



MAINE DEPARTMENT  
OF EDUCATION

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# **Scaffolding Success for All Learners: Accessing and Implementing Supports for Multilingual Learners**

**Office of Teaching and Learning EngageMEnt Series  
October 2025**



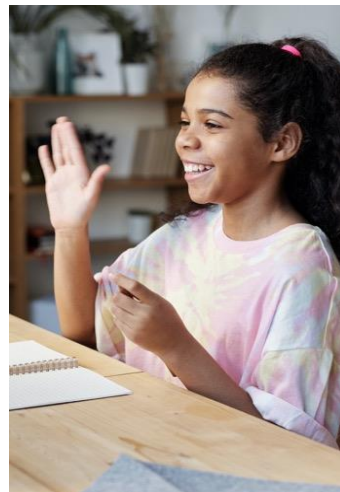
# Maine Department of Education

## Mission

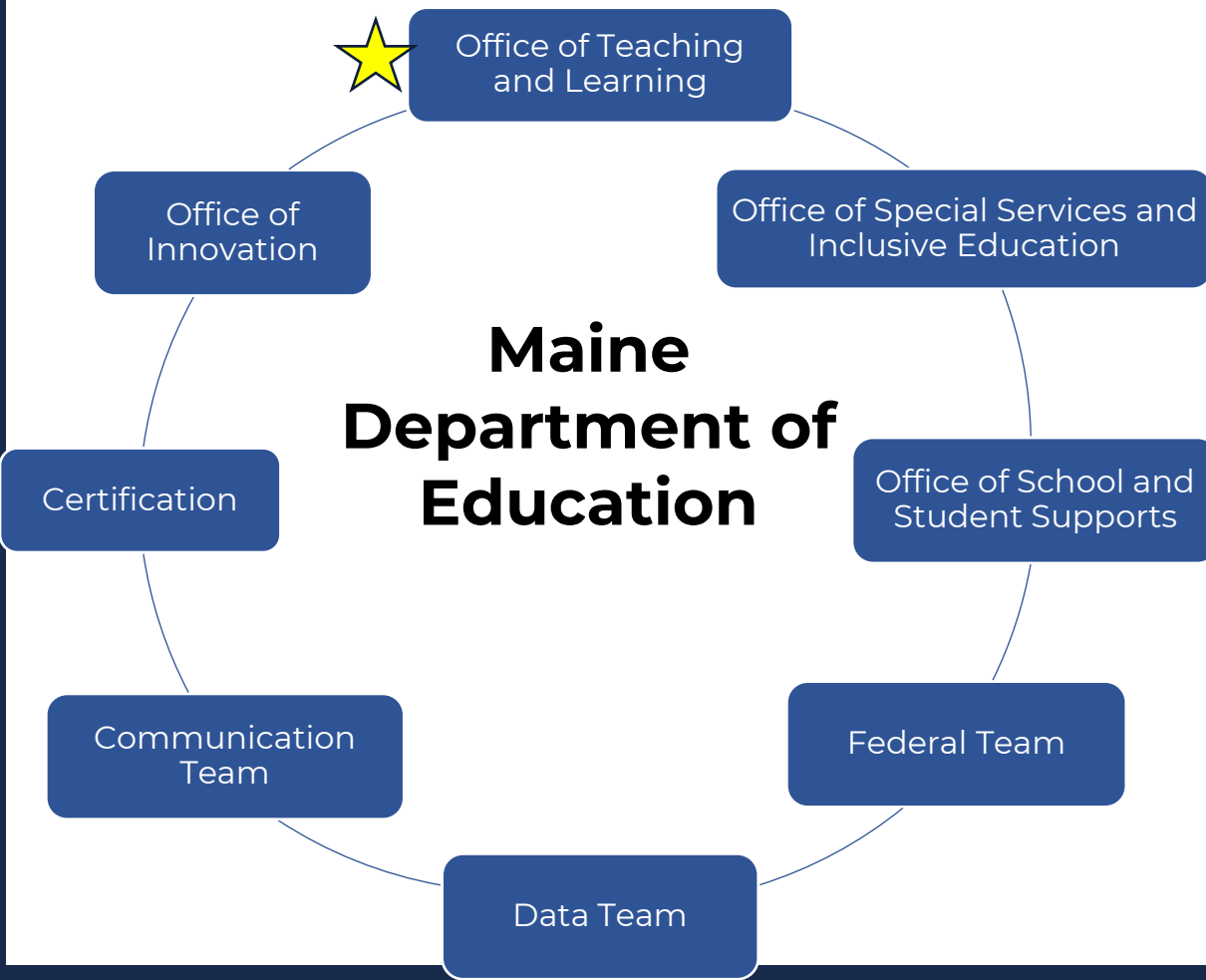
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To promote the best learning opportunities for all Maine students by:

- Focusing on a whole student approach.
- Encouraging innovation.
- Respecting educators.
- Providing information, guidance, professional learning, and support to schools and educators.
- Providing adequate and equitable school funding and resources.
- Inspiring trust in our schools.



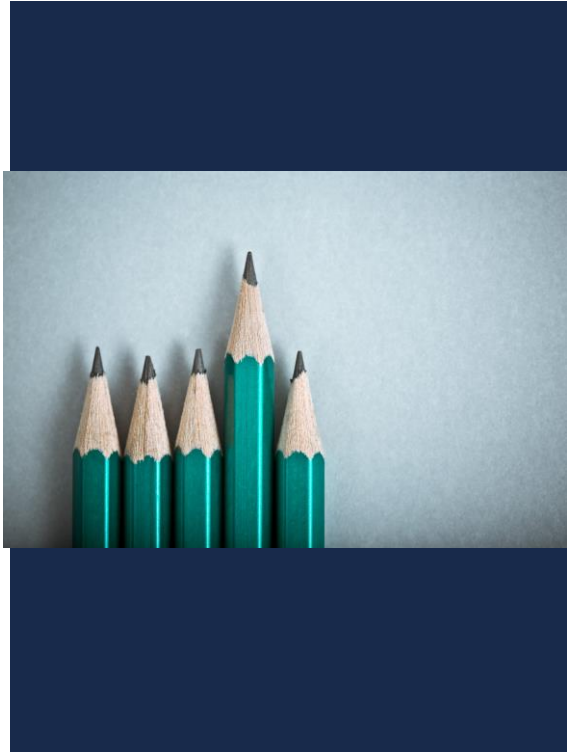




## Collaboration

Supporting Maine's multilingual population is a shared responsibility.





## Learning Objectives

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1. Utilize **state level data** to **create context** and **meaning** for **content and language integration** at the local level
2. Build **foundational background knowledge** about federal requirements, language acquisition, English language proficiency levels, and Maine's English language proficiency standards
3. Highlight a **strengths-based approach** to anchor **universal design** and **access** for **multilingual learners** using the **PLUSS Framework**
4. Provide **actionable resources** to support purposeful, grade level **planning** and **scaffolding** through **collaboration**



## Webinar Resources





# Time to Connect!

Can you guess the top language, other than English, represented in Maine?



## Welcome

نبه راغالست!

