SIXTH EDITION

MAKING CONTENT COMPREHENSIBLE FOR MULTILINGUAL LEARNERS

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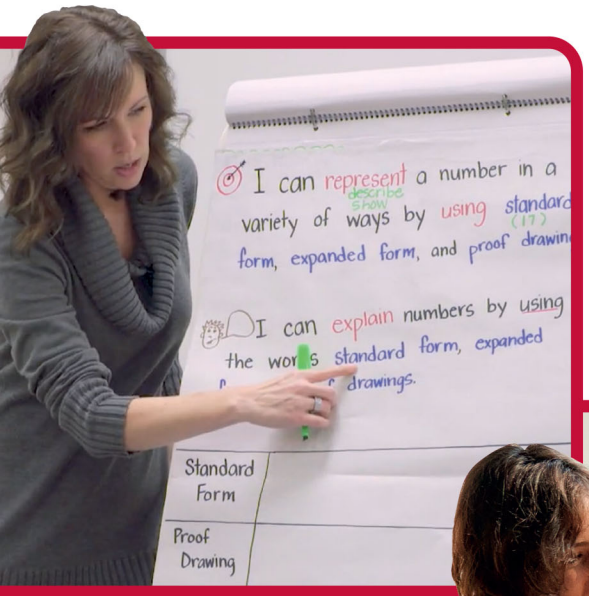
THE SIOP® MODEL



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Making Content Comprehensible for Multilingual Learners: The SIOP® Model

sixth edition

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KATIE TOPPEL, Ed.D., is an English Language Development Specialist at the elementary level, serving multilingual learners through collaboration, co-teaching, and small-group instruction. Dr. Toppel began her career as a preschool teacher in a Bilingual Migrant Head Start classroom. Her instructional background includes experience teaching kindergarten and first grade in addition to serving as a K–12 Support Services Teacher at an international school in Germany. Dr. Toppel is a co-author of the book *DIY PD: A Guide to Self-Directed Learning for Educators of Multilingual Learners.* Her other publications include journal articles, online articles, and book chapters focused on culturally responsive teaching, co-planning, and co-teaching as well as contributions to *99 Ideas and Activities for Teaching English Learners with the SIOP Model* (2nd ed.). She is also the co-founder of #MLLChat_BkClub on Twitter, which is a virtual book club aimed at improving instructional practices for multilingual learners. Dr. Toppel presents and shares her work both nationally and internationally at educational conferences.

Preface: The SIOP® Story

The SIOP Model (formerly known as the Sheltered Instruction Observation Protocol) has been used in schools for over 25 years, and it continues to be a successful model of instruction for teaching multilingual learners and other students. Teachers and administrators throughout the world have implemented SIOP in their schools and districts, not only because SIOP has been empirically validated as an effective instructional model, but also because they know that teaching academic content and academic language concurrently, systematically, and consistently works. The SIOP Model is an instructional framework for helping students reach academic standards while they learn and improve their use of academic English.

Our work on the SIOP Model started in the early 1990s when there was a growing population of multilingual learners in the United States, but no coherent model for teaching this student population. We began by identifying key characteristics of sheltered instruction and effective teaching strategies through literature review and classroom research. A preliminary observation protocol was drafted and field-tested with sheltered instruction teachers. A research project through the Center for Research on Education, Diversity, & Excellence (CREDE) enabled us to engage in an intensive cyclical refinement process and to use the SIOP Model in a sustained professional development effort with teachers on both the East and West Coasts. Through this process of classroom observation, coaching, discussion, and reflection, the instrument was finalized as the Sheltered Instruction Observation Protocol, or as it has come to be known, SIOP (pronounced sī-ŏp). SIOP offers teachers a model for lesson planning and implementation that provides multilingual learners with access to grade-level content based on academic standards. By providing this access, we help prepare students for life after high school in colleges or careers.

Although several approaches to teaching multilingual learners have emerged over the years, at present, SIOP remains the only research-validated model of sheltered instruction. Studies on the efficacy of SIOP have appeared in more than 50 peer-reviewed professional journals. In fact, because of its applicability across content areas, the national Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) used the SIOP Model as a framework for comprehensive school-wide intervention in its research aimed at improving the achievement of multilingual learners in middle school. The SIOP Model is now being implemented at all levels of education from pre-K to community colleges and universities. It is used in sheltered content classes (also called integrated ELD in some states), dual language programs, content-based English language development classes, special education instruction, and general education classrooms.

Since the first edition of this book was published, we have continued to develop and refine the SIOP Model, but we have not changed the eight components and 30 features. These components and features have withstood the test of time. In our work with thousands of teachers and administrators throughout the country, our

own understanding of effective sheltered instruction and the needs of multilingual learners has grown substantially. We believe, and research on SIOP confirms, that when teachers consistently and systematically implement the SIOP Model's 30 features in lessons for multilingual learners and English speakers alike, the result is high-quality, effective instruction and improvement of student achievement.

We hope that you will use this book as a guide for lesson planning and teaching. SIOP teachers tell us that it is a resource they turn to again and again as they plan and carry out effective lessons, so we encourage you to highlight sections, mark pages with sticky notes, and fill margins with application ideas. As you read, you will find lesson plans, teaching techniques, and many effective activities for working with multilingual learners and other students. Our research confirms that the SIOP Model makes a positive difference academically for all students, so what works well for multilingual learners will work equally well for others in your classroom.

