

Praise for Unlocking Multilingual Learners' Potential

There is so much to love about Unlocking Multilingual Learners' Potential. The authors have created a truly readable text packed with practical suggestions for all educators who teach multilingual learners (MLs)! English language development (ELD) educators will find the focus on advocacy and leadership provides them with new ideas to take their practice to the next level. Content educators will appreciate the many easy-to-incorporate strategies for developing oral language and reading within their own academic content classes. And finally, the emphasis on teacher collaboration is vital to get everyone on board with an agenda that stresses equity and excellence for our culturally and linguistically diverse learners. This text will undoubtedly be a hit with school PLCs and teacher education programs.

Tim Boals, WIDA Executive Director
University of Wisconsin–Madison

With so many resources available today and so little time to review them all, it becomes harder and harder for educators to know what to read and when to read it. What the authors offer to educators of multilingual learners with this book is the unique opportunity to find in one resource a synthesis of the current research, examples of its impact in the classroom through authentic classroom vignettes, and a wealth of tools to get started in their own classrooms. The authors have successfully combined their own expertise with that of colleagues and educators to bring to the field a valuable tool for professional growth and collaboration. Thank you!

Mariana Castro, Deputy Director
Wisconsin Center for Education Research

Collecting, analyzing, and using various data points are key to supporting positive outcomes that center on the unique needs of multilingual students. Staehr Fenner, Snyder, and Gregoire-Smith provide data-ready resources that can be easily embedded across content areas and into instructional practices. The strategies highlighted in this edition help teachers afford more opportunities for students, especially newcomers and Students with Limited/Interrupted Formal Education (SLIFE), to practice, collect, reflect, and analyze their own learning experiences.

Ayanna Cooper, Author/Educator
ACooper Consulting

Continuing their advocacy for multilingual learners to obtain an equitable education, the authors offer a remarkable framework to guide teachers to better understand the complex nature of teaching diverse students. This book not only examines why a supportive school environment matters but also offers detailed, research-informed instructional strategies applicable to every class. It is a must-read for all teachers of multilingual learners!

Maria G. Dove, EdD, Professor
Molloy College, New York, Graduate Education TESOL Programs

Unlocking Multilingual Learners' Potential: Strategies for Making Content Accessible offers a treasure trove of practical resources and ideas for all teachers—and not just those with MLs in their classrooms.

Larry Ferlazzo, Teacher and Author
The Student Motivation Handbook: 50 Ways to Boost an Intrinsic Desire to Learn

The authors masterfully unravel the intricacies of teaching and supporting multilingual learners. Seen through a series of core beliefs within an equitable educational framework, each chapter reveals an important theme in enacting effective instructional strategies that advance ML learning. Their focus on teacher collaboration in furthering students' language development and academic achievement provides insight into implementing their carefully delineated steps. With its many application activities, this book offers both content and language teachers a myriad of ideas for working with MLs integral to their classroom practices.

Margo Gottlieb, Co-founder and Lead Developer for WIDA
Wisconsin Center for Education Research, University of Wisconsin–Madison

The authors have created a practitioner-friendly guide for educators of MLs to help create welcoming school and classroom environments, build cultural responsiveness, and increase educators' toolboxes for serving MLs. The authors speak with experienced teacher voices and have a gift for making the complex simple through explicit explanation, classroom examples, and use of tools for instruction and assessment. This is a must-read for preservice educators of MLs who are seeking authentic professional learning to meet the needs of their MLs.

Janet E. Hiatt, EL/Title III Consultant
Heartland Area Education Agency, Iowa

Unlocking Multilingual Learners' Potential: Strategies for Making Content Accessible *not only offers a fresh perspective on approaching the education of multilingual learners but also provides readers with practical and comprehensive guidance on how to ensure success for MLs. I am honored to endorse this book from leading experts who continue to demonstrate uncompromising dedication to and advocacy for MLs, while also offering ready-to-implement strategies and examples of successful practices.*

Andrea Honigsfeld, Professor
Molloy College, New York

Teachers and administrators often read books that later end up on the shelf covered in dust. Unlocking Multilingual Learners' Potential: Strategies for Making Content Accessible is not one of them. It is a practical pedagogical guide that helps all teachers realize their role as a teacher of multilingual learners. Teachers will especially love how it builds their background knowledge as well as provides actual strategies that work for MLs.

