



Pennsylvania Refugee Education Program Learning Series

Together, We're Better

Elevate Your Teaching: Supporting
and Welcoming Multilingual Learners
to Our School Communities

April 2024



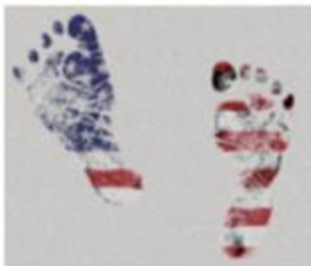
CENTER FOR SCHOOLS
AND COMMUNITIES



Mayra Canizales Cruz

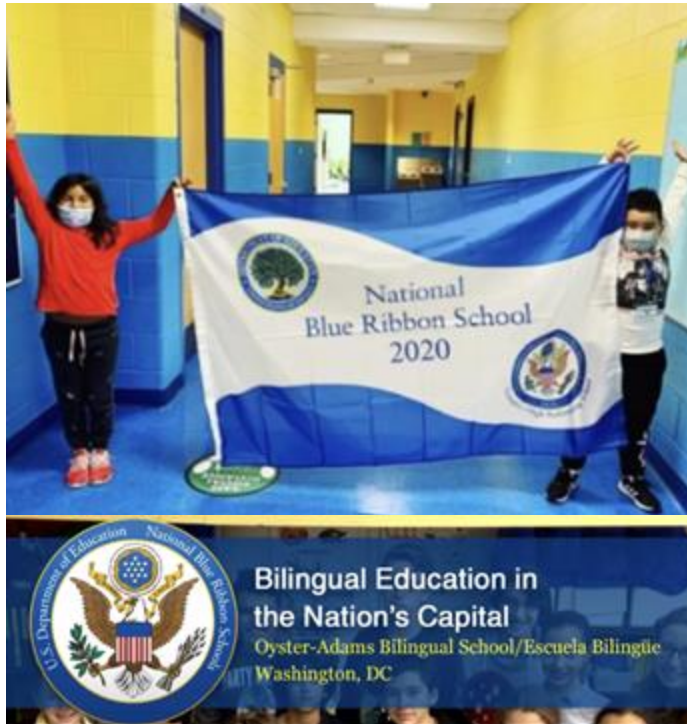


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Mayra Canizales Cruz





Thank you for being here!

In the chat, please let us know the following:

Your role

Home state

1-2 sentences describing an emergent bilingual you are teaching, think about the following:

- *What are their strengths?*
- *How are they positively contributing to your school community?*



Welcoming The Families





Family Wrap-Around-Supports

- Family interviews
 - Learning about home and family support systems
 - Literacy and technology access of family
 - Past school experiences of children enrolled
- Connection to community and wrap-around services/ case management as needed
- Physical and emotional space to ensure trust-building and access

**Note: this is a collaborative approach and does not have to solely become the responsibility of the GenEd or ELL teacher.*



Socio-Emotional Support for Students

- Welcome committee: peer buddy, counselor, homeroom teacher
- Ensure they have access to school tours and walkthroughs
- Newcomer social lunch bunch
- Consider supportive cohort for crew or advisory
- Home-visits



Language Supports in the Classroom

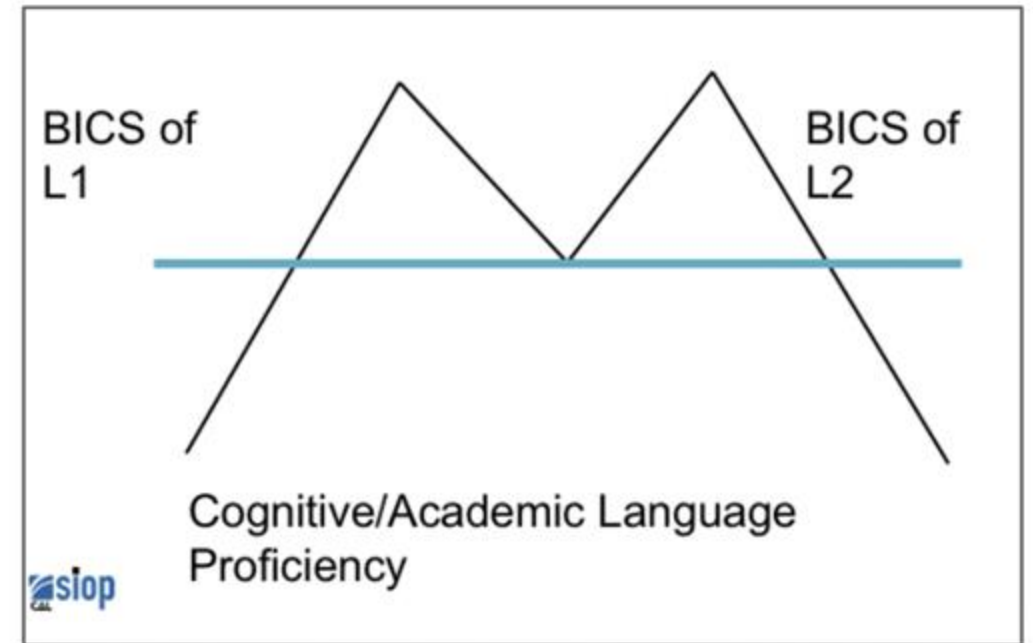
- Inform yourself and Advocate: Make sure to know your school site's/district models to support newcomers and emergent bilinguals and advocate for proper placement
 - Designated vs. integrated language development
 - Sheltered English Instruction
 - Transitional Bilingual Education
 - Dual Language Instruction
 - Co-teaching model



Language Supports in the Classroom

- **Language Interviews**

- Get to know your students linguistic repertoire and their content knowledge
- Assess their literacy levels across their languages
- Make informed decisions about their CALP development
- Empowers you to have an additive/asset based attitude and focus on what the student CAN DO





Comprehensible Input

- **Consider the following:**
 - Rate of speech
 - Explicit teaching of metalinguistic awareness (i.e. cognates for newcomers)
 - Visuals!
 - Listening and talk tasks with scaffolded support
 - Translanguaging and Recasting to honor language development and add vocabulary
 - Strategic peer partnership
 - Previewing of text: picture walks, close reading and/or modified texts



Explicit Teaching of Vocabulary

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Common malpractice in the classroom:

- The teachers say the new vocabulary word than the students
- Tip: eliminate the question, use sentence frames that include the new vocab word, repeat in fun ways, less is more.

Writing down definitions and examples does not mean you taught vocabulary explicitly. Students need to make meaning, practice and play with the words.



Language Objectives!

All students benefit from language objectives, the clarity it brings to emergent bilinguals is very useful.

- **Content Objectives** → State Standards = The WHAT of the mini-lesson
- **Language Objectives** → Language Domain (reading, writing, speaking, listening) and Language Function = The How of the student task
 - They give direct access to the language demand of the student's independent task.

share language objective cheat-sheet in the chat



Chat check-in

- What is affirming?
- What is something you want to learn more about?



Questions