As the authors of this book, we have approached our teaching, writing, and research from different yet complementary fields. Jana Echevarría's research and publications have focused on literacy, language, and in the education of multilingual learners, including multilingual learners with special education needs. MaryEllen Vogt's research and publications focus primarily on improving reading instruction, including comprehension in the content areas, content literacy for multilingual learners, and teacher change and development. Deborah Short is a researcher and former sheltered instruction teacher with expertise in second language development, academic literacy, methods for integrating language and content instruction, materials development, and teacher change. We are delighted to welcome a new author to our team. Katie Toppel's background is in early childhood education, and she currently works as an English language development specialist. She brings a fresh perspective and adds a teacher's point of view to each chapter.

The strength of our collaboration is that we approach the issue of educating multilingual learners with multiple frames of reference. In writing this sixth edition of *Making Content Comprehensible for Multilingual Learners: The SIOP® Model*, we each provided a slightly different lens through which to view and discuss instructional situations. But our varied experiences have led us to the same conclusion: Educators need a resource for planning and implementing high-quality lessons for multilingual learners and other students—lessons that will prepare students eventually for college and careers—and SIOP is fulfilling this need.

What's New in This Edition

Enhanced Focus on Multilingual Learners

This sixth edition reflects an advance in perspective for teaching multilingual learners. Multilingual learners bring cultural, linguistic, and experiential assets to the classroom and educators have realized that those assets should be acknowledged and built upon instructionally. SIOP authors have consistently adhered to an asset orientation, but you will find it more prominently presented in this edition, including the change of the book's title (from English Learners to Multilingual Learners) and more explicit attention in chapters as to how teachers can use translanguaging practices and build upon students' home languages and other assets. Further, Feature 19 has been slightly reworded to make it clear that using the home language

in class strategically can help students acquire English and deepen their content knowledge.

Enhanced Focus on Technology

Rather than having a separate section on technology as in the past, we have integrated technology throughout the chapters to reflect the competence teachers have developed in embedding technology in their lessons. We have also added more ideas for using technology for remote learning, which remains a reality for some teachers.

New Focus on Multi-Tiered System of Supports for Multilingual Students (MTSS)

In our work with SIOP, we have heard many educators ask questions about multilingual learners who have reading or learning problems and are struggling academically because of them. Few books about teaching multilingual learners address the topic of using data-driven supports to improve students' academic performance. Chapter 10 provides a process for effective MTSS with multilingual learners for educators to follow in their school's MTSS process. The chapter also includes three case studies of struggling multilingual learners and demonstrates how students move through the process.

Enhanced Focus on Implementing the SIOP Model Collaboratively

An important addition to this book, new Chapter 11, "Collaborative Practices for Implementing the SIOP Model," discusses collaborative learning and how educators can get started using SIOP as a common framework. The chapter then moves to a discussion of how to use SIOP in a co-teaching environment. There is a detailed explanation of the co-teaching process that demonstrates how the process can be implemented effectively. Included are profiles of a general education teacher and ELD specialist whose collaboration is used to illustrate the co-teaching process, along with a complete SIOP lesson plan. A detailed *Week at a Glance* planning graphic shows teachers what a co-planned week might look like. Many ELD specialists and general education teachers will find the content of this chapter to be worthwhile.

New Focus on Applying the SIOP Model

Each chapter provides opportunities to apply what you have learned about the SIOP Model through *Application Exercises*. These exercises enable you to watch excerpts from SIOP lessons, and, using the SIOP protocol, rate the degree to which the chapter's SIOP features are present in the lesson you observed. Then readers are asked to provide a rationale for their ratings of each of the SIOP features. There are also reflection questions about the content of each chapter, and how the content relates to the lesson depicted on the respective video excerpts. The Application Exercises are intended for university classes and professional learning workshops and trainings.

The Application Exercises are found in the Learning Management System-Compatible Assessment Bank, which can be downloaded from the Instructor Resources section on Pearson.com.

Key Content Updates for Each Chapter:

Chapter 1 Introducing the SIOP® Model

- Revised chapter objectives
- Updated demographics and research throughout

- Updated discussion of multilingual learners' assets, characteristics, and academic performance
- Up-to-date discussion of academic language and literacy
- New features: Perspectives of SIOP educators and classroom artifacts
- Revised discussion questions

Chapter 2 Lesson Preparation

- Revised chapter objectives
- Updated research throughout
- Enhanced sections discussing content and language objectives and how to write them
- New figures related to Lesson Preparation
- New section on SIOP Lesson planning
- New teaching scenarios and sample lesson plan: Solving Local Problems (Fourth Grade)
- New features: Perspectives of SIOP educators and classroom artifacts
- Revised discussion questions

Chapter 3 Building Background

- Revised chapter objectives
- Updated research throughout including information from the science of reading literature
- Revised substantive discussion of three categories of academic vocabulary
- New feature: Examples of think-alouds that model teaching to specific SIOP features
- New features: Perspectives of SIOP educators and classroom artifacts
- Revised discussion questions

Chapter 4 Comprehensible Input

- Revised chapter objectives
- Updated research throughout
- New teaching scenarios: Economics: Natural Resources and Products (Third Grade)
- New features: Perspectives of SIOP educators' and classroom artifacts
- Revised discussion questions

Chapter 5 Strategies

- Revised chapter objectives
- Updated research throughout including information from the science of reading literature