*Boyei malam!*

*Byenveni!*

*Soo dhaawoo!*

Bienvenue ! أهال بك! *¡Bienvenido!*

*Boas-vindas!*

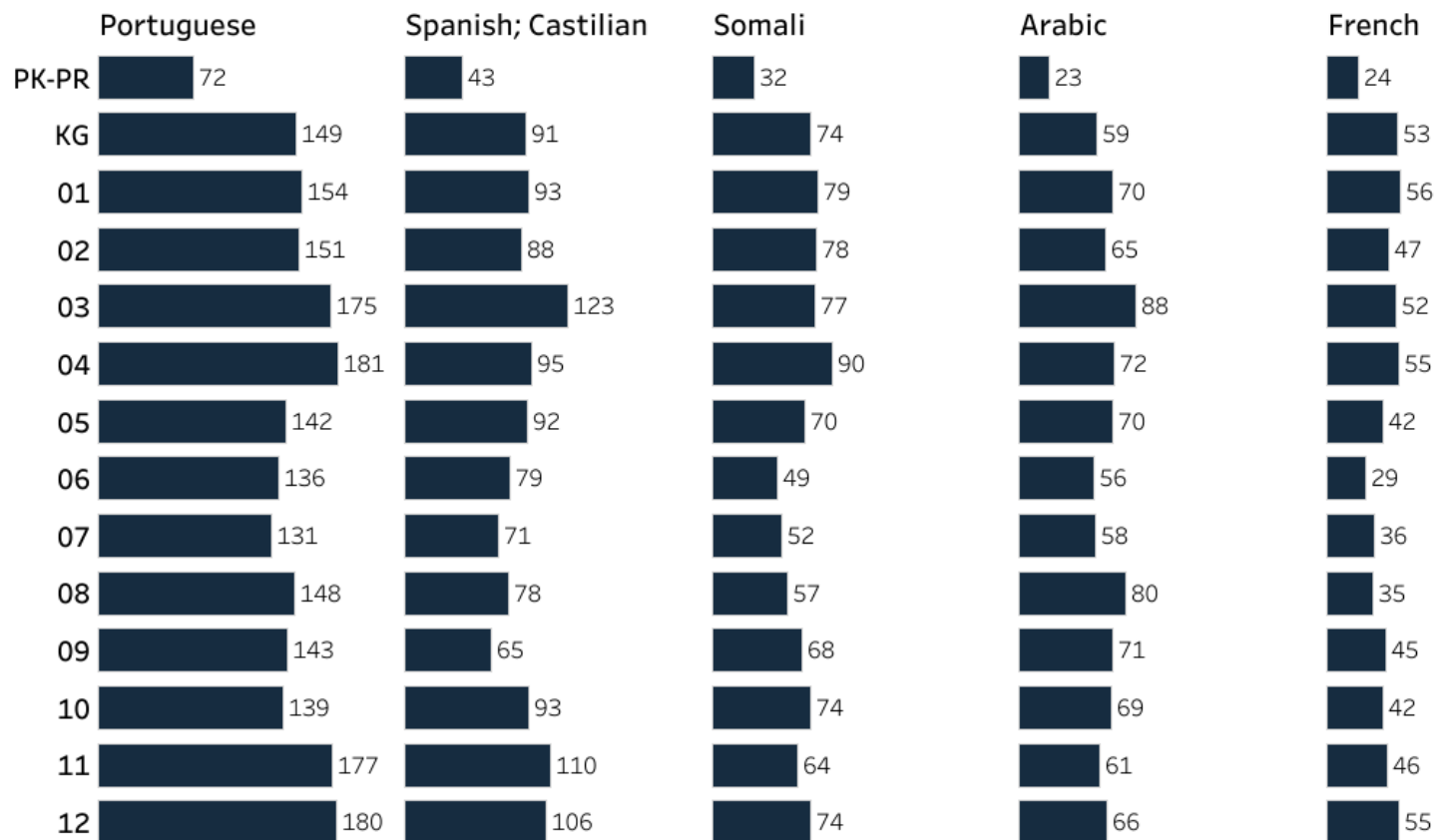
خوش آمدید!

*Bimaemo!*

*Karibu!*



## Top Five Home Languages of Multilingual Learners by Grade Level, 2024-2025





# A Note on Terminology

In Maine, students whose primary language is not English are called ***multilingual learners*** (MLs), while federal law uses the term English learners.

The Maine DOE uses this ***asset-based*** term to highlight ***students' strengths*** and the ***value of supporting all languages***.





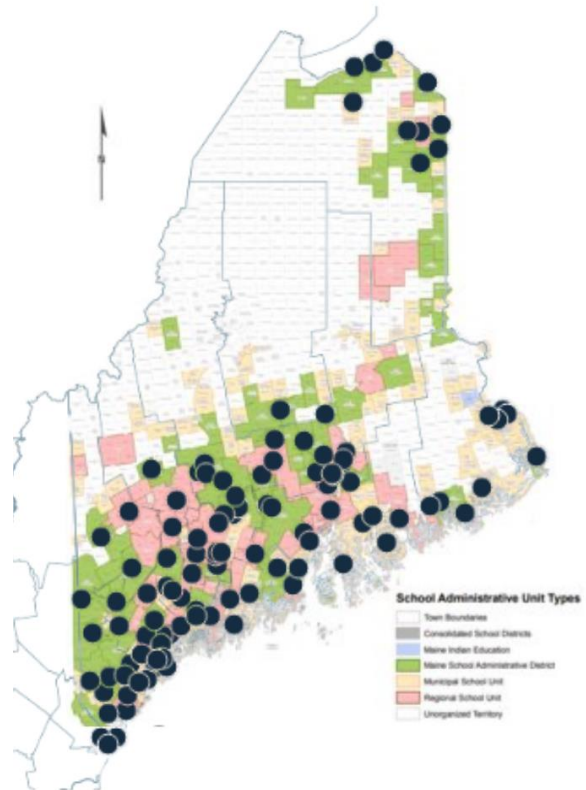
# Data Dive:

## Why Multilingual Learners?

2024/2025 Multilingual Student Populations vs Maine SAUs

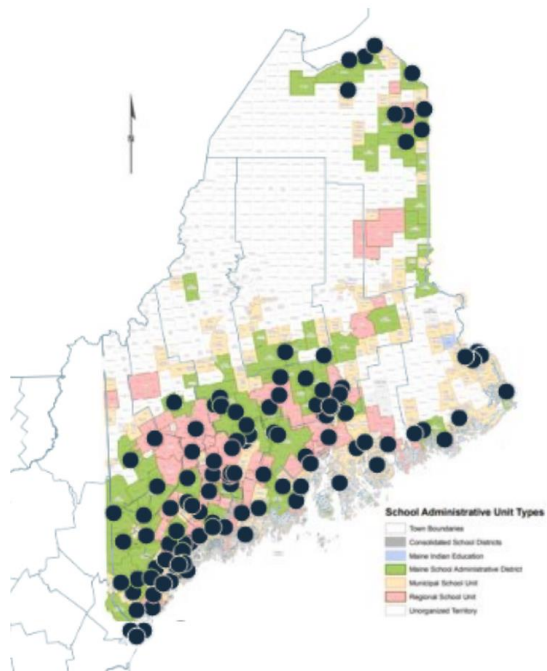
Maine schools (PreK–12) saw an **11.5% increase** in multilingual learners **from 2024 to 2025**, adding **2,665 students over the past three years**.

About **60% of School Administrative Units** (SAUs) enroll MLs, and **nearly 88%** of those have **fewer than 50 students**.