Samuel Klein, Supervisor, ESOL/HILT
Department of Instruction, Arlington Public Schools

Unlocking Multilingual Learners' Potential *is a powerful and valuable guide for deepening all educators' understandings, practices, and beliefs that contribute to the success of multilingual language learners. The authors provide a framework for educating MLs explained with practical tools, helpful examples, scenarios, and activities that promote the implementation of best practices with this population of students. A must-have for schools looking to establish a shared schoolwide responsibility for educating MLs.*

Jacqueline LeRoy, former Director of ENL,
World Languages and Bilingual Education
Syracuse City School District

For anyone needing a blueprint for how to successfully work with and instruct multilingual language learners, Unlocking Multilingual Learners' Potential is a one-stop shop. This book is a beacon of light for schools and practitioners who are new to MLs and want to implement exemplary practices.

Giselle Lundy-Ponce, ML Policy Expert
American Federation of Teachers

There is no book I recommend to teachers more often. This comprehensive, practical guide is everything a teacher needs to understand and apply strategies that will truly improve outcomes for students learning English. In this new edition, Staehr Fenner, Snyder, and Gregoire-Smith are responsive to the most salient issues today in the field of ESOL, as

schools across the U.S. strive to provide high-quality education to growing numbers of Students with Limited/Interrupted Formal Education (SLIFE) and to ensure effective, research-based literacy instructional practices for all multilingual learners. Unlocking Multilingual Learners' Potential remains an indispensable part of any district's professional learning plan.

April Perkins, Director of Multilingual Programs
South Portland School Department

As part of the Title III English Learner Support Grant through the Ohio Department of Education, Painesville City Local Schools worked through the Unlocking text with their EL Department. Professional learning sessions were led by SupportEd and covered vocabulary development, scaffolding, academic and oral language development, building background knowledge, and formative assessments. The content in the Unlocking text provided easy-to-understand examples, scenarios, and suggestions. In addition, the text encouraged staff discussion and collaboration on implementation ideas. The material not only aligned to the goals of the grant, but the SupportEd team also went above and beyond to align their materials and instruction with other district initiatives for general instructional frameworks. Of all of the professional development series I have been a part of in my twenty years in education, SupportEd was by far the most well-organized, informative series. Their team was overly accommodating of the day-to-day struggle of districts and flexible in their planning and delivery to ensure the district was provided with the support and learning opportunities they needed as well as requested. I would highly recommend their team and their materials to any district or school looking to improve their EL instructional knowledge and skill sets.

Shannon Ranta, Coordinator of Curriculum and Data Specialist
ESC of the Western Reserve

Every K–12 teacher needs to be effective with multilingual learners (MLs). This practical, asset-oriented book helps teachers put theory into action to unlock MLs' potential!

Tonya Ward Singer, Author & Founder,
Courageous Literacy LLC

This second edition of Unlocking Multilingual Learners' Potential: Strategies for Making Content Accessible should be in the hands of new and veteran educators. As its predecessor, in this second edition the authors draw from current research and practice and brilliantly present a user-friendly guide for supporting students' success. Look no further if you are seeking a professional book to support our ever-changing multilingual learners to work, collaborate, and flourish together.

Debbie Zacarian, Author & Founder,
Debbie Zacarian, EdD and Associates, LLC

Unlocking Multilingual Learners' Potential

Second Edition

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This book is dedicated to all teachers of multilingual learners.

May you find the joy and passion that working with these students brings.

We also dedicate this book to our families,

David, Zoe, Maya, and Carson Fenner,

Gus, Sylvia, and Iris Fahey, and

Jason, Wiley, Liana, and Easton Smith,

for the boundless love and support they offer.

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Unlocking Multilingual Learners' Potential

Strategies for Making Content Accessible

Second Edition

Diane Staehr Fenner

Sydney Snyder

Meghan Gregoire-Smith

Foreword by Emily Francis

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Thousand Oaks, California 91320
(800) 233-9936
www.corwin.com

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1 Oliver's Yard
55 City Road
London EC1Y 1SP
United Kingdom

SAGE Publications India Pvt. Ltd.
Unit No 323-333, Third Floor, F-Block
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New Delhi 110 019
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18 Cross Street #10-10/11/12
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Visit the companion website at
<https://resources.corwin.com/FennerUnlocking2E>
for downloadable resources.