- Updated description of strategic processing
- New table classifying examples of learning strategies (cognitive, metacognitive, language learning, and socio-affective)
- New table: Strategic Sentence Starters
- New features: Perspectives of SIOP educators and classroom artifacts
- Revised discussion questions

Chapter 6 Interaction

- Revised chapter objectives
- Updated research throughout including information from the science of reading literature
- Revised discussion of the features
- Revised teaching scenarios
- New features: Perspectives of SIOP educators and classroom artifacts
- Revised discussion questions

Chapter 7 Practice & Application

- Revised chapter objectives
- Updated research throughout
- New discussion of language use during practice and application activities
- New features: Perspectives of SIOP educators and classroom artifacts
- Revised teaching scenarios and sample lesson plan: Solar System - Earth, Sun, and Moon
- Revised discussion questions

Chapter 8 Lesson Delivery

- Revised chapter objectives
- Updated research throughout
- Additional ideas for differentiation
- New teaching scenarios: Solving Local Problems (Fourth Grade)
- New features: Perspectives of SIOP educators and classroom artifacts
- Revised discussion questions

Chapter 9 Review & Assessment

- Revised chapter objectives
- Updated research throughout
- Expanded discussion on issues related to the formal and informal assessment of multilingual learners

- New features: Perspectives of SIOP educators and classroom artifacts
- New table: Examples of Formative and Summative Assessments
- Revised discussion questions

Chapter 10 Multi-Tiered System of Supports for Multilingual Students

- Revised chapter objectives
- Updated research throughout
- Revised comprehensive section on multilingual learners and special education
- New graphic: Step-by-step MTSS process for multilingual learners
- New feature: Perspectives of SIOP educators
- Revised discussion questions
- Three case studies of multilingual learners in an MTSS process

Chapter 11 Collaborative Practices for Implementing the SIOP Model

- New chapter objectives
- New ideas for collaborating to learn and implement SIOP
- New discussion of alignment between SIOP and the Collaborative Instructional Cycle
- New discussion of using SIOP to support collaboration and co-teaching
- New vignettes featuring co-planning, co-teaching, co-assessment, and co-reflection practices
- New sample co-teaching lesson plan and Week at a Glance graphic
- New features: Perspectives of SIOP educators and classroom artifacts
- New discussion questions

Appendices

- Appendix A: SIOP protocol (with updated wording for Feature #19)
- New Appendix B: Effective Use of the SIOP Protocol
- Appendix C: SIOP Lesson Plan Templates
- Revised Appendix D: Frequently Asked Questions
- Updated Appendix E: Research on the SIOP Model
- Updated Appendix F: SIOP Professional Development Resources
  - Updated list of resources for further information, including books, journal articles, book chapters, and downloadable research briefs https://siopblog.wordpress.com/
  - Website with information about SIOP professional development, http://siop.savvas.com
  - Website for accessing SIOP Blogs https://siopblog.wordpress.com/ and www.JanaEchevarria.com

Pedagogical Highlights in the Book

- **Content and Language Objectives.** One of the hallmarks of the SIOP Model is the inclusion of both content and language objectives for each lesson. Many teachers have found writing these objectives to be challenging, even as they acknowledge their importance both for their own planning and for their students' understanding of the lesson's content goals and language focus. Therefore, you will find expanded sections in Chapter 2 (Lesson Preparation) that provide specific guidance for writing content objectives and language objectives, along with recommendations for how to effectively present them orally and in writing to students.
- **Discussion of the Eight Components and 30 Features of the SIOP.** The beginning of each chapter (2–9) discusses one SIOP component and its various features. For example, the discussion of lesson planning is found in the first half of Chapter 2. As you read about each feature in this section, think about how it would "look" in an actual classroom setting and how teachers might use this information to prepare effective sheltered lessons.
- **Application to Your Classroom.** In this section in Chapters 2–9, you will find a variety of ideas and activities for implementing the eight SIOP components. Most of the ideas are appropriate for students in grades K–12, unless identified otherwise. Some activities may be familiar because you use them in your own classroom. We hope you'll be motivated to try the others because they represent best practice—those ideas and activities that are included have been found to be especially effective for multilingual learners and learners still developing academic literacy skills.
- **Differentiating for Multilevel Classes.** In this section found in Chapters 2–9, we show ways to differentiate SIOP instruction for various levels of language proficiency and academic skills.
- **Teaching Scenarios.** The second half of each chapter about SIOP's components includes teaching scenarios. In these vignettes, teachers, who are teaching the same grade level and content, attempt to include the focal SIOP features, but with varying degrees of success. At the end of each teaching scenario, you will have the opportunity to use that component section of the SIOP to rate the effectiveness of the lesson in implementing the respective SIOP features. For example, as you read the teaching scenarios in Chapter 2, think about how well the three teachers included the features of the Lesson Preparation component in their planning and introduction of the lesson to the class. Note that the illustrated lessons throughout the book range from elementary to high school and they cover a variety of content areas and student language proficiency levels.
- **Discussion of the Three Teaching Scenarios.** Following the description of the three teachers' lessons, you will be able to see how we have rated the lessons for their inclusion of the SIOP features of effective sheltered instruction. We provide detailed explanations for the ratings and encourage you to discuss these with others to develop a degree of inter-rater reliability. You may explain your rating

of each teacher's lesson in writing and print a copy for use during discussions in teacher preparation courses, in professional development sessions, or in learning groups at your school site.