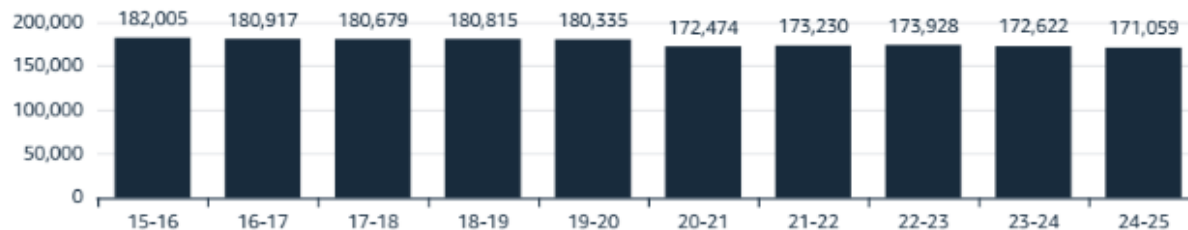




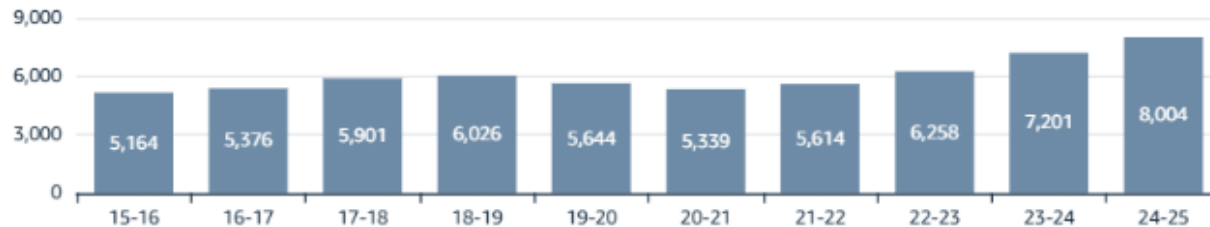
# Multilingual Learner Data Comparison



## All Students



## Multilingual Learner Students

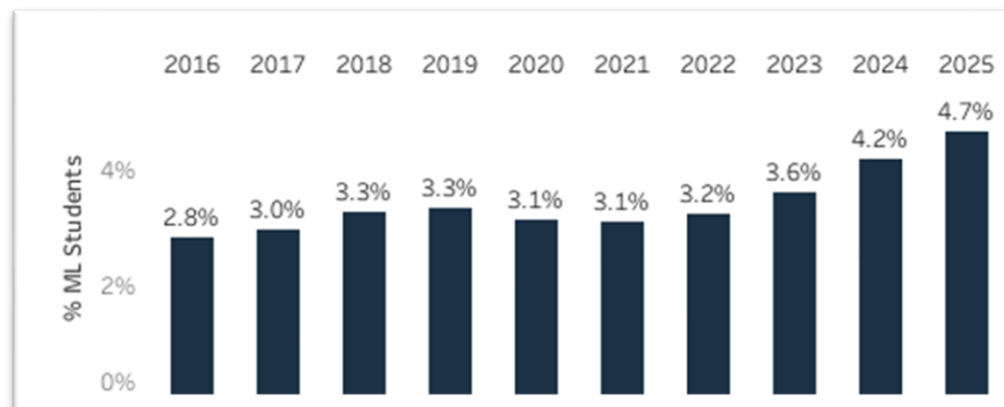
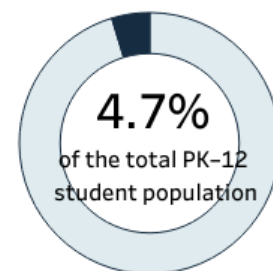




# Multilingual Learner Data Dashboard

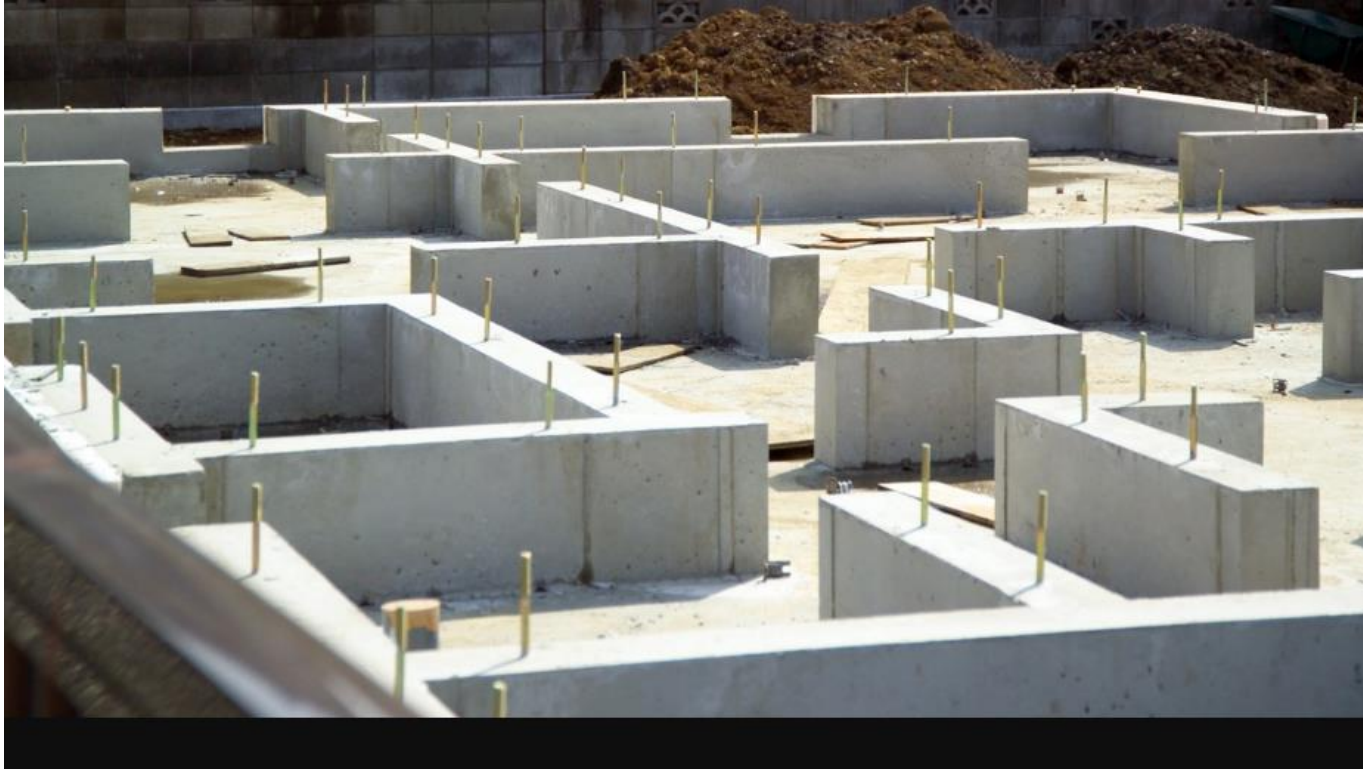
In Maine, a multilingual learner (ML) is defined as a student who has a primary/home language other than English and is not yet proficient in English. Students who exit an ESOL program are referred to as exited MLs. Although they, of course, continue to be multilingual, the official classification of ML is no longer required by federal or state policy.

**8,004** multilingual learners were enrolled in Maine public schools in 2024-2025





# Building Background Knowledge





# Multilingual Services and Program Requirements

**1. Civil Rights Act 1964**  
No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits or otherwise be subjected to discrimination under any program or activity receiving federal financial assistance

**2. Plyler v. Doe**  
States cannot constitutionally deny students a free public education on account of their immigration status  
Protected by the 14th Amendment  
Schools cannot request birth certificates or Social Security cards for enrollment

**3. Lau v. Nichols**  
District receiving federal funds must provide non-English-speaking students with instruction in the English language to ensure that they receive an equal education.  
Protected by the Civil Rights Act of 1964  
*@miss-bilingual-bee*

**4. Castaneda v. Pickard**  
ESL Programs Must:  
(1) be based on educational theory  
(2) implemented effectively with sufficient resources and personnel  
(3) evaluated to determine whether they are effective in helping students overcome language barriers

**KNOW YOUR multilingual learners' RIGHTS**


**All** students who are multilingual learners are entitled to English language support services that ensure meaningful access to grade-level curriculum.

English language development must occur concurrently with the acquisition of academic content.

- [DOE Administrative Letter 2](#)



# Geographic Equity for Multilingual Programming

- High Incidence: 100+ students
  - Mid-level: 50-99 students
  - Low-Incidence: less than 50
-  **87.8%**

## ML Identification

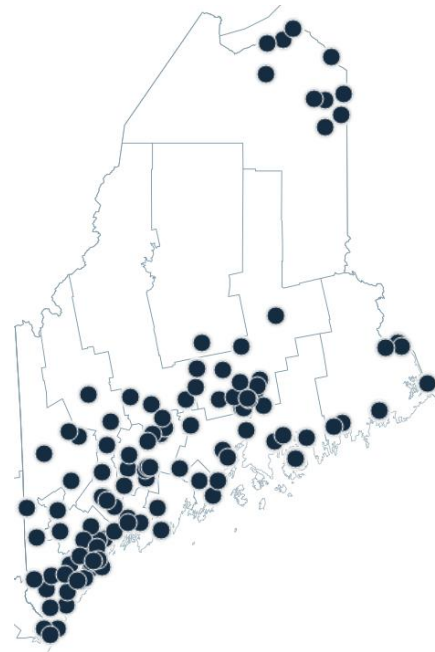
- WIDA Screener
- ML data upload to School Information System (SIS)

## ML Instruction

- Evidence-based curriculum
- Explicit & systematic instruction led by ESOL 660 certified teacher

## Assessment

- Required annual language assessment: WIDA ACCESS and Alternate ACCESS





# Multilingual Programming Roles & Responsibilities

## DIRECTOR/COORDINATOR OF MULTILINGUAL PROGRAMS

- Designate and lead ML programming across all grade levels, including identification, instruction, and family engagement.
- Develop and implement compliant ML programs aligned with federal and state laws.
- Coordinate professional learning on effective ML instructional strategies.
- Monitor program effectiveness and make data-informed improvements.

