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ML Strategies used in BPS classrooms:

- HMH materials and Multilingual Learner Support resources
- Daily routines and practices in the classroom- schedules/agendas posted in classroom
- Use of graphic organizers/ diagrams- Plot diagrams, Frayer Model, KWL chart
- Begin lessons by building on prior knowledge
- Use of Google Translate/Bilingual Dictionary
- NewELA/CommonLit articles with translated texts
- Audio use for texts/assignments
- Use of cognates to build connections with language
- Opportunities for oral language development/classroom discussions
- Visuals incorporated into lessons
- Chunked assignments
- Notes and resources posted on Schoology for easy access or review
- Pre-teaching explicit vocabulary needed
- Sentences starters/sentence frames
- Word Banks
- Allow extra time for assignments for processing time
- Novels provided in home language and English
- Partner with student of same language
- Use Summit K12 for 4 domains- listening, reading, writing, speaking
- ML Specialist push in ELA class 2x a week
- Individualized feedback for students
- Retakes on classroom assessments/ translated assessments
- Communication with parents through Kinvo on academic concerns
- Use of Ellevation for resources for lessons in each content area/review ILAP
- Grading based on English proficiency levels- refer to Can-Do Chart for MLs

Multi-Tiered Systems of Support considerations for ML

Students are taught Tier 1 instruction in classrooms with mix of English-speaking students with differentiated support for MLs.

ML Specialist pushes into ELA class for support

Students that need additional support (Tier 2 and Tier 3) in ELA are pulled during electives to work on reading and writing skills through SummitK12

Students are monitoring through SummitK12, District Benchmarks, etc.

ML Specialist checks grades bi-weekly.

Multilingual Learners: Language Development or Disability foldable as reference

Support Strategies found in Ellevation

High support: Levels 1-2

Provide students with short word banks and visuals.

Check students' background connection to the topic and spend extra time filling in any areas of need.

Pre-teach essential vocabulary prior to the lesson to support comprehension.

Provide students with copy of text or audio version.

Allow for single word responses to WH (who, what, when, where) questions.

Provide students with extra time to pre-read the text and think of actions that could correspond to different parts.

Allow students to listen rather than be put in the spotlight, especially newcomers.

Provide sentence frames for writing both the literal and figurative meanings.

Model use of content language to answer questions.

Allow students to write a few words instead of complete sentences.

Assign partners with similar language proficiency.

Provide sentence stems and a word bank to answer the questions.

Differentiate for different reading levels by adapting the text.

Provide sentence stems for responding to constructed response questions.

Consider providing students with a word bank of essential vocabulary in the text so that they know which words to expect while listening.

Partner students with higher proficiency readers to support vocabulary acquisition.

Allow more time for student discussions about figurative language and their meanings.

Provide sentence stems and a word bank to answer questions.

Encourage students to elaborate on their verbal responses.

Provide a partially completed graphic organizer and have students complete the remaining information before they begin writing.

Review the signal words on the graphic organizer chosen.

Provide word banks related to the topic students will write about.

Group students with peers who are at different writing proficiency levels.

Low Support: Level 4+

Challenge students to summarize the text and/or learning focus in writing at the conclusion of the lesson.

Rather than the teacher supplying the questions, consider asking students to write their own questions during reading and answer one another's.

Allow students to read the text aloud for the class during acting.

Challenge students to collaborate in composing sentences that use figurative language in context.

As students talk with each other, encourage them to explain their answers.

Challenge students to write a few paragraphs about the topic using information from the graphic organizer.