



Multilingual Learning Toolkit Alignment with the English Learner (EL) Roadmap

The Multilingual Learning Toolkit provides a variety of research-based instructional strategies to best support Multilingual Learners (MLs), across a variety of topic areas. We have aligned each of the Toolkit topic areas, and their corresponding strategies, with the existing **California English Learner (EL) Roadmap** to highlight the overlaps. For each topic in the Toolkit, we present principles and elements from the California EL Roadmap that align directly with (or could be considered a component of) the overarching topic, as well as those that relate to specific Toolkit strategies within each topic.

The goal of the alignment is to demonstrate to educators and professionals that the Toolkit strategies correspond to a large extent to what educators need to know to effectively instruct all children. It is important to note that each of these documents contains overarching expectations/standards/principles as well as specific elements within each. We recommend attention to both levels, to gain a) perspectives on the greater vision, mission, and principles of each document and b) understand the specific elements, as they relate to MLs.

INSTRUCTIONAL STRATEGIES:

1. How can I welcome and engage families of Multilingual Learner (ML) students as active partners in their child's learning?

Evidence-Based Strategies
A. Gather information on each child's language/cultural background from parents upon enrollment.*
B. Talk with families about their language and learning goals for their child. Ask families to share their thoughts on their child's bilingual development and how this may relate to their goals.
C. Provide families with information on home language development and the benefits of bilingualism and encourage them to continue to speak their home language to their children.
D. Partner with families to provide varied opportunities for them to come to the classroom to share their language and culture.
E. Provide parents with learning activities to do at home with their child to support home language development and connect the curriculum with learning at home.
F. Partner with families on identifying topics or ideas that are of interest to the child and incorporate these in curriculum planning.

**Note: When collecting information from families, gather information that will be helpful for informing instruction. Avoid questions that may be sensitive, such as those concerning citizenship/immigration status, which should not have implications for students' access to free public education (see [CDE description of immigration status of students](#) and the 1982 Supreme Court [Plyer vs. Doe Ruling](#)) and their entitlement to feel safe and secure at school (as described in [this Assembly Bill No. 699](#)).*

Alignment with EL Roadmap	
Principles	Elements
<p>Principle 1: Assets-Oriented and Needs-Responsive Schools</p>	<ul style="list-style-type: none"> • Element 1.A. Language and Culture as Assets. The languages and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages. • Element 1.C. School Climate. School climates and campuses are affirming, inclusive, and safe. • Element 1.D. Family & School Partnerships. Schools value and build strong family and school partnerships.

2. How do I foster the social-emotional health and development of Multilingual Learner (ML) students?

Evidence-Based Strategies
<p>A. Engage individually with ML students in a warm and inclusive way. Take time to build trust, respect, and strong relationships with ML students and their families.</p>
<p>B. Help ML students integrate in group learning settings by providing opportunities to have a role in small and large groups.</p>
<p>C. Provide opportunities for ML students to build friendships and relationships, and meaningfully participate in peer social interactions.</p>
<p>D. Provide opportunities for ML students who speak the same language to serve as peer support for each other.</p>
<p>E. Provide adequate time for informal learning and exploration, to help develop relationships within the classroom.</p>

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3. What can I do to set up my classroom environment to support the learning of Multilingual Learner (ML) students?

Evidence-Based Strategies
<p>A. Include labels and other functional print in the home language. Make sure home language print is viewed as “equal” to English print (e.g., make labels the same size in both languages).</p>
<p>B. Provide books in the home language and books that depict the cultural and linguistic background of children in a positive light. Make sure children of each language and cultural background can see themselves represented in the classroom.</p>
<p>C. Display and provide culturally relevant materials, including family pictures and cultural items from children’s homes. Include families in helping to select books, objects, and materials to display in the classrooms.</p>

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<p>Principle 2: Intellectual Quality of Instruction and Meaningful Access</p>	<ul style="list-style-type: none"> • Element 2.D. Access to the Full Curriculum. English learners are provided access to the full curriculum along with the provision of appropriate English learner (EL) supports and services. • Element 2.E. Use of Students’ Home Languages. Students’ home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English. • Element 2.F. Rigorous Instructional Material. Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.