## ESOL EDUCATOR (660 CERTIFICATION)

- Develop Individual Language Access Plans (ILAPs) and deliver WIDA-aligned ELD instruction.
- Collaborate with teachers to embed language objectives.
- Use assessment data to track progress and adjust instruction.
- Engage in ongoing professional learning through team-based structures.

## DISTRICT ADMINISTRATORS SECONDARY SCHOOL ADMINISTRATORS

- Uphold federal and state civil rights laws to ensure meaningful access for MLs
- Implement school board approved Lau Plan
- Collaborate with the Director/Coordinator of Multilingual Programs
- Ensure equitable access to meaningful family communication through Section 9 of Lau Plan

## EDUCATORS INSTRUCTIONAL STAFF

Includes grade level teachers, content teachers, Special Education teachers, and Ed Techs

- Collaborate with ESOL specialists to scaffold curriculum for multilingual learners.
- Integrate language objectives with content objectives and IEP goals, if applicable, in lesson planning.
- Use scaffolding techniques to support language development.
- Monitor and assess academic progress.

## EDUCATIONAL TECHNICIANS

- Assist with language development activities under educator guidance.
- Support multilingual learners in accessing materials and resources.
- Facilitate small group or individual language support without direct instruction.

## SCHOOL STAFF

- School counselors, nurses, social workers, bus drivers, cafeteria workers, and administrative assistants all play a role in supporting multilingual learners.

Collaboration is the key to success.

Clear responsibilities create strong support and equitable access to learning.



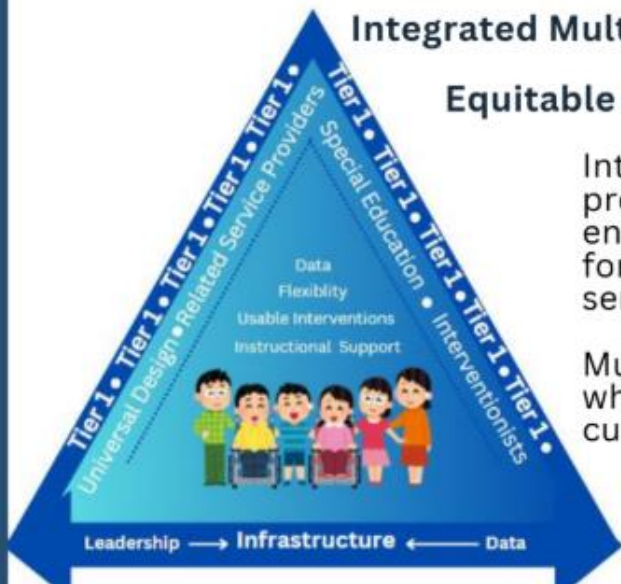
# Embracing a Strengths-Based Approach



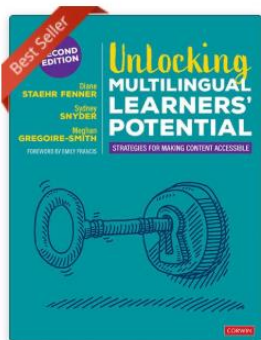
## Integrated Multitiered Systems of Support and Multilingual Learners Supporting ALL learners at every Tier Equitable Access. Meaningful Engagement. Growth for All.

Integrated Multitiered Systems of Support (iMTSS) is a proactive and data-informed framework designed to ensure academic, social-emotional, and behavioral success for every student. iMTSS is a layered support, with Tier 1 serving as the foundation.

Multilingual learners can and do thrive with Tier 1 supports when those supports are linguistically appropriate, culturally sustaining, and strategically scaffolded.





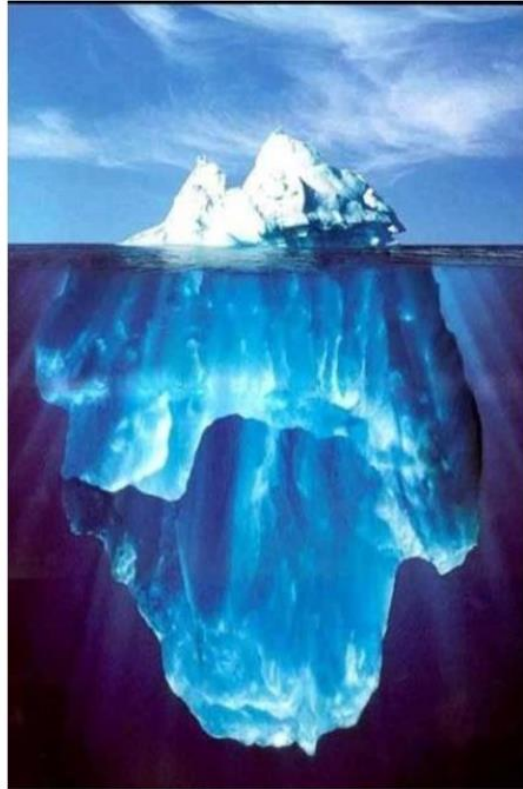




# Beyond the Surface: Understanding Language Development



## Iceberg



### BICS (1-2 years)

Basic Interpersonal Communication Skills

- Surface level – Here and Now
- Familiar Content
- Face to Face Conversation
- High Frequency Vocabulary – 2000 words
- Simple Sentence Structure
- Low Pressure

### CALP (5 or more years)

Cognitive Academic Language Proficiency

- Experience and exposure to culture
- Lectures, formal, written text, specialized terminology, humour, culture, idioms, textbook language, social appropriateness, non-verbal communications
- Limited Interaction (textbook)
- More Abstract
- Less familiar content
- Decontextualized
- Low frequency Vocabulary
- High Stakes (lots of pressure)



# Beyond the Surface: Stages of Language Acquisition



Stages of Second Language Acquisition				
	Stages	Characteristics	Approximate Time Frame	Teacher Prompts
BICS	Pre-production	The student <ul style="list-style-type: none"> <li>•Has minimal comprehension.</li> <li>•Does not verbalize.</li> <li>•Nods "Yes" and "No."</li> <li>•Draws and points.</li> </ul>	0-6 months	<ul style="list-style-type: none"> <li>•Show me...</li> <li>•Circle the...</li> <li>•Where is...?</li> <li>•Who has...?</li> </ul>
	Early Production	The student <ul style="list-style-type: none"> <li>•Has limited comprehension.</li> <li>•Produces one-or two- word responses</li> <li>•Uses key words and familiar phrases.</li> <li>•Uses present-tense verbs</li> </ul>	6 months-1 year	<ul style="list-style-type: none"> <li>•Yes/no questions</li> <li>•Either/or questions</li> <li>•Who...?</li> <li>•What...?</li> <li>•How many...?</li> </ul>
	Speech Emergence	The student <ul style="list-style-type: none"> <li>Has good comprehension.</li> <li>Can produce simple sentences.</li> <li>Makes grammar and pronunciation errors.</li> <li>Frequently understands jokes.</li> </ul>	1-3 years	<ul style="list-style-type: none"> <li>•Why...?</li> <li>•How...?</li> <li>•Explain...?</li> <li>•Questions requiring phrase or short-sentence answers</li> </ul>
CALP	Intermediate Fluency	The student <ul style="list-style-type: none"> <li>•Has excellent comprehension.</li> <li>•Makes few grammatical errors.</li> </ul>	3-5 years	<ul style="list-style-type: none"> <li>•What would happen if...?</li> <li>•Why do you think...?</li> <li>•Questions requiring more than a sentence response</li> </ul>
	Advanced Fluency	The student has near-native level of speech.	5-7 years	<ul style="list-style-type: none"> <li>•Decide if...</li> <li>•Retell...</li> </ul>





# Activity: Breakout Rooms



- With a partner, *describe* your favorite childhood toy as if you are a student in the early production stage of learning English.
- Take turns describing your toy and see if your partner can guess.

