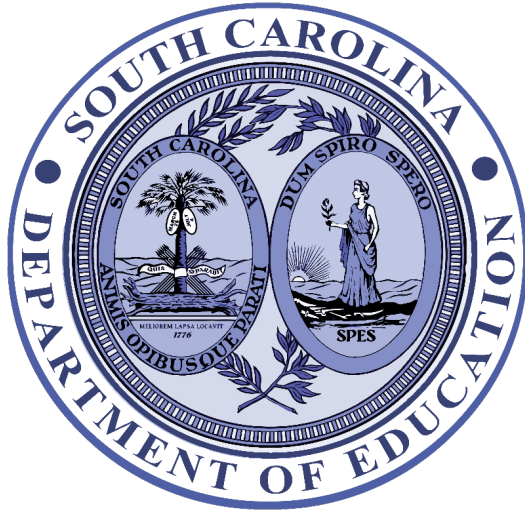




Instructional Practices for Multilingual Learners and Immigrant Students

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Today's Agenda

- Setting the Stage
- Individualized Language Acquisition Plans
 - Best Practices
 - Instructional Accommodations
 - Modifications
- Group Activity
- Reflect and Share



Setting the Stage

- What do you notice about Moises, specifically related to his English language abilities and content knowledge?
- What scaffolds or supports did Moises use throughout the lesson?
- What additional scaffolds or supports would assist Moises to continue elevating language access to the content?





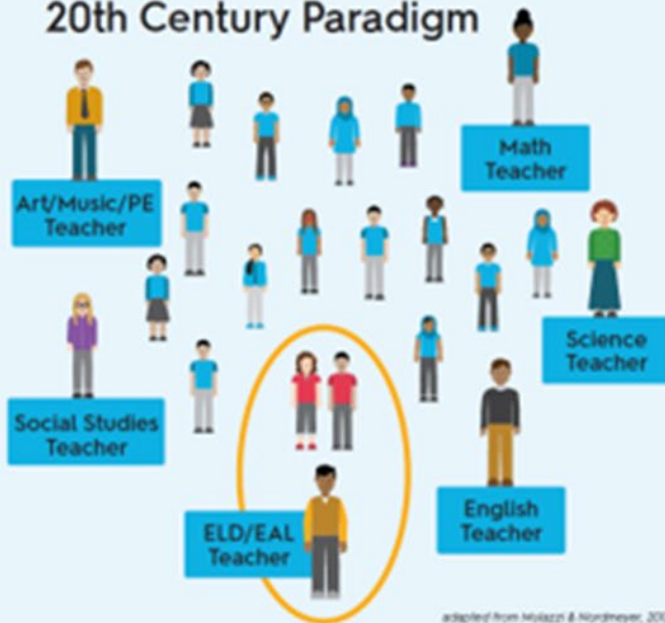
Setting the Stage - Reflection

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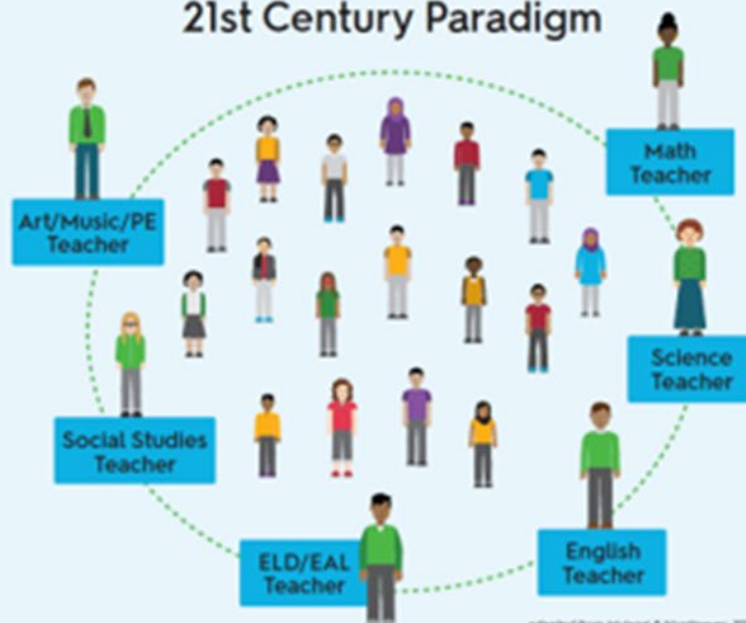
FROM 20TH TO 21ST CENTURY TEACHING