Note From the Publisher: The authors have provided video and web content throughout the book that is available to you through QR (quick response) codes. To read a QR code, you must have a smartphone or tablet with a camera. We recommend that you download a QR code reader app that is made specifically for your phone or tablet brand.

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Foreword

By Emily Francis

If the *Unlocking Multilingual Learners' Potential: Strategies for Making Content Accessible* book is not on your teacher's bookshelf, you are missing out. This book is a gem and a must-have resource for all general education and English language development (ELD) teachers.

Whenever I come across a professional development book for educators that specifically focuses on multilingual learners (MLs), particularly on unlocking their full potential, my heart fills with joy. Additionally, it makes me reflect upon the missed opportunities I had while attending school in the United States as an ML. It is difficult for me to imagine myself as a 15-year-old ML sitting in a classroom trying to make sense of what my teachers were teaching. Looking around high school halls for something or someone to validate my humanity, strengths, and culture. For me, this only happened in bathroom mirrors.

Instead of developing the identity I had already constructed for 15 years, I found myself at a place where I was forced to build a new personal and academic identity—an experience that made a negative imprint in my future years. You see, when I began my ML experience here in the United States, I had lived 15 years of my life surrounded by Guatemalan cultural experiences that shaped who I am. At a very early age, I learned to survive very difficult experiences that perhaps others have only read about or watched in movies. I had taken on a motherhood role while my mother worked countless hours and even left our home country to come to the United States to make a way for us. I had learned how to run our family business, which consisted of selling oranges at the local market or selling door-to-door in our local neighborhoods; all this just to afford shelter over our heads and have beans, rice, and tortillas on our table. I had traveled as an unaccompanied and undocumented immigrant across countries to come to a place that offered the opportunity of education and new life.

My hope in 1994 as I entered high school as a Student with Limited/Interrupted Formal Education (SLIFE) was not to start over as a blank slate or to rebuild my identity; on the contrary, I hoped to continue developing my identity upon the assets I had within me.

But it did not take me long to process the message the school environment was sending about my cultural identity and my home language. Because I found my identity threatened, I felt the need to protect it by hiding it away. I began the process of assimilation where all that mattered was learning English and meeting the academic expectation all teachers had of me . . . regardless of my language proficiency and at the cost of racial trauma. While questioning my humanity and whether my experiences were even worth caring about, I met my ELD and academic goal by obtaining 42 high school credits by 1997.¹ Unfortunately, I did not graduate. A New York State Regents exam put a hold on my academic success as a high school student.

So, as a high school dropout and while absorbing our society's message about my existence, I operated dysfunctionally within our society for several years. However, in 2004 I began putting my broken pieces back together while putting myself through school at a community college and reconstructing my academic identity. I was determined to not only become the educator I desperately needed while I was in school but also to impact students' educational experiences positively. My experience as an ML inspired me to become an ELD teacher knowing that this role affords me a deep understanding of the challenges my students must overcome to find success.

In 2012, during my first year as an ELD teacher, I received a call from the front office about José, a newcomer from Mexico enrolling in a U.S. school for the first time. My heart leaped with joy and on the way to the office I began brainstorming from all my personal experiences and from all the learning I had acquired while becoming an educator. I was thinking about all the ways, not just me, but as our school community, we could build a place where our new student could thrive not only academically but also linguistically and emotionally.

That school year, José began his academic experience with us. However, we intentionally focused on his assets, passion, cultural experiences, and home literacy development. He was encouraged to use his home language to access content, present research projects in his language, and freely interact with peers in a comfortable environment. General education teachers worked closely with me to ensure we were employing up-to-date strategies to support his academic and linguistic needs. He participated in our school's Spanish Spelling Bee competition where the entire school witnessed his potential and literacy skills. This identity-affirming environment had a very positive impact on José's life. We had created a place with a strong sense of belonging that activated his voice and developed his academic identity. During his last year at our elementary school, José exited the ELD program and obtained passing scores on his math, English language arts

¹Emily had the required number of credits to graduate, but she did not receive the score that she needed on the New York State United States History and Government Regents examination to allow her to graduate.