Player 1: Take 30 seconds using body language and 1-2 words.

Player 2: Wait 30 seconds before making a guess.

Switch roles.



Stage	Characteristics
Preproduction	The student -Has minimal comprehension. -Does not verbalize. Nods "Yes" and "No." Draws and points.
Early Production	The student -Has limited comprehension -Produces one- or two-word responses. -Uses key words and familiar phrases. -Uses present-tense verbs.
Speech Emergence	The student -Has good comprehension. -Can produce simple sentences. -Makes grammar and pronunciation errors. -Frequently misunderstands jokes.

1-2 words  
phrases



# Whole Group

- What did you notice?
- How did you feel?
- What did you need to understand about the prompt to be able to do it?
- What scaffolds might have been helpful, both in understanding the directions AND communicating with your partner?





# English Language Proficiency Levels



## **4.5 composite on WIDA ACCESS**

Maine's ELP score for reclassification

Students "exit" ML services and are monitored for 2 years



## **4.0 composite on WIDA Alternate ACCESS\***

Maine's ELP score for reclassification

Students "exit" ML services and are monitored for 2 years

\* For students identified with an IEP with the most significant cognitive disabilities



# Activating Prior Knowledge

## *Student Vignettes*



# Independent Activity

- Identify each student's English Language Proficiency (ELP) level using prior knowledge and context clues
- Determine possible "teacher moves" at each ELP level to support student access to content and language

**Graphic Organizer:**

English Language Proficiency Level	Student's Name	Possible Teacher Moves
Level 1: Entering		
Level 2: Emerging		
Level 3: Developing		
Level 4: Expanding		
Level 5: Bridging		
Level 6: Reaching		







1. Entering



2. Emerging



3. Developing



4. Expanding



5. Bridging



6. Reaching

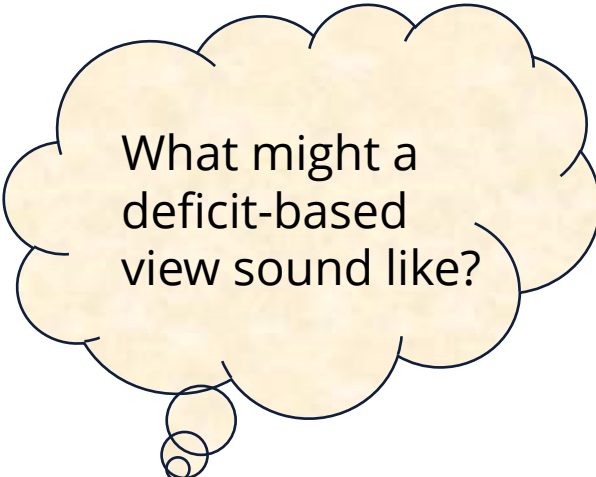
## WIDA English Language Proficiency (ELP) Levels

## Student Vignettes

1: Entering	Marisol, Grade 9 (Guatemala): Communicates mostly with gestures, single words, or copied text. Relies heavily on visuals, models, and bilingual support. Beginning to connect English to familiar routines.
2: Emerging	Ahmed, Grade 7 (Somalia): Speaks/writes in short phrases with errors ("Plant need sun"). Understands directions with visuals. Uses sentence starters and word banks to expand ideas.
3: Developing	Yuki, Grade 5 (Japan): Uses complete sentences in conversation with some grammar gaps ("She don't like"). Writes short paragraphs with main ideas. Needs support with abstract or academic language.
4: Expanding	Diego, Grade 11 (Brazil): Speaks and writes in multi-paragraphs, can explain and compare ideas. Occasionally misuses idioms or word forms ("was succeed"). Benefits from vocabulary previews and feedback.
5: Bridging	Leila, Grade 8 (Syria): Reads and writes at grade level, uses evidence in essays and discussions. Occasional phrasing errors ("people is affected"). Needs minimal scaffolding, mostly for style/precision.
6: Reaching	Mateo, Grade 12 (Honduras): Performs like native peers. Reads, writes, and speaks fluently across contexts. Uses academic English independently, with only rare minor errors.



# Consider this student...



What might a deficit-based view sound like?

Manuel moved to the United States from El Salvador when he was 13 years old. In El Salvador, he worked on his uncle's bus as the ticket taker and money exchanger. He is a very polite Spanish speaker who came to the United States without any formal school or prior exposure to English.



# Reframing Our Perspective

## What CAN this student do?

### **Manuel...**

- Can speak Spanish.
- Has the depth of cultural experience.
- Has lived in more than one place and experienced some differences to share.
- Has depth of math experience as a money exchanger.





# Instructional Planning Resource #1



## Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
SPEAKING	<ul style="list-style-type: none"> <li>Answer yes/no and choice questions</li> <li>Begin to use general and high frequency vocabulary</li> <li>Repeat words, short phrases, memorized chunks</li> <li>Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>Convey content through high frequency words/phrases</li> <li>State big/main ideas of classroom conversation</li> <li>Describe situations from modeled sentences</li> <li>Describe routines and everyday events</li> <li>Express everyday needs and wants</li> <li>Communicate in social situations</li> <li>Make requests</li> </ul>	<ul style="list-style-type: none"> <li>Begin to express time through multiple tenses</li> <li>Retell/rephrase ideas from speech</li> <li>Give brief oral content-based presentations</li> <li>State opinions</li> <li>Connect ideas in discourse using transitions (e.g., "but," "then")</li> <li>Use different registers inside and outside of class</li> <li>State big/main ideas with some supporting details</li> <li>Ask for clarification (e.g., self-monitor)</li> </ul>	<ul style="list-style-type: none"> <li>Paraphrase and summarize ideas presented orally</li> <li>Defend a point of view</li> <li>Explain outcomes</li> <li>Explain and compare content-based concepts</li> <li>Connect ideas with supporting details/evidence</li> <li>Substantiate opinions with reasons and evidence</li> </ul>	<ul style="list-style-type: none"> <li>Defend a point of view and give reasons</li> <li>Use and explain metaphors and similes</li> <li>Communicate with fluency in social and academic contexts</li> <li>Negotiate meaning in group discussions</li> <li>Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)</li> </ul>	Write in grade-level Speaking expectations below:

**"Reading and writing float on a sea of talk."** (James Britton, 1970)



# WIDA “Can Do” Name Charts

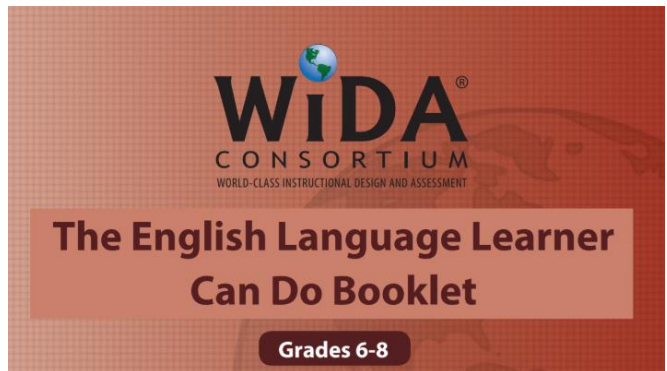
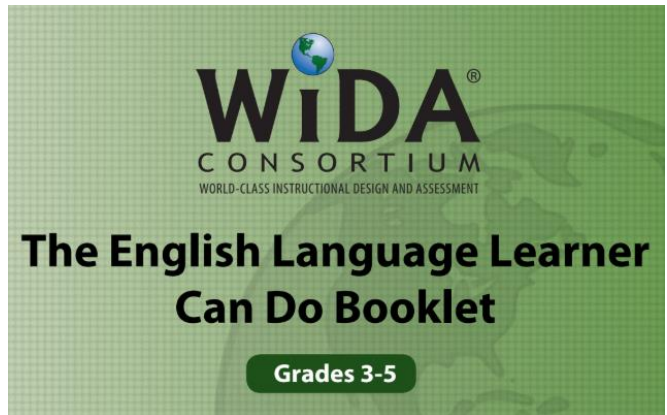