4. How can I support my Multilingual Learner (ML) students' oral language development?

Overarching Strategy	Evidence-Based Strategies
<p>Provide language-rich environments to support each language.</p>	<p>A. Provide high-quality, responsive, and extended talk in each language, including longer utterances with varied vocabulary, a mix of open-ended and scaffolding questions, providing child-friendly definitions for new or unfamiliar words, recasting or repeating an erroneous utterance in a corrected form, and engaging in back-and-forth exchanges.</p>
	<p>B. Ask questions in each language, including a mix of open- and closed-ended questions, to elicit talk from children.</p>
	<p>C. Repeat and elaborate/expand on children's talk in each language, with adjectives, adverbs, clauses, etc. that are related to the topic the child is discussing.</p>
	<p>D. Incorporate songs, rhymes, and chants in each language, and connect them to content learning.</p>
<p>Provide explicit vocabulary instruction in each language.</p>	<p>E. Select commonly used academic words (e.g., observe, demonstrate, cycle, evaluate, conflict, etc.) and content-specific words or phrases (e.g., energy, habitat, food chain, law, freedom) from texts/unit of study and incorporate them into instruction.</p>
	<p>F. Explicitly teach words through multiple modalities of writing, speaking, and listening (e.g., vocabulary picture cards, word maps, visual aids, props, word walls, gestures).</p>
	<p>G. Reinforce target words by using them throughout the day and across contexts (e.g., present word during morning meeting, post on word wall, engage with associated objects and words during small group or free choice learning time, etc.).</p>
	<p>H. Provide hands-on, inquiry-based experiences (e.g., designing and implementing experiments) to help give language meaning and purpose.</p>

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<p>ELR Principle 2: Intellectual Quality of Instruction and Meaningful Access</p>	<ul style="list-style-type: none"> • Element 2.A. Integrated and Designated English Language Development (ELD). Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD (per the English Language Arts (ELA)/ELD Framework). • Element 2.B. Intellectually Rich, Standards-based Curriculum. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. • Element 2.C. High Expectations. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas. • Element 2.D. Access to the Full Curriculum. English learners are provided access to the full curriculum along with the provision of appropriate English learner (EL) supports and services. • Element 2.E. Use of Students' Home Languages. Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English. • Element 2.F. Rigorous Instructional Material. Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.

5. How can I support my Multilingual Learner (ML) students' literacy development?

Overarching Strategy	Evidence-Based Strategies
<p>Build foundational reading skills in each language.</p>	<p>A. Conduct phonological awareness activities that explicitly teach children to hear individual segments of sounds in words, such as using manipulatives to represent sound units (relevant for letter-based writing systems only).</p>
	<p>B. Help children identify letters and develop awareness of letter-sound connections (i.e., phonics); (relevant for letter-based writing systems only).</p>
	<p>C. Provide instruction on book concepts and knowledge (particularly in preschool to support emergent literacy).</p>
<p>Use shared reading activities to build oral language and reading comprehension skills in each language.</p>	<p>D. Read text aloud with appropriate speed and expression to promote oral reading fluency.</p>
	<p>E. Conduct pre- and post-reading activities and discussions in each language to foster critical thinking skills and reading comprehension.</p>
	<p>F. Engage in interactive (i.e., dialogic) reading by asking open-ended questions, prompting children for narrative retell, and modeling and supporting language and content comprehension skills.</p>
	<p>G. Introduce and explain new vocabulary words before, during, or after reading.</p>
	<p>H. Read text in the home language first, and then follow up by reading the text in English over a period of time.</p>
<p>Provide consistent opportunities and appropriate scaffolds to engage children with writing in each language.</p>	<p>I. Practice developmentally appropriate writing activities (e.g., pre-writing in preschool) in each language.</p>
	<p>J. Provide language-based supports (e.g., graphic organizers, sentence starters) to help students begin and develop writing.</p>
	<p>K. Provide writing assignments that are content-based and help develop academic language as well as writing skills. (elementary only)</p>
	<p>L. Develop student writing for a variety of genres and audiences using appropriate content, organization, and style. (elementary only)</p>

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6. How can I support bilingualism in the context of a dual language or bilingual classroom?