(ELA), and science end-of-grade testing. This school year, José is crossing the stage and graduating high school.

During my fifth year as an ELD teacher, Drs. Staehr Fenner and Snyder's book *Unlocking English Learners' Potential: Strategies for Making Content Accessible* was released. I purchased the book and joined a Twitter book study/chat. Little did I know the impact this book was about to have on my life and career. At a personal level, I felt like this book was healing the wounds I received during my educational experience by acknowledging that the poor instruction and the low expectations I experienced while attending high school in the United States translated to inequity and injustice that impacted me greatly in a negative way. I honestly felt like Chapters 1 and 2 were like cool water to my soul. Here is a book with a framework for equitable ML education with core beliefs focused on students' assets, culture, home languages, and identities.

Professionally, I felt reaffirmation of so many practices I had put in place for five years as an ELD teacher. I found myself marking on the book all the areas that would share something I had already put into practice. I smiled every time I highlighted an affirmation in the book.

I was also enlightened on so many topics that strengthened my instruction with guidelines that became part of my everyday instruction. From that day forward, this book became part of my lesson planning as I crafted lessons that were equitable and excellent for my students. Moreso, this book made me a more culturally competent educator. Just because I had some shared experiences with my students, that was not enough to have the cultural competence I needed to serve my MLs with equity and justice. This book allowed me to reflect carefully and intentionally on my cultural values and beliefs that today shape my expectations for my students, then make it intentional to learn more about my students by recognizing their values and beliefs that may be different than mine. These are key components to becoming a culturally competent educator with a mindset of respecting and building on my students' assets, backgrounds, and experiences.

In 2018, an opportunity came for me to begin working with newcomer students at Concord High School in Concord, North Carolina. The plan was to implement a full inclusion model where our students were spending more time in core instructional courses and receiving support from me, their ELD teacher, throughout the day. I did not doubt that the framework and strategies I acquired from the *Unlocking English Learners' Potential: Strategies for Making Content Accessible* book were exactly what I needed to implement this program with passion, integrity, and equity.

Today, five years later, we continue to implement this framework and employ many of the strategies for academic success found within these chapters.

So, it is 2023, and I get a first look at the second edition of this amazing book. It is a joy, an honor, and a humbling opportunity to see the new additions and revisions.

I am thrilled to see that Dr. Staehr Fenner, Dr. Snyder, and new coauthor Ms. Gregoire-Smith are still hard at work in our field and saw the urgent need to revisit this essential resource for educators and added much-needed components such as a focus on SLIFE students, shifting the language from EL to ML, and removing strategies no longer effective in our practice. The addition of peer learning to foster MLs' oral language and content understanding is one of my favorites. I do believe that the pandemic stole from our students the skills to engage in conversation whether in social or academic settings. The strategies provided are not only helpful for MLs but are great for all students to develop oral language with success. I consider Chapters 3–9 to be heavy in content but loaded with doable strategies that wrap up with a focus on the role of collaboration in teaching MLs and the role of equity, advocacy, and leadership in teaching, which I see both as fundamental to support our MLs. This is critical now that many districts are implementing more and more inclusive instructional models where the ELD teacher provides support to both the mainstream classroom teacher and the MLs within the classroom. This book has a clear focus on MLs' success relying on all adults surrounding the students, not only the ELD teacher.

Throughout the chapters, you will read scenarios that will provide an accurate picture of the strategy in practice.

As a full-time ELD teacher and fearless advocate for the instructional support our MLs deserve, let me share with you how I implement this book:

- I follow the five core beliefs, which are research-based with practical tools to apply them.
- I apply Culturally Responsive Pedagogy after recognizing the culture and experiences that shape our students' learning.
- I elevate vs. value students' home language and experience by amplifying translanguaging practices and displaying students' work.
- I provide content teachers a clear understanding of instructional scaffolds for MLs.
- I encourage participation through strategies that promote engagement for all students including our MLs and SLIFE students.
- I share a clear understanding of how social and academic language is constructed and developed.
- I integrate practice with academic vocabulary and vocabulary practices.
- I incorporate reading and writing activities that are equitable \Rightarrow challenging and on grade level, including engineering text for MLs and SLIFE students.