20th Century Paradigm



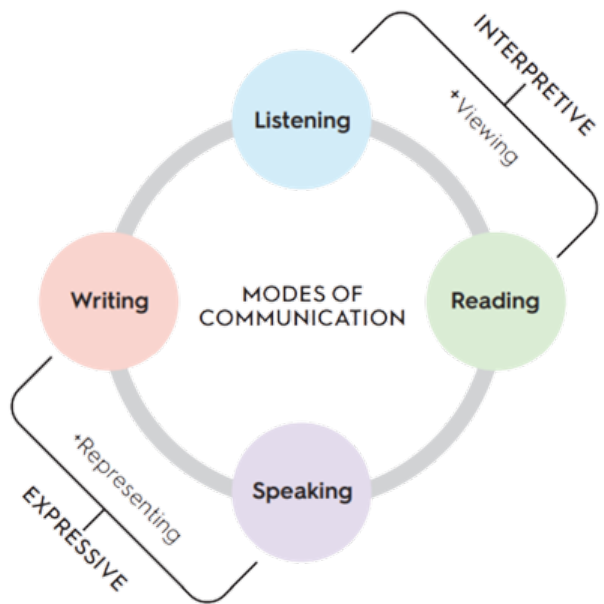
adapted from Mukazzi & Nordmeyer, 2002

21st Century Paradigm



adapted from Mukazzi & Nordmeyer, 2002

Communication Modes



Individualized Language Acquisition Plans (ILAPs)



Individualized Language Acquisition Plans (ILAPs)

- Law obligates school districts to provide MLs with meaningful and equal access to curriculum.
- Legally binding document created by the Multilingual Learner Program Specialist (MLPS) with input from the Multilingual Learner Program Team (MLPT).
- ILAPs include pertinent information about each ML as well as specific accommodations needed to meet their needs.
- All teachers that serve the student must follow the ILAP.



Best Practices



Best Practices

- Best practices are intended to support all students and MLs in every classroom, no matter their proficiency level.
- Best practices are strategies that educators can quickly implement within daily instruction, activities, and classroom assessments.
- These strategies are expected to be used by all teachers within lessons, assignments, and assessments to support MLs and all learners.



Structuring Academic Output



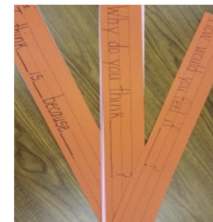
Credit: Tan Huynh



South Carolina Individualized Language Acquisition Plan Best Practices



- Activate prior knowledge
- Allow alternative assignments and assessments*
- Check for understanding
- Give positive reinforcement/can do attitude
- Incorporate student culture
- Pre-teach key vocabulary and key content
- Provide comprehensible input
- Provide examples and models of completed projects and papers
- Provide sentence frames or sentence stems
- Provide word banks
- Provide visual cues
- Teach to all modalities
- Use graphic organizers
- Use manipulatives



Description

Giving students sentence frames or starters promotes a higher academic level of speaking and writing. This also helps with students of a lower language proficiency focus on content since the sentence structure is given. This best practice teaches sentence structure to all levels as well as requires students to use more complex language. For higher level language proficiency students, this pushes students to use academic language rather than conversational.