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	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
READING	<ul style="list-style-type: none"> <li>Associate letters with sounds and objects</li> <li>Match content-related objects/pictures to words</li> <li>Identify common symbols, signs, and words</li> <li>Recognize concepts of print</li> <li>Find single word responses to WH-questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text</li> <li>Use picture dictionaries/illustrated glossaries</li> </ul>	<ul style="list-style-type: none"> <li>Sequence illustrated text of fictional and non-fictional events</li> <li>Locate main ideas in a series of simple sentences</li> <li>Find information from text structure (e.g., titles, graphs, glossary)</li> <li>Follow text read aloud (e.g., tapes, teacher, paired-readings)</li> <li>Sort/group pre-taught words/phrases</li> <li>Use pre-taught vocabulary (e.g., word banks) to complete simple sentences</li> <li>Use L1 to support L2 (e.g., cognates)</li> <li>Use bilingual dictionaries and glossaries</li> </ul>	<ul style="list-style-type: none"> <li>Identify topic sentences, main ideas, and details in paragraphs</li> <li>Identify multiple meanings of words in context (e.g., “cell,” “table”)</li> <li>Use context clues</li> <li>Make predictions based on illustrated text</li> <li>Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”)</li> <li>Differentiate between fact and opinion</li> <li>Answer questions about explicit information in texts</li> <li>Use English dictionaries and glossaries</li> </ul>	<ul style="list-style-type: none"> <li>Order paragraphs</li> <li>Identify summaries of passages</li> <li>Identify figurative language (e.g., “dark as night”)</li> <li>Interpret adapted classics or modified text</li> <li>Match cause to effect</li> <li>Identify specific language of different genres and informational texts</li> <li>Use an array of strategies (e.g., skim and scan for information)</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate and apply multiple meanings of words/phrases</li> <li>Apply strategies to new situations</li> <li>Infer meaning from modified grade-level text</li> <li>Critique material and support argument</li> <li>Sort grade-level text by genre</li> </ul>	Write in grade-level Reading expectations below:
NAMES	Marvin Ageu	Fatima A. (1.9) Qutayba O. (1.9) *Jessica P. (1.9)		Omar M. (3.1) Abonga A. (3.3) *Ken S. (3.4) *Farhan F. (3.4) Mohamed A. (3.7) Yusiv M. (3.8) Abdulla A. (3.9)	Jabreel A. (4)	Kastina B. (5) Molly I. (6) Jane C. (6) Dima M. (6) Brian M. (6)









- 1. Differentiate Instruction:** Tailor lesson activities to match students' language proficiency, making content more accessible while maintaining rigor.
- 2. Set Language Objectives:** Establish clear language goals aligned with academic content, ensuring students can engage meaningfully in each subject.
- 3. Collaborate Effectively:** Share the descriptors with general education teachers to foster a shared language for planning and supporting MLs.
- 4. Track Progress:** Use the descriptors as a guide to observe student growth across the language domains—listening, speaking, reading, and writing.



# Maine's English Language Proficiency Assessment

## WIDA ACCESS

Language Domain	Proficiency Level (Possible 1.0-6.0)					
	1	2	3	4	5	6
<b>Listening</b> 		2.2				
<b>Speaking</b> 		2.5				
<b>Reading</b> 		2.9				
<b>Writing</b> 		4.7				
<b>Oral Language</b> 50% Listening + 50% Speaking		2.3				
<b>Literacy</b> 50% Reading + 50% Writing		4.3				
<b>Comprehension</b> 70% Reading + 30% Listening		2.7				
<b>Overall*</b> 35% Reading + 35% Writing + 15% Listening + 15% Speaking		3.6				

Domain	Proficiency Level	Students at this level generally can...
<b>Listening</b>	2	understand oral language related to specific familiar topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> <li>Identify main topics in discussions</li> <li>Categorize or sequence information presented orally using pictures or objects</li> <li>Follow short oral directions with the help of pictures</li> <li>Sort facts and opinions stated orally</li> </ul>
<b>Speaking</b>	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: <ul style="list-style-type: none"> <li>Share about what, when, or where something happened</li> <li>Compare objects, people, pictures, and events</li> <li>Describe steps in cycles or processes</li> <li>Express opinions</li> </ul>
<b>Reading</b>	2	understand written language related to specific familiar topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> <li>Identify main ideas in written information</li> <li>Identify main actors and events, in stories and simple texts with pictures or graphs</li> <li>Sequence pictures, events or steps in processes</li> <li>Distinguish between claim and evidence statements</li> </ul>
<b>Writing</b>	4	communicate in writing in English using language related to specific topics in school, for example: <ul style="list-style-type: none"> <li>Produce papers describing specific ideas or concepts</li> <li>Narrate stories with details of people, events, and situations</li> <li>Create explanatory text that includes details or examples</li> <li>Provide opinions supported by reasons with details</li> </ul>





# Maine's English Language Proficiency Assessment WIDA Alternate ACCESS

## What are Alternate English Language Proficiency Levels?

Alternate English language proficiency levels describe how multilingual learners with significant cognitive disabilities use and understand English language and communication. Each proficiency level builds upon the previous level.

Descriptions about each of these levels are called alternate proficiency level descriptors and help parents and teachers understand language development at various levels in Listening, Speaking, Reading, and Writing.

MARIA's Individual Domain Score		Alternate English Language Proficiency Levels (PL)				
		1 Entering	2 Emerging	3 Developing	4 Expanding	5 Bridging
Listening	1					
Speaking	3					
Reading	1					
Writing	3					
MARIA's Overall Proficiency Level*	2					

\*Overall score, as shown, in the last row in the table above, is calculated only when all four domains have been assessed.

NA: Not available

Students with MARIA's **Overall Proficiency Level of 2**, typically can:

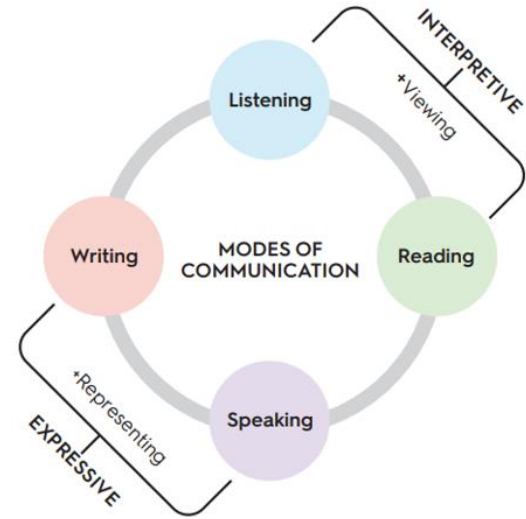
- ✓ Understand simple words spoken in English
- ✓ Read or decode multiple elements or short phrases
- ✓ Communicate chunks of language or phrases (at least two)
- ✓ Write a single word





# Making Meaning: Expressive and Interpretative Considerations

Speaking	Writing
Listening	Reading



## As the teacher...

- ✓ What is your dominant domain of instruction?
- ✓ What domain do you expect students to use most frequently?



# Did you SWIRL today? Every class, every day!



## Teacher Talk Still Dominates:

Teachers talk **60–75% of class time** in most K–12 settings (Fisher, Frey, & Hattie, 2021; Walsh & Sattes, 2015).

## Student Talk Fuels Learning:

Explaining, questioning, and debating improves **comprehension, reasoning, and content mastery** (Applebee et al., 2003; Michaels & O'Connor, 2012).