- **Final Points.** Each chapter has easy-to-read bulleted information that summarizes the chapter's key points.
- **Discussion Questions.** Based upon input from educators who have used this book, we have revised some of the discussion questions found at the end of each chapter to better reflect actual classroom practice with SIOP. We hope these questions will promote thinking about your own practice, conversations during professional development, and opportunities for portfolio reflection for preservice and inservice courses.
- **Completion of a Lesson Plan.** One language objective in each of Chapters 2–9 asks readers to include features of the specific SIOP component in a SIOP lesson plan. For example, in Chapter 4, a language objective is: *As part of a lesson plan, write several techniques to make academic language accessible for multilingual learners*. By the end of the book, your completed lesson plan will reflect each of SIOP's components and features.
- **The SIOP Protocol.** In Appendix A, you will find both the full version of the SIOP protocol and a two-page abbreviated protocol. The eight components and 30 features of the SIOP Model are identical in both instruments and they are included as options for your personal use. Note that use of students' home language has always been part of SIOP's feature #19, but we decided to clarify its wording. It now acknowledges the important use of translanguaging and reads: *Feature 19: Ample Opportunity for Students to Clarify and Discuss Key Concepts in L1 with Peer, Aide, Teacher, or L1 Text.*
- **Using the SIOP Protocol.** Appendix B offers a discussion of scoring and interpreting the SIOP protocol, explaining how the instrument can be used to measure fidelity to SIOP and to guide teachers in strategically planning lessons for one or more targeted SIOP components.
- **SIOP Lesson Plan Templates.** We have been asked frequently for assistance with lesson planning for SIOP. In this edition, we have included four different formats for lesson plans (see Appendix C); we hope you will find one that is useful for you. In Chapters 2, 5, 7, and 11 you will also find complete plans. These lesson plans are written with different formats, grade levels, and subject areas.
- **Frequently Asked Questions.** In our work with teachers, many of the same questions arise. Answers to these questions are included to guide you as you implement SIOP or help others do so. (See Appendix D.)
- **SIOP Research.** In Appendix E, you will find an overview of the findings from the original SIOP research as well as an updated discussion of the findings of national and international research studies on the SIOP. While not all published SIOP research can be included, it is worth noting that to date there are more than 50 studies supporting the efficacy of the SIOP Model. If you are involved in a research study in your school, district, state, or university and have findings that contribute to the research literature on SIOP, we would greatly appreciate hearing about them.

- **SIOP Professional Development Resources.** In Appendix F, you will find a comprehensive list of resources and books about the SIOP Model. We have written these books in response to teachers' and administrators' requests for additional resources for implementing SIOP. You will find books for administrators and SIOP coordinators, teachers and language specialists, and several books for teachers at all different school levels, from pre-K through high school. The Appendix also includes information about SIOP professional development opportunities: siop.savvas.com as well as useful websites. We hope all these resources are helpful to you as you embark on your SIOP journey!
- **Artifacts.** Each chapter includes examples of student work, lesson ideas, or teacher-made resources. Guiding questions or statements provide the reader with an opportunity to think and make decisions much like a SIOP teacher would.
- **Learning Management System (LMS)-Compatible Assessment Bank, and Other Instructor Resources**

  - **LMS-Compatible Assessment Bank:** With this new edition, Application Exercises are included in LMS-compatible banks for the following learning management systems: Blackboard, Canvas, D2L, and Moodle. These packaged files allow maximum flexibility to instructors and trainers when it comes to importing, assigning, and grading.
  - **Application Exercises:** Application Exercises (AEs), new to the sixth edition of this book, are activities and assessment questions for use in college and university teacher education classes, and for school district use for professional learning. As a companion to the text, they offer a way for readers to self-assess, and for instructors and in-district professional developers to teach and assess knowledge and understandings of the SIOP Model. The AEs focus on the SIOP Model components, and they are included for chapters 2 – 9 (Lesson Preparation through Review & Assessment). We also have questions for Chapter 1 (Introducing the SIOP Model) for in-class discussion and/or assessment.

    These exercises can be downloaded from the Instructor Resources section on Pearson.com.

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We also thank the many teachers and administrators in whose schools we have conducted research on the SIOP Model, both past and present. Their willingness to let us observe and discuss their teaching of multilingual learners has enhanced our understandings and validated our work. The contributions of these fine educators to the ongoing development of SIOP are many, and we are grateful for their continued interest and encouragement. Our colleagues and fellow researchers on these projects deserve our gratitude as well.