Teachers can implement sentence frames or sentence stems in a whole group setting. However, with lower language proficiency students, teachers can write the sentence frame(s) on the paper to help the student express their ideas more quickly. Writing sentence frames for students should be scaffolded as their command of writing increases.

Examples:

- The _____ is round.
- _____ have cells.
- The _____ are different.
- The _____ helped the _____ during the war.
- However, _____ is not the same as _____ because _____.



Teacher

The teacher writes sentence frame or starter on the board. Tells students to use the frame provided.

**WHAT IT
LOOKS LIKE**

Student

The student uses and refers to the model as they complete the task.



Additional Best Practices Examples

Have a Can Do attitude!

Don't make assumptions. Meet students where they are!

Use phrases such as, "Point to..., " or "Show me..."

- **Move into longer phrases, sentences, and paragraphs as language acquisition progresses.**

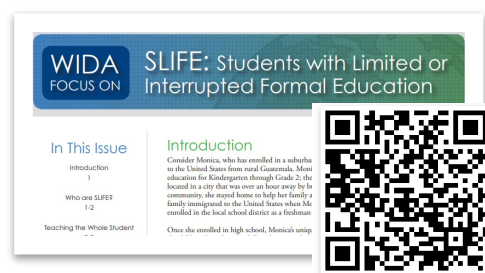
Scaffold classwork, instructions, and assessments.

Lower the "affective filter."

Teach cultural norms and pragmatics such as, how to ask to use the bathroom, using classroom materials, etc.

Build a welcoming and culturally relevant environment.

Use repetition.



Use visuals and realia.

Get to know them for who they are! Use their knowledge, language, and experiences to build and foster their language acquisition.

Demonstrate and model all activities, classwork, expectations, etc.



Non-Scaffolded Example #1

Band 3-4 Questions (10 marks)

6) Use the following food chain to answer questions a) and b).

lettuce → greenflies → ladybird insects → insect eating birds → hawks

a) Which organism is a **secondary consumer**? _____

(1)

b) If the hawks were removed from the food chain, what is most likely to happen to the number of other organisms in the food chain? Circle the best answer (a, b, c or d).

	greenflies	ladybirds	insect eating birds
a.	decrease	increase	decrease
b.	decrease	increase	increase
c.	increase	decrease	decrease
d.	increase	decrease	increase

What might prevent multilingual learners from fully demonstrating their understanding of the content?

Credit: Tan Huynh



Scaffolded Example #1

Band 3-4 Questions (10 marks)

6) Use the following food chain to answer questions a) and b).

lettuce → greenflies → ladybugs → sparrows → hawks



a) Which organism is a **secondary consumer**? _____ (1)

b) There is a forest ecosystem. In this ecosystem, there are greenflies, ladybugs, sparrows and hawks. If the hawks were removed (taken away) from the food chain, what is most likely to happen to the number of other organisms in the food chain? Circle the best answer (a, b, c or d)..

	greenflies	ladybug	sparrow
a.	decrease	increase	decrease
b.	decrease	increase	increase
c.	increase	decrease	decrease
d.	increase	decrease	increase

Add **images** and **icons** to assessment to make text more comprehensible

Add **icons** to assessment to make text more comprehensible

Credit: Tan Huynh



Translation of Classroom Materials Considerations

- What literacy skills does the student possess in their native language?
- Are the translated materials accurate?
- What additional supports will be used in conjunction with translated materials?
- Are all applicable languages represented when translating materials?
- How will you use the L1 (native language) to support English language acquisition?



Instructional Accommodations



Instructional Accommodations

- An instructional accommodation changes how information and concepts are presented or practiced, ensuring that each student has the opportunities and support needed to learn.
- Instructional accommodations do not reduce the learning expectations and should be chosen based on the student's individual needs and not applied arbitrarily to all MLs.
- Instructional accommodations are not to be viewed as an advantage to the student; instructional accommodations provide access to the content for the student.