## Multilingual Learners Benefit Most:

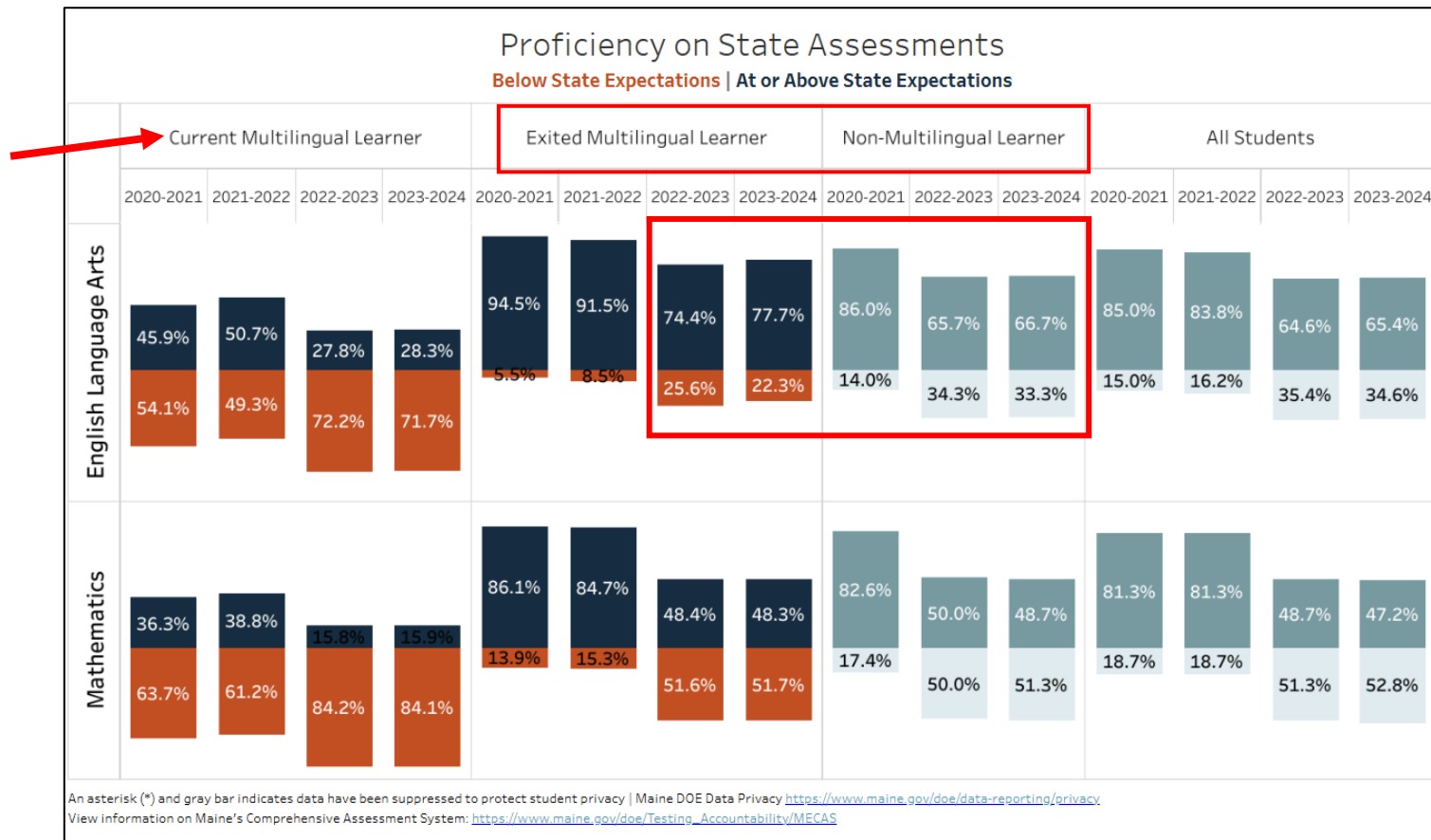
Oral language practice is essential for both **academic achievement and English development** (Gibbons, 2015; WIDA, 2020).

## Quality Over Quantity:

Rich, dialogic talk—where students explain thinking and respond to peers—drives deeper learning more than short IRE exchanges (Resnick, Michaels, & O'Connor, 2010).



# Data Dive: Why Content & Language Integration Matter





# PLUSS Framework

## Introduction

### PLUSS Framework for Instructional/Intervention Enhancement

The PLUSS Framework (Sanford, Brown & Turner, 2012) was created to enhance existing instructional and intervention programs with linguistic and cultural supports for EL students (ELs). PLUSS is a synthesis of research-based practices for ELs and consists of the following components: Pre-teach critical vocabulary and prime background knowledge, Language modeling and opportunities for practice, Using visuals and graphic organizers, Systematic and explicit instruction, and Strategic use of native language and teaching for transfer. This framework is user-friendly and easily applicable across any language of instruction and in both large and small group settings.



# PLUSS Framework

PLUSS Framework & Definition	Evidence
<p><b>Pre-teach critical vocabulary and prime background knowledge</b></p> <p>Identify and explicitly teach vocabulary and language structures that are unknown and critical to understanding a passage or unit of instruction; provide culturally relevant curriculum and make connections between new information and life experiences.</p>	<p>Calderón, 2007; Carlos, et al. 2004; Echevarria, Vogt &amp; Short, 2008; Gay, 2000; Hollie, 2012; Linan-Thompson &amp; Vaughn, 2007; Nieto &amp; Bode, 2008; Paris, 2012; Sleeter, 2011</p>
<p><b>Language modeling and opportunities for practicing</b></p> <p>Teacher models appropriate use of academic language, then provides structured opportunities for students to practice using the language in meaningful contexts.</p>	<p>Dutro &amp; Moran, 2003; Echevarria, Vogt &amp; Short, 2008; Gibbons 2009; Linan-Thompson &amp; Vaughn, 2007; Scarcella, 2003</p>
<p><b>Use visuals and graphic organizers</b></p> <p>Strategically use pictures, graphic organizers, gestures, realia and other visual prompts to help make critical language, concepts, and strategies more comprehensible to learners.</p>	<p>Brechtal, 2001; Echevarria &amp; Graves, 1998; Haager &amp; Klinger 2005; Linan-Thompson &amp; Vaughn, 2007; O'Malley &amp; Chamot, 1990</p>
<p><b>Systematic and explicit instruction</b></p> <p>Explain, model, provided guided practice with feedback, and opportunities for independent practice in content, strategies, and concepts.</p>	<p>Calderon, 2007; Flagella-Luby &amp; Deshler, 2008; Gibbons, 2009, Haager &amp; Klinger, 2005; Klinger &amp; Vaughn, 2000; Watkins &amp; Slocum, 2004;</p>
<p><b>Strategic use of native languages &amp; teaching for transfer</b></p> <p>Identify concepts and content students already know in their native language and culture to explicitly explain, define, and help them understand new language and concepts in English.</p>	<p>Carlisle, Beeman, Davis &amp; Spharim, 1999; Durgunoglu, et al., 1993; Genesee, Geva, Dressler, &amp; Kamil, 2006; Odlin, 1989; Schecter &amp; Bayley, 2002</p>





# Instructional Planning Resource #2



## Blank PLUSS Lesson Planning Format

1 Content Objective:

2 Language Objective:

Strategies: **L** - Language modeling and opportunities for practicing  
**U** - Use visuals and graphic organizers  
**S** - Strategic use of native languages & teaching for transfer

5

**L**

6

**U**

7

**S**

3

**P**

Pre-teach critical vocabulary and prime background knowledge

4

**S**

Systematic and explicit instruction



## Middle School: Science (Cells & Organelles)

- 1 **Content Objective:** Students will explain the functions of major cell organelles.
- 2 **Language Objective:** Students will use cause-and-effect frames to describe organelle functions.

Strategies: L -Language modeling and opportunities for practicing U -Use visuals and graphic organizers S - Strategic use of native languages & teaching for transfer		5	6	7
		L	U	S
3 <b>P</b> Pre-teach critical vocabulary and prime background knowledge	nucleus, mitochondria, chloroplast, vacuole, cell membrane. Preview with labeled diagram and bilingual glossary.	<ul style="list-style-type: none"> <li>organelle, nucleus, mitochondria</li> <li>Frames: "The ___ helps the cell by ___ which causes ___."</li> </ul>	Cell diagram cards with functions; Cornell notes: organelle, definition, function, sketch.	Students create bilingual organelle chart with terms in both languages.
4 <b>S</b> Systematic and explicit instruction	Teacher models with diagram + frames → choral practice → pair "teach-back" → independent labeled paragraph.			