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CHAPTER 1

Introducing the SIOP® Model

CONTENT OBJECTIVES

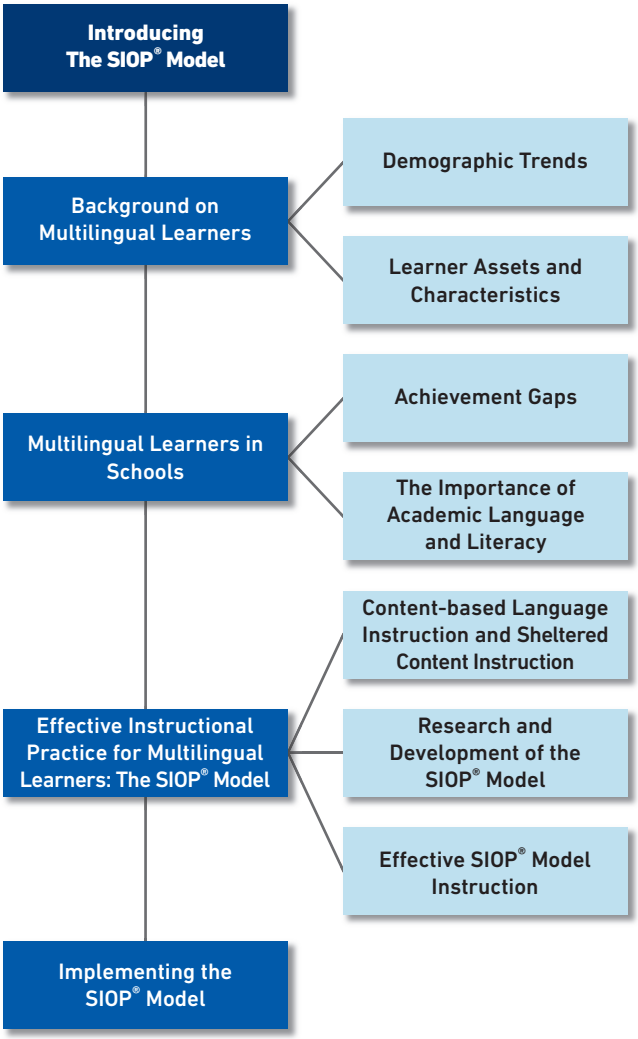
This chapter will help you to . . .

- List characteristics of multilingual learners that may influence their success in school.
- Distinguish between content-based language instruction and sheltered instruction.
- Explain the research supporting the SIOP Model.

LANGUAGE OBJECTIVES

This chapter will help you to . . .

- Describe the assets your multilingual learners bring to your classroom.
- Develop a lexicon related to the SIOP Model.
- Compare your typical instruction with SIOP instruction.



Dolores worried about her biology class, her first period class for the new school year. Last year she struggled in science and math. Her teachers would lecture and expect her to take notes, but they talked very quickly. The students were to read the chapters in the textbooks at night and answer questions or do math problems. It was hard for her to understand the information in the books because she didn't know many of the words, and in class she relied on her table mates for assistance. She never volunteered to speak if the teachers asked a question. If one called on her, she usually didn't know how to respond in English even when she had an idea of the answer, and the teacher would quickly call on someone else.

So, she walked into Biology with trepidation. She saw two friends already in the room at a lab table and sat with them. She looked around and saw vocabulary charts on the wall. There were words with pictures and sentences using each word. There were also charts of phrases that started sentences like "A key similarity/difference is __," "It is harder/easier __," and "In comparison/ In contrast, __." The whiteboard had some writing. "CO: We will explore the camouflage adaptation in an experiment. LO: We will use comparisons to describe the results." At the lab table she saw two sheets of paper—one white, one black sheet—and two envelopes. Looking inside, she saw white dots in one and black dots in the other.

The biology teacher, Ms. Ruiz, introduced herself and explained the lesson. She pointed to the sentences on the board: "Today we will do a lab so you can learn about animal adaptations like camouflage, and then we will write about our results using some comparative phrases." She gestured to the chart with sentence starters as she reminded the class about ways to state comparisons. She asked students to turn to a partner and define *camouflage* and *adaptation*, or give examples, if they knew of any. Dolores was pleased. She knew those words in Spanish. Where she grew up in Mexico, she had seen green leaf frogs and vine snakes. They blended in with the leaves and trees. She told her friend Alicia about them. When Ms. Ruiz asked students to share, she nervously raised her hand and described them. When she stumbled over a word in English, Ms. Ruiz encouraged her to say it in Spanish.

Ms. Ruiz next pointed to a vocabulary chart and discussed the words. She had the students pronounce them and then copy them in their notebooks. After that, she started a National Geographic video clip and explained it showed some camouflage adaptations among animals. They watched the brief clip twice, with closed captions, and then she asked them to compare two of the animals they saw. She encouraged students to use comparative language, both the phrases on the chart and others that students knew. Dolores was able to follow the discussion.

Next, Ms. Ruiz introduced the experiment and displayed directions on the interactive whiteboard. She passed out tweezers, a worksheet, and an index card to each student. She told the

students to gently pour the white dots on the black paper. They would have one minute to pick up as many dots as possible. They would count them and record the number collected on the worksheet. Then they would move the dots to the white paper and do the same. After that, they would work with the black dots, first on white paper, then black. Using a document camera, she modeled how to spread out the dots, pick them up, and record the information.

When they finished the experiment, Ms. Ruiz asked the lab partners to discuss what they discovered and connect the camouflage results to things they see in real life. She then asked the students to share out their conclusions. She reviewed the objectives for the day and said, "Post one thing that you learned on the class tablet before you leave." Dolores was surprised when the bell rang. The time went by so fast. She felt like she understood all that they had done. ■

Dolores had different learning experiences from one year to the next. The previous year, her science teacher used a more traditional approach. He lectured primarily and had the students work frequently in textbooks. He provided little language development or scaffolding for his multilingual learners—indeed, little scaffolding for any of his students. Dolores was quiet in class because she didn't know how to articulate her ideas in English. She had difficulty comprehending the textbook. She didn't learn much academic English in either science or math class.

This year, in contrast, held the promise of a more positive learning environment. Ms. Ruiz, the biology teacher, made the lessons easy to understand. She had pictures with words on the walls and showed video clips. She explained words and how to form different types of sentences. She let them do experiments and talk about them with their lab partners. Dolores gained the confidence to speak up in class. She could share things she knew from her life in Mexico. She could use her native language as a resource. Most importantly, she felt like she was learning English while learning science.