South Carolina Individualized Language Acquisition Plan Instructional Accommodations



ACCOMMODATIONS
FOR MULTILINGUAL LEARNERS

Note: Accommodations marked with an asterisk are also considered best practices and will take you to the Best Practices page.

- Allow alternative response options for assignments and assessments
- Allow for assignment/assessment retakes or corrections
- Bilingual dictionary
- Chunk assignments/assessment into manageable pieces
- Grading with a rubric based on the student's level of English proficiency
- Individual instruction
- Paired oral and written instructions
- Permit student errors in spelling and grammar except when explicitly taught and assessed. Acknowledge errors as indications of learning. Allow edits for certain language errors
- *Pre-teach key vocabulary and key content
- Provide a copy of notes
- *Provide sentence frames or sentence stems
- *Provide word banks
- Small group instruction
- Teacher use of simplified language
- Use of instructional tools such as highlighter, calculator, etc.
- Use varied print and audio texts, such as recorded books, graphic novels, etc.
- *Visual cues



Modifications



Modifications

- Modifications change, lower, or reduce learning expectations. The curriculum is altered.
- Modifications are not appropriate for most MLs as they could invalidate instruction or assessment results.
- MLs are placed age-appropriately to provide meaningful access to meet grade-level standards.
- Modifications must be temporary support for students who truly need them.
- Best for Students with Limited or Interrupted Formal Education (SLIFE) and newcomers.



• Clarifying or Translating Assignment or Test Items

NOTE: This is not an allowable accommodation or modification for any state assessment.

A student is provided the same text, assignment, or classroom assessment in their native language.

Accommodation

- A translated copy of a text is provided to accompany the same text in English.
 - The text is the same as other students and used to teach or assess the same grade-level standards.

Modification

- A translated copy of a text is provided to the student.
 - The text is different from other students' text and is used to teach or assess below grade-level standards.



Simplifying Reading Level of Text

A student is provided a different text than other students. This could either be a lower Lexile edit of the same text or an altogether different text on a lower grade level.

Accommodation

- The student is provided an alternate text.
 - The teacher uses simplified text to teach and assess grade-level standards.

Modification

- The student is provided an alternate text.
 - The teacher uses simplified text to teach and assess below grade-level standards.



Reducing the Number of Test Questions

A unit test is created that assesses five standards with four questions on each standard. Thus, the test has 20 total questions.

Accommodation

- An accommodated test reduces the number of tested items to ten.
 - Each of the five standards is assessed with two questions on each standard.

Modification

- Modified test reduces the number of tested items to ten.
 - Three of the five standards are assessed.



Group Activity



Lower Grade Student Scenarios

The student:

- Angelina is a 2nd grade student who has just arrived from Honduras and enrolled in an urban elementary school. In the classroom, her teachers note that she often keeps to herself and doesn't make eye contact. She does not communicate verbally with classmates or the teacher, except with Spanish-speaking students on the playground, though she will sometimes respond to some commonly used classroom verbal cues that are visually supported. Teachers are concerned that when presented with a textbook, Angelina is unsure how to hold or open the book. She is unable to write her name or even hold a pencil.



Lower Grade Student Scenarios

The student:

- Ajay is another 2nd grader who has just begun to attend the same urban elementary school, though he is from India. He, too, is silent in class, but teachers immediately notice that he seems ready to try to engage with print materials. Though he can only respond to basic verbal commands at this point, Ajay can write his name and can copy writing from the textbook and other print materials.



Lower Grade - Math problem

How would you accommodate and/or modify this math question for Angelina and Ajay?

**Maria has 24 marbles which is 8 fewer than Jason has.
How many marbles does Jason have?**



Lower Grade - Math problem cont.