Evidence-Based Strategies

- A. Provide curriculum and language support materials in each language that are of equally high quality.
- B. Follow an intentional, systematic plan for supporting the development of each language, which includes maintaining separate protected time for each language.
- C. Integrate reading, writing, listening, and speaking in both languages to develop bilingualism and biliteracy.
- D. Make sure to use content to build both home language and English, so that Multilingual Learner (ML) students develop content understanding in both languages.
- E. Provide separate (and complementary) oral language and literacy opportunities and materials in each language to allow children to become immersed in each language.
- F. Provide explicit opportunities for children to compare and contrast the two languages to support cross-language transfer of learning.
- G. Assess children in both their home language and English to understand their full range of skills.

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<p>Principle 3: System Conditions that Support Effectiveness</p>	<ul style="list-style-type: none"> • Element 3.C. Assessments. A system of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.

7. What can I do to encourage home language development if I don't speak the home language of all of the Multilingual Learner (ML) students in my classroom?

Evidence-Based Strategies
A. Learn key words and phrases in the home language of children. Ask parents or community volunteers for help.
B. Introduce key vocabulary words in the home language that are related to the content being taught, prior to teaching in English.
C. Use cognates (e.g., art/arte, computer/computadora in Spanish) to emphasize connections between English and the home language (if applicable to the home language).
D. Invite children to be experts and share their home language.
E. Invite parents and other speakers of the home language to join classroom activities and speak, tell and share stories, and read in the home language. (For example, invite parents to pre-read a story in the home language, before reading the same story in English.)

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8. Are there additional strategies I can use to support my Multilingual Learner (ML) students' English language development (ELD)?

Evidence-Based Strategies
A. Use visual cues, gestures, and signals to accompany speech.
B. Use instructional tools (e.g., videos, graphic organizers) to develop language in context.
C. Teach word learning strategies (e.g., use of context clues, word parts, cognates) to help children learn the meaning of words in English.
D. Conduct supplemental small group instruction, in the home language and/or English, with ML students of similar proficiency levels, to help support content learning.
E. Preview concepts in the home language to activate and build background knowledge, prior to teaching new content in English.
F. Permit ML students longer wait times to allow them to process speech.
G. Introduce longer phrases and sentences and offer less support as ML students' English proficiency grows.
H. Talk with ML students one-on-one, providing targeted, language interactions based on their needs.
I. Provide students opportunities to work in pairs or small groups with English proficient peers who can serve as language models.

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<p>Principle 2: Intellectual Quality of Instruction and Meaningful Access</p>	<ul style="list-style-type: none"> • Element 2.A. Integrated and Designated English Language Development (ELD). Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD (per the English Language Arts (ELA)/ELD Framework). • Element 2.D. Access to the Full Curriculum. English learners are provided access to the full curriculum along with the provision of appropriate English learner (EL) supports and services. • Element 2.E. Use of Students' Home Languages. Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English. • Element 2.F. Rigorous Instructional Material. Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.

9. How can I support my Multilingual Learner (ML) students' content learning?

Evidence-Based Strategies
A. Provide hands-on, inquiry-based experiences to help give content and subject matter meaning and purpose.
B. Preview and review learning material (e.g., books, vocabulary, etc.) in the home language, before teaching that material in English, to activate and connect to background knowledge children have about the topic from their home language.
C. Provide supplemental, targeted, small group instruction for ML students to facilitate learning of new content or targeted support of language and literacy.
D. Strategically organize ML students in pairs or small groups with same language peers to support content learning.

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10. What do I need to consider when assessing Multilingual Learner (ML) students?

Evidence-Based Strategies
A. Co-create language and content learning goals for children with co-teachers and parents.
B. Use assessment results to inform instruction based on student English language development progress. Use assessment to inform strategic grouping and small group instruction.
C. Draw from a variety of formative assessment tools (e.g., observations of child’s oral language, portfolios of written work, comprehension focused questions or tasks, etc.) to monitor progress.
D. Use summative assessment tools (e.g., a standardized tool that measures a specific skill) to determine if children are adequately learning content being taught and progressing in language development.
E. Assess children in their home language. If you don’t speak the home language, try to find interpreters to help conduct assessments.
F. Make an effort to study and understand the process of second language acquisition to help assess and monitor language development to determine if ML students are making appropriate progress.

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<p>Principle 3: System Conditions that Support Effectiveness</p>	<ul style="list-style-type: none"> • Element 3.C. Assessments. A system of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.