Dolores is fortunate to have a Biology teacher who uses the SIOP Model. Her thoughtful lesson planning enables all the students in class to learn the science content. Dolores and the other multilingual students benefit in particular because they are able to learn the material through English, their new language. Ms. Ruiz provides supports and engages them in activities that give them access to the grade-level curriculum. We have written this book to help more teachers learn the techniques that Ms. Ruiz uses, so that many more multilingual learners will have a chance to develop academic literacy in English and be successful in school.

Background on Multilingual Learners

English is the most popular new language to learn around the world. Some people learn English for their job or studies; others because they want to travel or communicate with speakers of English. In the United States, English is the medium of instruction in most elementary and secondary classrooms, so students with a home language other than English need to learn it to be successful in school.

In this book we refer to students who are not yet proficient in English language and literacy as *multilingual learners*. This term is similar to various names for these students that have been used by the federal government and state and local education agencies, such as *English language learner*, *English learner*, and *emergent bilingual*. With this term, we choose to emphasize the language assets these learners have rather than the language they are in the process of acquiring.

Multilingual learners typically receive language support services in their schools and may be at any level of English proficiency. Upon enrollment, they are identified for services via a home language survey and a subsequent English language proficiency assessment. They are usually assigned a proficiency level (e.g., beginning or entering) and placed in a bilingual, dual language, or English-medium program depending on the school or district options. Like the learners, these programs have different names. Most multilingual learners will receive a class period or two of designated English language development as well as instruction in the subject areas delivered through their home language or sheltered instruction. They exit language support programs when they meet the criteria, which usually includes at a minimum passing the state English language proficiency assessment.

Figure 1.1 lists common terms and acronyms for multilingual learners and their educational programs. Your district may use some of them, and you will also find these terms in research studies and federal and state educational policies. Note however, that definitions for some of these terms are fluid and may vary somewhat in your state. For further discussion about the use of categories, see Gunderson, 2021.

Demographic Trends

Dolores is one of many multilingual learners in our schools. In fact, she represents the fastest growing group of K–12 students (U.S. Dept. of Education, Office of English Language Acquisition, 2021a). Recent data report that in Fall 2019, 10.4% of the students in U.S. K–12 schools were multilingual learners, equaling more than 5.1 million students out of a total enrollment of 49.2 million. It is noteworthy that multilingual learners in Grades K–2 constitute 15% or more of the total student enrollment in each grade. In terms of elementary and secondary proportions, 60.3% of the multilingual learners were reported in grades K–5 and 39.5% in grades 6–12 (U.S. Department of Education, National Center for Education Statistics, 2021).

The five states that enroll the largest numbers of elementary and secondary multilingual learners are California, Texas, Florida, New York, and Illinois. Those with the fewest number of multilingual learners in school are Vermont, Wyoming, West Virginia, North Dakota, and New Hampshire. Fourteen states enroll multilingual learners in greater percentages than the national average (ranging from 19.6% to 10.6%) when compared to total student enrollment: Texas, California, New Mexico, Nevada, Illinois, the District of Columbia, Rhode Island, Alaska, Washington, Delaware, Maryland, and Massachusetts (U.S. Department of Education, National Center for Education Statistics, 2021).

Although close to 400 different languages are spoken in the homes of our elementary and secondary students, a very large percentage of multilingual learners (75.7%) have Spanish as a home language. The other top languages, albeit at much

FIGURE 1.1 Common Terms Associated with Multilingual Learners and Their Educational Programs

Student-related

Dual language learner (DLL)
Emergent bilingual (EB)
English language learner (ELL)
English learner (EL)
English learner student with a learning disability (ELSWD) [also dually identified student]
English only (EO) [monolingual English speaker]
English speakers of other languages (ESOL)
Ever EL—Someone who was an identified English learner at some time in school
Former English (language) learner (FEL/FELL)
Fully English proficient/Fluent English proficient (FEP)
Limited English proficient (LEP)
Long-term English (language) learner (LTEL/LTELL)
Multilingual learner (ML/MLL)
Never EL—Someone who was never identified as an English learner
Newcomer—Someone who is newly arrived to the United States and new to English [definitions/criteria vary]
nonEL—Non-English learner (may be someone who was an English learner but has reached proficiency; may be someone who was never an English learner)
Students with (limited or) interrupted formal education (SIFE/SLIFE)

Program-related

Bilingual education (BE)
Content-based ESL (CBESL)
Content-based language instruction (CBLI)
Dual language (DL)
English as a new language (ENL)
English as a second language (ESL)
English as an additional language (EAL)
English language development (ELD)
English language proficiency (ELP)
English to speakers of other languages (ESOL)
Home language survey (HLS)
First language (L1) [also home language, primary language, native language]
Languages other than English (LOTE)
Multi-tiered systems of support (MTSS)
Response to Intervention (RTI)
Second language (L2)
Sheltered instruction (SI)
Specially designed academic instruction in English (SDAIE)
Structured English immersion/Sheltered English immersion (SEI)
Transitional bilingual instruction (TBI)
Two-way immersion (TWI)

smaller scale, are Arabic (2.6%), a variety of Chinese (2.0%), and Vietnamese (1.5%). The other languages are spoken by fewer than 1% of the multilingual learner population (U.S. Department of Education, National Center for Education Statistics, 2021).[1]

[1] It may be noted that 2.1% of the multilingual learners were reported as having English as their home language. This might include students who were adopted from another country but live in a household that speaks English and students in households where multiple languages are spoken.