- I implement identity text projects where students demonstrate their cultural background through a multimodal text created by students.
- I implement equitable assessments and differentiated assessment and grading.

Do not be intimidated by this long list of practices my school is implementing based on *Unlocking Multilingual Learners' Potential: Strategies for Making Content Accessible*. This implementation does not happen from one day to another—it is a process. The key is starting somewhere and working your way through all the amazing practices shared in the book. My first tip is to do an equity audit and an inventory. An equity audit that advocates for MLs' rights and the education they deserve. Conduct an inventory of your cultural views and experiences. Create a climate of shared responsibility where all adults on campus feel the urgency to begin building a safe place for all MLs and SLIFE. This is hard work and requires vulnerability. However, it is at this crossroads that students will meet you and see that there are teachers who care and believe they matter. Students will feel comfortable enough to share about themselves and this will give you the windows of knowledge about their life experiences you need to make Chapters 3 to 9 (content and language strategies) doable for their success.

From teacher to teacher, know that you are not alone. We are all trying to do what is best for our students. Just the fact that you picked up this book and are reading these words says that you care for your MLs and want what is best for them. We are in this together. Let's connect and together UNLOCK our students' FULL potential.

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Acknowledgments

A central theme of *Unlocking Multilingual Learners' Potential* is collaboration. We could not have written this book without our collaboration with students, educators, colleagues, and friends. We feel incredibly fortunate to be part of such an amazing network of individuals working in support of multilingual learners (MLs) and their families. The process of writing goes far beyond the work of the three of us, and as a result, there are quite a few people we'd like to acknowledge and thank.

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About the Authors



Diane Staehr Fenner, PhD, is the president of SupportEd (SupportEd.com), a woman-owned small business located in the Washington, DC, metro area that she founded in 2011. SupportEd is dedicated to empowering multilingual learners and their educators. Dr. Staehr Fenner leads her team to provide ML professional development, coaching, technical assistance, and curriculum and assessment support to school districts, states, organizations, and the U.S. Department of Education. Prior to forming SupportEd, Dr. Staehr Fenner was an English language development (ELD) teacher, dual

language assessment teacher, and ELD assessment specialist in Fairfax County Public Schools, VA. She speaks German and Spanish and has taught in Berlin, Germany, and Veracruz, Mexico. Dr. Staehr Fenner grew up on a dairy farm in central New York and is a proud first-generation college graduate. She has written eight books on ML education (and counting), including coauthoring *Culturally Responsive Teaching for Multilingual Learners: Tools for Equity* and authoring *Advocating for English Learners: A Guide for Educators*. She is a frequent keynote speaker on ML education at conferences across North America. She earned her PhD in Multilingual/Multicultural Education at George Mason University and her MAT in TESOL at the School for International Training. You can connect with her by email at Diane@SupportEd.com or on Twitter at [@DStaehrFenner](https://twitter.com/DStaehrFenner).



Sydney Snyder, PhD, is a principal associate at SupportEd. In this role, Dr. Snyder coaches ML educators and develops and facilitates interactive professional development for teachers of MLs. She also works with the SupportEd team to offer technical assistance to school districts and educational organizations. Dr. Snyder has extensive instructional experience and has worked in the field of English language development for over 25 years. She started her teaching career as a Peace Corps volunteer in Guinea, West Africa. This experience ignited her passion for language teaching, culturally responsive instruction,

and ML advocacy. Dr. Snyder is coauthor of *Culturally Responsive Teaching for Multilingual Learners: Tools for Equity* and contributing author to *Breaking Down the Monolingual Wall*. She served as an English Teaching Fellow at Gadjadara University in Yogyakarta, Indonesia. She earned her PhD in Multilingual/Multicultural Education at George Mason University and her MAT in TESOL at the School for International Training. You can connect with her by email at Sydney@SupportEd.com or on Twitter at [@SydneySupportEd](https://twitter.com/SydneySupportEd).