- Maria has 24 marbles which is 8 fewer than Jason has. How many marbles does Jason have?
- If we were to only focus on using keywords, "fewer than" is a signal to pick out the numbers and subtract. The student may immediately make the conclusion that the answer is 16, but that is not what the problem is asking, and the child would be wrong. (The correct answer, by the way, is 32).
- To illustrate the problem above, you could state: "Here's Maria's 24." Then, draw 24 units, figures, shapes, etc. to represent 24. "Here's Jason's; he has more because Maria has fewer than he does". Draw 24 units, figures, shapes, etc. to represent 24 and add 8 more. "So Jason's has to come to more than 24. How many more? 8. So what is Jason's total?"
- The difference is between knowing the meaning of the words "fewer than" and using "fewer than" as a key to an operation. We want students to know the meaning of the words, but also to see them in the context of the whole problem.



Lower Grade - Math problem cont.

Addition +	Subtraction -
combined increased total of sum added to together plus	minus less than less fewer than difference decreased take away more than
Multiplication x	Division ÷
multiplied product of times of	divided by into per quotient of percent (divided by 100) out of ratio of



24



Maria

Jason has more
because Maria
has 8 fewer
than he does.

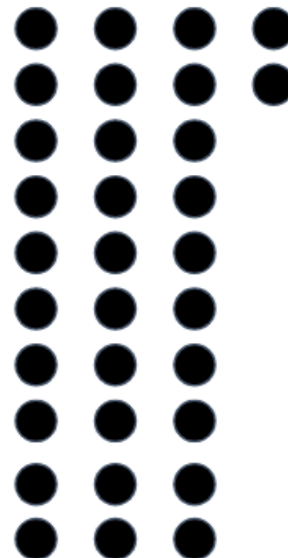
24



8



32



Jason



Upper Grade Student Scenarios

The student:

- Corina is a 7th grade student who has just arrived from Guatemala and enrolled in an urban middle school. In the classroom, her teachers note that she often keeps to herself with downcast eyes. She does not communicate verbally with classmates or the teacher, though she will sometimes respond to some commonly used classroom verbal cues that are visually supported. Teachers are concerned that when presented with a textbook, Corina is unsure how to hold or open the book. She is unable to write her name or even hold a pencil.



Upper Grade Student Scenarios

The student:

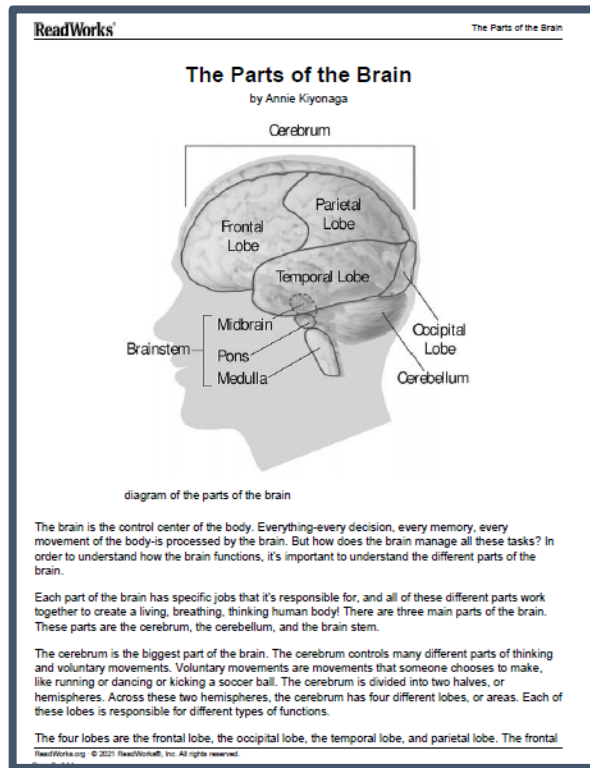
- Fajar is another 7th grader who has just begun to attend the same urban middle school, though he is from Indonesia. He, too, is silent in class, but teachers immediately notice that he seems ready to try to engage with print materials. Though he can only respond to basic verbal commands at this point, Fajar can write his name and can copy writing from the textbook and other print materials.