It is also important to recognize that the number of multilingual learners reported in the data refers to the students who have been identified as eligible for language support services in their school districts; these students were evaluated by a home language survey and an English language proficiency assessment tool. The number does not include the multilingual learners who have exited the language support programs but are still struggling with some aspects of *academic* English, the language used to read, write, listen, and speak in subject area classes to perform academic tasks and demonstrate knowledge of the subject standards. The increases in multilingual learner enrollment will continue over the next several decades, so all educators need to be prepared to address these students' language and academic needs.

Learner Assets and Characteristics

In order to develop the best educational programs for multilingual learners, we need to know our students and understand their diverse backgrounds. Our learners bring a wide variety of educational and cultural experiences to the classroom as well as considerable linguistic assets and other funds of knowledge (Gonzalez, Moll, & Amanti, 2005; Paterson, 2021; TESOL, 2018). They differ in a number of ways as well, from home language and country of origin to former educational experiences to age of arrival in the United States and socioeconomic status. These characteristics have implications for instruction, assessment, and program design. When we know our students' backgrounds and abilities, we can incorporate effective techniques and materials in our instructional practices.

> "We need to know our kids well as individuals, and as interactive members of our classroom community, in order to balance all of their needs and create a flexible learning environment that helps to move everyone forward."
>
> Kirstin Miller, High School Math Teacher, Kentucky

Multilingual Learner Assets. Let's begin by considering our multilingual learners' strengths. Their assets are related to language and cultural practices in the home, schooling in other countries, and individual abilities and qualities. Teachers therefore need to be aware of the language and literacy skills their students have and use outside of school. When we leverage these assets in the classroom, we promote student agency and access in service of educational equity. We encourage students to draw on their meta skills (e.g., metalinguistics and metacognition) and full repertoire of knowledge, no matter the language context in which it has been learned.

We know, for example, that children make guesses and predictions at home. These then act as precursors to academic language development in school, where the students learn to call these notions *estimates, hypotheses*, or *theories* depending on the subject area. In some cultures, older children mentor younger siblings in performing chores and other tasks. Teachers can build on these relationship roles to construct collaborative learning environments in the classroom. Multilingual learners may have social-emotional skills, such as resilience and acceptance of ambiguity, that can serve them well as they deal with challenging assignments and unfamiliar academic discourse. See Figure 1.2 for some of the assets that teachers should learn to recognize in their multilingual learners.

Diverse Characteristics. Next let's turn to other characteristics that make our multilingual learners diverse. We cannot plan programs and pathways through school by assuming these students are all alike, because they are not. They enter our classrooms with a wide range of language proficiencies (both in English and

FIGURE 1.2 Multilingual Learner Assets

Oral language skills in the home language—Many aspects of the home language learned through oral interaction can apply or transfer to learning academic English (August & Shanahan, 2006; Genesee et al., 2006; Guglielmi, 2008). These include phonemic awareness and phonics; grasp of vocabulary cognates; knowledge of prefixes, suffixes, and roots; listening comprehension strategies; and functional language use (e.g., comparing, evaluating, describing).

Reading and writing skills in the home language—Knowing how to read and write in the home language facilitates learning those skills in a new language (August & Shanahan, 2006; Genesee et al., 2006). Consider students who can read and find the main idea in a home language text. Those learners have mastered the cognitive reading strategy already. They may need to learn the words and syntax of English, but not how to find the main idea.

Metalinguistic awareness—Having the big picture of how language works (as a concept) provides a foundation for learning a new language. For example, knowing that words can be nouns and verbs and that a relationship between a noun and a verb gives meaning to an utterance can be applied to the new language even if the order of words in a sentence differs from the home language.

Out-of-school literacy skills—Students use literacy outside of school, sometimes for family purposes (e.g., making a shopping list, reading a utility bill) and sometimes for personal reasons (e.g., using social media, listening to music). These practices help them understand that literacy is used for different purposes and is found in different formats. These skills also allow students to learn new knowledge outside of school that may be applicable to a lesson.

Educational backgrounds—Through schooling in their home country, some children may be at or above grade level relative to the curricula in their U.S. school. These students need to learn English, but have few gaps in their academics.

Language brokering roles—School-age multilingual learners often assume the role of language broker in families where the adults do not speak English well. Students learn to engage with others using English, experiencing different interaction patterns, and being responsive to others' utterances. They learn to turn-take turns in conversation, answer questions, ask for clarification, paraphrase, interpret, and translate, among other functions.

Cultural funds of knowledge—In their homes, children participate in language and cultural practices and activities that can be shared in the classroom. Teachers may learn about these funds of knowledge through home visits, interviews, and projects that students complete. Teachers may select instructional materials and plan authentic classroom tasks around these funds that connect with the curriculum. They may invite parents or members of the community as guest speakers.

Familial supports—Family support and parental engagement have positive impacts on children's schooling success. Teachers can partner with the families to determine ways that families can support at home what is being learned at school. Parents, other family members, and guardians can in turn convey family values, communication patterns, storytelling practices, work goals, and aspirations for their children to the teachers.

Life experiences—Our students do not enter schools as blank slates. Many have had life experiences that are pertinent to the curricula. Some students farmed in their home countries and know about plant growth, animal reproduction, and more. Other students' families had market stalls, and they learned about supply and demand, revenue, and debt. Some have lived in different climatic zones and biomes or have traveled across countries and continents. These learners have much to offer the instructional process and can help build background on certain subject-area topics for others in the class.