Meghan Gregoire-Smith, MA, is a multilingual learner (ML) coach at SupportEd. In this role, Ms. Gregoire-Smith coaches ML educators and develops and facilitates interactive professional development for teachers of MLs. Ms. Gregoire-Smith began her career teaching English as a foreign language (EFL) to young adults in Guayaquil, Ecuador. Her time in Ecuador sparked her love of language teaching. She then spent over a decade supporting MLs in Anne Arundel County Public Schools, Maryland, first as an elementary English language development teacher and then as an ELD Teacher

Specialist. As an ELD Teacher Specialist, Ms. Gregoire-Smith wrote the K–12 ELD curricula, planned and delivered professional development around best practices

for working with MLs, and provided coaching for ELD teachers new to the profession. Ms. Gregoire-Smith's experiences as an ELD teacher and teacher specialist led to a passion for supporting educators of MLs through high-quality professional development and coaching. She earned her Master's in TESOL from the University of Maryland, Baltimore County. You can connect with her by email at Meghan@SupportEd.com or on Twitter at [@MeghanGSmith](https://twitter.com/MeghanGSmith).

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Introduction

Why We Wrote a Second Edition

Since *Unlocking English Learners' Potential: Strategies for Making Content Accessible* was published in 2017, we have continued to work extensively with educators of multilingual learners (MLs) to implement the strategies shared in the book. We have also framed ongoing coaching projects in several school districts around the content of *Unlocking* and have seen trends in terms of teachers' strengths and needs in implementing these strategies to support MLs. As a result, we decided we needed to add to the activities and tools from the first edition that align with each chapter based on our collaborative work with K–12 educators. In addition, since the first edition of *Unlocking* was published, there has been new research on effective strategies to support MLs' acquisition of language and engagement with grade-level content, and we wished to give the research we draw from a refresh. This second edition of *Unlocking* has allowed us the opportunity to update the research that we include so as to provide the most relevant theory that undergirds the instructional practices that we share.

We have also seen the impact that interrupted schooling and virtual learning had on MLs' language development opportunities and learning and recognize the urgent need to revisit what we know about the best way to build on MLs' assets and further their growth. For example, through our work, we have noticed a need to be more explicit about strategies to support MLs in reading and writing across content areas, including the elevated importance of peer interactions to foster growth in literacy and content understanding. Additionally, we are frequently asked about unique strategies to support the specific learning needs of ML newcomer students (students who have been in the country for less than a year) and students with limited or interrupted formal education (SLIFE). The second edition of our book gives us the opportunity to highlight our collaboration with educators and districts and to incorporate new strategies for supporting MLs' language and literacy development, including much-needed strategies for newcomers and SLIFE.

What's New in This Edition

In addition to updating the classroom examples, instructional strategies, and research in each chapter, we have also made several other changes in the second edition. Some highlights of the new or modified content follow.

- In order to take a more assets-based approach in the second edition, we use the terms *multilingual learner* and *emergent multilingual learner* instead of *English learner*. Please see Chapter 1 for our rationale for this shift and the definition of these terms. In addition, we are using the term English language development (ELD) teacher instead of ESOL teacher to refer to teachers who specialize in MLs' language development.
- We have revised our five core beliefs (formerly called guiding principles) to include a belief framed around the importance of peer learning opportunities for MLs. While we have always understood peer learning to be a valuable support for MLs, the urgency for incorporating these practices into daily instruction has become even more pronounced. For more on our rationale for this shift, see Chapter 1.
- To respond to the many questions that we have received about strategies for supporting ML newcomer students and SLIFE, we have added a section in Chapters 2–9 to focus on practices specific to leveraging the strengths and meeting the needs of these populations of MLs. In these chapters, we provide specific considerations in the instruction of ML newcomer students and SLIFE related to that chapter's topic. Then we provide a scenario to illustrate how these unique considerations might be applied in a school or classroom.
- We revised Chapter 8 to focus more broadly on supporting MLs in reading and writing in the content areas rather than focusing only on text-dependent questions. Chapter 8 now includes a variety of recommendations for incorporating scaffolded instruction and peer learning opportunities into reading and writing activities for MLs.
- We developed a unit planning template that is aligned to the research-based instructional practices presented in the book. Chapters 3–9 include the relevant section of the unit planning template so that, if you would like, you can develop a complete unit plan as you progress through the book. The complete unit planning template and a model unit plan are provided in the appendices on the online companion website. To access the companion website, please visit resources.corwin.com/FennerUnlocking2E.



