawings
- Provide graphic organizers/outline
- Google slides, book creator, Canva etc. for final product
- Timelines to represent sequence of events
- Dialogue journals, blogs,

Sheltered Instruction:

Making Content and

Language Instruction

Comprehensible for

Multilingual Learners

Provide paragraph/sentence frames

Listening





- Read directions aloud
- Adjust rate of speech
- Enunciate words clearly
- Immersive reader(Pear Deck add-on)
- Simplified language (avoid idioms, slangs)

Multilingual Learners are very good auditory learners

Speaking

- Allow Interaction: Homogenous & heterogenous groups
- Think/pair/share
- Offer linguistic frames e.g. I agree...because...
- Wait time appropriate
- Limit teacher talking time
- Use Yes/no questions for newcomers

Reading

- Highlight key words
- Reduce the lexile level
- Identify cognates in the native language
- Allow reading in native language
- Use picture books/preview text
- Use alternate readings
- Immersive Reader is available on Discovery Ed., Lumio, BrainPop and Canvas
- Limit the amount of vocabulary words
 - Guided-reading (stop & check comprehension)
 - Use Commonlit, readworks, NewsELA, and reading A-Z
 - High order thinking skills: Bloom's Taxonomy
 - Webb's Depth of Knowledge
 - Explain figurative language
 - Summaries



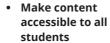
Differentiated or Personalized Instruction

How to
Differentiate
Instruction?

Content or Instruction

Setting

Assessments



- Adapted content
- Break down content into manageable chunks
- Rephrase complex sentences
- Emphasize key vocabulary
- Choose a topic sentence and translate into Google Translate
- Provide study sheets
- Give simple instructions Incorporate culturally responsive content

- Push-in
- Pull-out
- Preferential Seating
- · Small group
- One-on-one instruction
- Extra time
- Multiple Sessions
- Allow MLs to use headphones
- Translation tool
- Cooperative Learning

- Fewer answer choices
- Matching
- Yes/no questions instead of openended
- Alternate projects or assessments eg. slides presentation, banners, posters, brochures, etc.
- Allow test corrections
- Project-based assessments
- Graphic novels

English Language
Development
Standards for MLs are
now available.

Please consult with your English Language Specialist for more details.

Thank you!

Technology Resources

National Geographic for 6-12 Newcomers Lexia K-5 for Newcomers

Created by Elsa Armijos, Brunswick County Schools