Social and emotional skills—Many multilingual learners have or are developing social and emotional skills and competencies. Their varied experiences and backgrounds may have led to their development of skills such as persistence, planning and organization, perspective taking, team work, analysis and decision making, emotional awareness, and more. These skills can be building blocks for academic development, especially when teachers foster affirming and supportive learning environments.

Individual talents and abilities—All students have unique qualities. Some may be athletic and learn teamwork and perseverance during sports. Some may have musical gifts and can translate symbols into sounds. Some have part-time jobs where they learn responsibility, problem solving, and resourcefulness. Others draw, dance, write poems, make videos, cook, construct, garden, and more. These abilities and interests can be highlighted in lessons for making input comprehensible and for making output relevant.

in their home languages) and much divergence in their subject matter knowledge. We find diversity in their educational backgrounds, literacy levels in the home language, expectations of schooling, socioeconomic status, age of arrival, personal experiences while coming to and living in the United States, parents' education levels and proficiency in English, and much more. Of course, our learners have individual personalities and talents as well. Some multilingual learners are newcomers (i.e., new arrivals to the United States), some have lived in the United States for several years, and many were born in the United States. Foreign-born multilingual learners may be immigrants, refugees, asylees, unaccompanied minors, permanent residents, or naturalized citizens.

The following discussion offers a broad overview of some of the multilingual learners who enter our schools:

- A number of our foreign-born multilingual learners had strong academic backgrounds before coming to the United States. Some are at or above equivalent grade levels in certain subjects—math and science, for example. They are literate in their native language and may have started studying a second or even a third language. Much of what these learners need is English language development so that as they become more proficient in English, they can transfer the knowledge they learned in their native country's schools to the courses they are taking in the United States. A few subjects not previously studied, such as U.S. history, may require special attention. These students have a strong likelihood of achieving educational success if they receive appropriate English language and content instruction in their U.S. schools.
- Other foreign-born students had very limited formal schooling or an interrupted education—perhaps due to war in their native countries, life in a refugee camp, the need to work, or the remote, rural location of their homes. These students have little or no literacy in their native language, and they may not have had such schooling experiences as sitting at desks all day, changing classrooms for different subjects, or taking high-stakes tests. They have significant gaps in their educational backgrounds, lack knowledge in specific subject areas, and need time to become accustomed to school routines and expectations. These multilingual learners with limited formal schooling and below-grade-level literacy are most at risk for educational failure.
- In the past decade, the number of foreign-born, unaccompanied minors has increased. These students, who are younger than 18 years old, come to the United States without a parent. Many experience hardships and trauma during the journey. Some are able to connect with relatives living in the United States and others are housed with a court-appointed guardian. Many have weak educational backgrounds and face challenges once in U.S. schools.
- There are also many multilingual learners who have grown up in the United States but who speak a language other than English at home. In fact, these students comprise the majority of multilingual learners in both elementary and secondary school programs. Some students in this group are literate in their home language, such as Mandarin, Arabic, or Spanish, and will add English to their knowledge base in school.

Among the types of multilingual students described above, we also have some students with other characteristics that have implications for educational services.

- Students who are newly arrived to the United States may be referred to as *newcomer students*. They may be placed in a specialized newcomer program if they have very low levels of English language proficiency and/or are below grade level in their academics, especially if they enroll in middle or high school, as they have less time to catch up before graduation. Students with limited or interrupted formal education are a subset of newcomer students. (Custodio & O'Loughlin, 2017; Short & Boyson, 2012)
- Multilingual learners who do not exit their language support program after five or more years in U.S. schools are referred to as *long-term English learners* (U.S. Department of Education, 2016). They typically have oral proficiency in English but lack English reading and/or writing skills. They struggle academically (Kieffer & Parker, 2016; Menken, Kleyn & Chae, 2012; Rodriguez, Carrasquillo, Garcia & Howitt, 2020) and often are unable to pass state English language proficiency tests and/or other measures that are required for them to be reclassified as fully English proficient (Saunders & Marcelletti, 2013). Targeted interventions may be planned for these students, especially if they have completed all the available levels/years of service in the language support programs.
- Forty percent of school-aged migratory children (also known as *migrants*) are multilingual learners (U.S. Department of Education, Office of English Language Acquisition, 2021d). They move from school to school within the same academic year as their family travels for work. This situation jeopardizes their learning with absences and potentially incompatible curricula and assessments across districts or states.
- A small number of immigrant students have temporary protected status, a designation by the federal government that may be granted to foreign-born individuals who are unable to return to their country primarily due to safety concerns, such as an ongoing war or the aftermath of a major natural disaster. They, too, may have experienced hardships and trauma.

Some students are dually identified, meaning they should receive services from two educational categories. For example, besides being multilingual learners, some children have learning disabilities or are gifted and talented.

- Multilingual learners tend to be over- or underrepresented in special education because their school districts struggle to determine if a student's difficulty is due to a learning disability, a lack of schooling, a delay in developing second language proficiency, or another reason (National Center for Learning Disabilities, 2020). It is not recommended that a school wait longer than one year to begin the referral process for special education consideration; interventions can begin sooner, however. When students are appropriately identified, federal regulations require that they receive instructional hours for English language development as well as for identified special education needs (U.S. Department of Justice, Civil Rights Division, & U.S. Department of Education, Office of Civil Rights, 2015).