UNLOCKING RESOURCES

To read a QR code, you must have a smartphone or tablet with a camera.

We recommend that you download a QR code reader app that is made specifically for your phone or tablet brand.

resources.corwin.com/FennerUnlocking2E

How This Book Is Structured

As we wrote the second edition of book, we imagined all of the different types of current and future educators who might use it and took steps to adapt the content, as well as the structure, of the book to reach a wide audience. We have heard from countless educators in varied roles, including preservice teachers, teacher

educators, content teachers, ELD teachers, support staff, and administrators about how practical and relevant the first edition of the book has been for them, and we wanted to ensure it continues to be relevant for everyone who reads it. First, we were sure to frame the book around solid research that grounds the ML strategies you will encounter and apply. Next, we structured the book in a way that provides the background that teachers with less training in working with MLs will need in order to understand the research, the rationale, and the use of particular strategies. At the same time, we also included ample modeling and examples, application activities, and reflection questions that can support even an experienced teacher of MLs in deepening their understanding and use of the selected research-based strategies, weaving in scenarios that span grade levels and content areas. We are confident that anyone from kindergarten dual-language teachers to high school mathematics teachers can find useful strategies that they can apply in their context. Further, we have included ample opportunities in the book for reflection so that educators can focus on their intentionality in selecting certain strategies, voicing their rationale for why and how they would use such strategies to support MLs. The online companion website that accompanies this book includes a compilation of all the reflection questions in the book with space to write your responses. You can print out this document and jot down your responses as you read. To access the companion website, please visit resources.corwin.com/FennerUnlocking2E.

In addition to ensuring the book is relevant for all educators, we have structured the book so that you can use it independently, as part of a course, or within a professional learning community (PLC), where ideally, ELD teachers and content teachers can discuss and interact with the material together. The book is organized so that the first two chapters introduce our organizational framework and provide overarching instructional practices for MLs that are meant to be implemented in combination with other strategies shared in Chapters 3–9 of the book. Chapters 3–9 then each introduce a very specific instructional practice in a multilayered fashion that you can incorporate into your instruction. Each chapter includes scenarios that allow you to reflect on how the practice might be applied to a particular classroom setting and tools to help you implement the practice in your own setting. If you are reading this book as part of a PLC or in a coteaching partnership, you could select any of Chapters 3–9 to read, discuss, and implement in your classroom. In addition, for ready-to-use, practical tools to support these instructional practices, please visit SupportEd.com/unlocking-toolbox.

Even though integrating research-based strategies is crucial to MLs' success, educators must also constantly monitor and strengthen their professional skills with other educators to most effectively serve MLs. Our approach to working with MLs is unique, and so is this book. Because we believe the principles of collaboration, equity, advocacy, and leadership are fundamental to supporting MLs, we have woven these ideas into each chapter. As a result, we have included two sections at the end of each chapter that identify the role collaboration can have in relation to each specific instructional practice and also how equity, advocacy, and leadership



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For ready-to-use, practical tools to support culturally responsive teaching, please visit SupportEd.com/unlocking-toolbox.

can play out in the facilitation of each practice. This book offers you a space in which you can hit the pause button, reflect on your own practice and your relationship with your colleagues, and recharge your batteries to better support MLs. We encourage you, as you implement the different practices recommended in this book, to examine how you can build on your collaboration with your colleagues in the service of equitable and excellent education for MLs. We also hope you will reflect on how you can bolster your advocacy and leadership skills to share the new considerations, approaches, and strategies that you are implementing with other educators as a result of your learning in this book. This book will provide you with the opportunities to begin conversations not only around instructional practices that all teachers can use to support their MLs but also around ways in which teachers can continue to enhance their own professional development and grow as leaders and advocates for MLs. Now that we have provided you this overview, a summary of each chapter follows.

Chapter 1: Why You Need This Book to Support MLs

Chapter 1 identifies the urgent need to provide MLs with the type of instructional support that they require to succeed academically and recognizes that they are equal members of any classroom. The chapter provides an overview of the current educational context, demographics, research, and climate within which MLs are being educated. We also introduce the five core beliefs that define our work with MLs and their educators. These beliefs provide an easily accessible theoretical framework that forms the foundation for the remaining chapters in the book.