Upper Grade - Reading Assignment

How would you accommodate and/or modify this reading assignment for Corina and Fajar?

Students must read an article and answer the questions at the end of the reading using the text.



Upper Grade - Reading assignment

- **Students must read an article and answer the questions at the end of the reading using the text.**
- For both students: Ensure that material addressed in the chapter is presented to students through demonstrations, pictures, graphs, charts, video, and the like so they have access to the same curricular information as all other students in the class.
 - The text can certainly be used to achieve this end; teachers can model how to use the supporting features of the text (headings, bold print, pictures, etc.) to find and understand key information. (Information pertaining to the print features will be more meaningful to Fajar and Corina, but both students can benefit from this type of instruction.)



Upper Grade - Reading Assignment

Corina

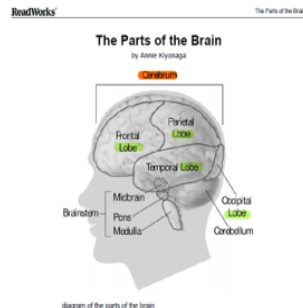
- Photocopy the section of the textbook/teach her how to use the textbook (modeling)
- Matching of vocabulary words/actions (what is the standard being taught and how can you still accomplish 'assessing' Corina's knowledge of the standards?)
- Teacher uses repetition of vocabulary, "Repeat after me...", "Point to..."

Fajar

- Sentence frames
- Word bank

Additional Best Practices

- Word Wall
- Total physical response (TPR)
- Pre-teach of vocabulary
- Cognates
- Can-Do Attitude!
- Video



The Brain

The brain is the control center of the body. Everything—every decision, every memory, every movement of the body—is processed by the brain. But how does the brain manage all these tasks? In order to understand how the brain functions, it's important to understand the different parts of the brain.

Each part of the brain has specific jobs that it's responsible for, and all of these different parts work together to create a living, breathing, thinking human body! There are three main parts of the brain. These parts are the **cerebrum**, the **cerebellum**, and the brain stem.

Three Parts of Brain

The **cerebrum** is the biggest part of the brain. The **cerebrum** controls many different parts of thinking and voluntary movements. Voluntary movements are movements that someone chooses to make, like running or dancing or kicking a soccer ball. The **cerebrum** is divided into two halves, or hemispheres. Across these two hemispheres, the **cerebrum** has four different **lobes**, or areas. Each of these lobes is responsible for different types of functions.

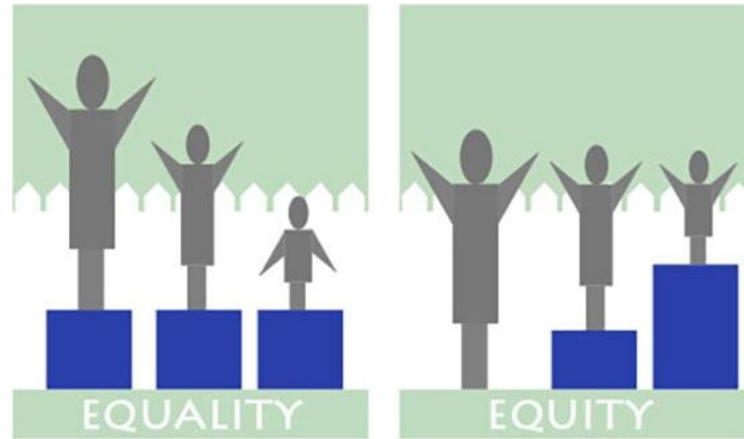
The four lobes are the **frontal lobe**, the **occipital lobe**, the **temporal lobe**, and **parietal lobe**. The frontal

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Reminder:

Instructional accommodations are not to be viewed as an advantage but a way to provide MLs access to content.



Reflect & Share



Head: What are you thinking?



Heart: What are you feeling?



Feet: What are you inspired to try?

Thank you for joining our session!



Thank You!

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