Chapter 2: Using a Culturally Responsive Framework to Leverage the Strengths and Meet the Needs of MLs

Chapter 2 provides an understanding of the crucial role culture plays in the education of MLs. The chapter includes working definitions of culture and culturally responsive teaching, a description of the characteristics of culture, and strategies to support culturally responsive teaching. It also provides opportunities for you to reflect on your own culture and how it shapes your instruction, classroom expectations, and interactions with MLs.

Chapter 3: Scaffolding Instruction for MLs

Chapter 3 shares an overview of what scaffolds are and why they are essential to incorporate into instruction and assessment for MLs. The chapter's deeper focus is on research-based strategies for selecting and developing scaffolds based on

such factors as the academic task at hand and MLs' English proficiency levels, as well as other student background factors. The chapter includes examples of a variety of different types of scaffolds, checklists, and practical tools for you to plan and implement scaffolded lessons and units for MLs in your context.

Chapter 4: Peer Learning: Fostering MLs' Oral Language Development and Content Understanding

Chapter 4 begins with a discussion of the importance of integrating peer learning opportunities into content-based instruction of MLs framed around relevant research. It introduces and provides examples of four student practices that will foster MLs' engagement in peer learning activities in order to support their oral language development and their understanding of challenging content. The chapter also includes tools that you can use when planning and incorporating oral language activities into your instruction and offers recommendations for different types of peer learning activities.

Chapter 5: Teaching Academic Language to MLs at the Word/Phrase Level

Chapter 5 is the first of two chapters dedicated to explicitly teaching academic language to MLs. This chapter defines what academic language is and shares why it is critical for MLs to acquire academic language in order to engage with challenging content and be fully integrated into content classrooms. Then, it takes a deeper dive into why the focused teaching of academic vocabulary is critical to MLs' academic achievement. Recognizing that teachers must select vocabulary for MLs carefully and judiciously, the chapter includes research-based guidelines on selecting the vocabulary to teach that will have the most benefit for MLs as well as strategies for teaching and reinforcing those new words. The chapter also offers a tool for planning lessons based on content-specific vocabulary.

Chapter 6: Teaching Academic Language to MLs at the Sentence and Discourse Level

Building on Chapter 5, Chapter 6 examines teaching academic language at the sentence and discourse levels. It includes practical examples of how to analyze a text's academic language and how to teach a sample of the linguistic forms and functions necessary for MLs to interact with challenging grade-level texts and topics. The chapter gives you guidance on how to leverage different types of teachers' strengths in order to effectively collaborate to integrate instruction of academic language at the sentence and discourse levels, weaving together academic language and content instruction.

Chapter 7: Activating and Teaching MLs Background Knowledge

Chapter 7 presents research on the role of background knowledge in MLs' engagement with academic content. This chapter addresses the need to develop a new approach to activating and teaching background knowledge to MLs, including a specific focus on supporting background knowledge in mathematics. It presents a four-step framework for deciding which types of background knowledge to teach MLs as well as ways to activate and teach background knowledge concisely. The chapter models several activities that you can use in your own planning and instruction to help you put our ML background knowledge framework into practice.

Chapter 8: Engaging MLs in Reading and Writing in the Content Areas

Chapter 8 first synthesizes a new body of relevant research on engaging MLs in literacy practices. Then, it presents an integrated series of activities to scaffold MLs' engagement with reading and writing in the content areas. The chapter emphasizes the connection between reading and writing practices and offers strategies for incorporating classroom activities that provide opportunities for both. Building on Chapter 4, Chapter 8 offers a variety of ways to incorporate peer learning as a tool for supporting MLs in unlocking the meaning of complex texts and strengthening academic writing.

Chapter 9: Formative Assessment for MLs

Chapter 9 highlights the necessity of creating formative assessments that measure MLs' acquisition of academic language and content. The chapter includes a definition of formative assessment and provides a summary of relevant research on the practice of formative assessment for MLs. It also includes guidance on creating valid classroom assessments for MLs based on MLs' English proficiency levels and offers you the opportunity to apply what you've learned to your own formative assessment of MLs.