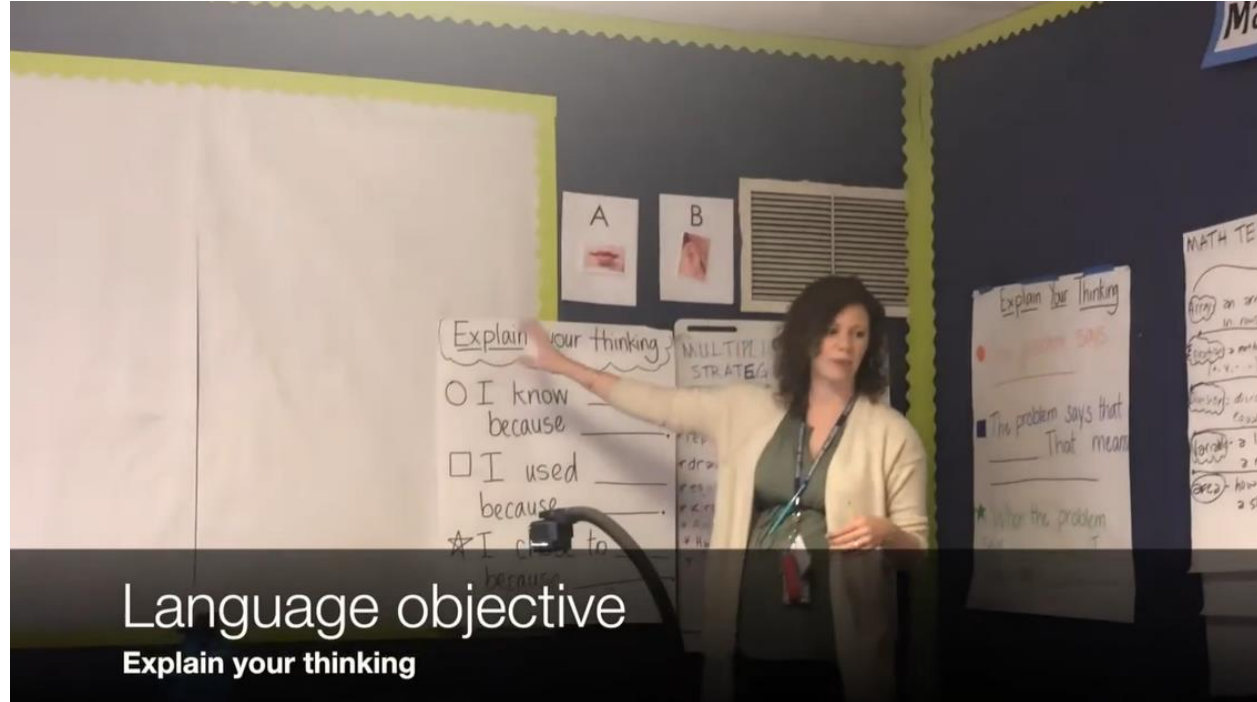
# Using Sentence Frames in Math (3rd Grade English)



Ms. Lansing teaches a whole group math lesson with the language target of explaining your thinking.

## Look for:

- Explicit statement of language and content objectives: 0-2:00
- Active engagement:
  - Choral response (1:00-2:00, 2:55)
  - Choral reading (3:20)
  - Echo reading (1:00-2:00)
  - Precision partnering (5:00-7:00)
- Preteaching critical vocabulary
- Language use and modeling:
  - Offering sentence frames different levels of language sophistication (:40-2:00)





# Reading and Thinking Like Scientists: Strategies for Making Meaning from Complex Scientific Text





# Video Debriefs

- What captured your attention in this video?
- What might you implement or extend to support language instruction?
- What do you want to know more about?

PLUSS Feature	Highlight any instructional strategies you saw utilized to support the MLs*
Pre-teaching vocabulary, priming background knowledge & making cultural connections	Addresses <b>vocabulary &amp; background knowledge</b> <ul style="list-style-type: none"> <li>• fast mapping unknown vocabulary,</li> <li>• using system to ID unknown words,</li> <li>• pre-teaching difficult vocabulary words,</li> <li>• pre-teaching necessary background knowledge</li> <li>• make connections to students culture/language</li> </ul>
Language modeling, instruction & opportunities to practice	Opportunities for students to practice targeted <b>language</b> skills <ul style="list-style-type: none"> <li>• sentence frames</li> <li>• opportunities to talk/write</li> </ul>
Using visuals & graphic organizers	Uses <b>visuals</b> and <b>graphic organizers</b> in lesson <ul style="list-style-type: none"> <li>• sentence strips</li> <li>• pictures, realia</li> <li>• motions or TPR (Total physical response)</li> </ul>
Systematic & explicit instruction	Includes <b>systematic and explicit instruction</b> <ul style="list-style-type: none"> <li>• modeling</li> <li>• guided practice with feedback</li> <li>• partner and independent practice</li> </ul>
Strategic use of native language, culture and teaching for transfer	Addresses student's <b>native language needs</b> <ul style="list-style-type: none"> <li>• provides additional practice on skills relevant to student's native language and culture</li> </ul>



## ✓ **The PLUSS Framework supports you in:**

- Planning & Preparation – clear content + language goals
- Learning & Teaching – structured, scaffolded instruction
- Using Data – formative assessment to guide teaching
- Systemic Supports – collaboration & consistency
- Sustainability – ongoing, adaptable, equitable practices



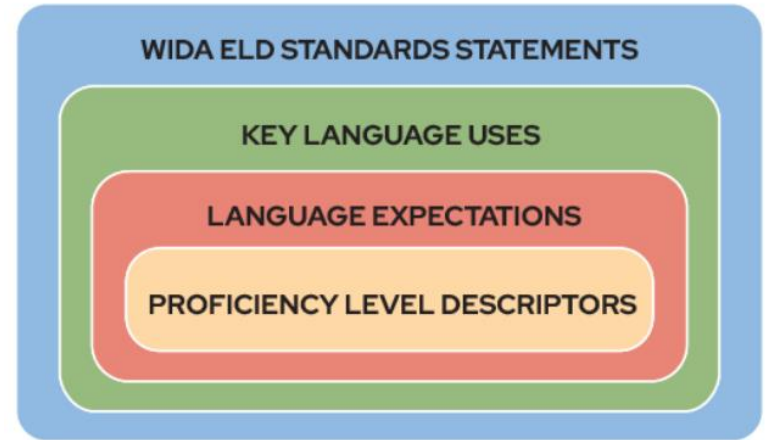
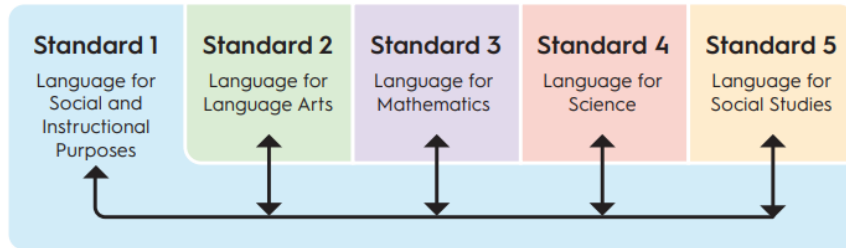
# Lesson Planning Application



# Maine's English Language Proficiency Standards

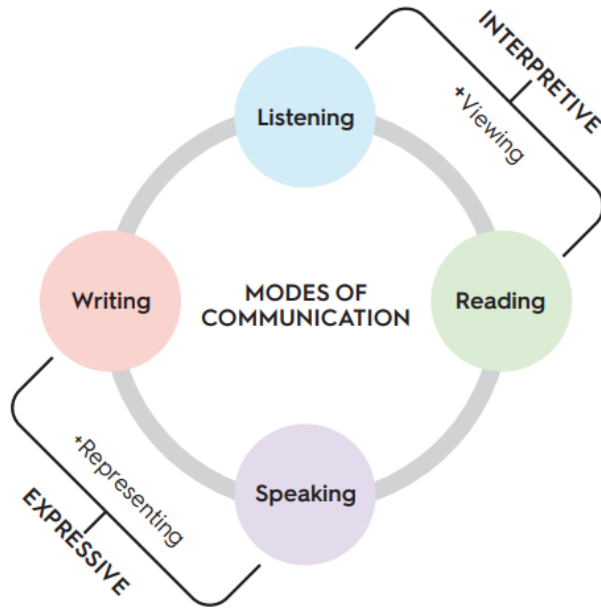
ESSA, Title 1, Section 1111(b)(1)(F)

States are required to have ELD Standards that align with an annual summative language assessment to monitor language growth and development for identified multilingual learners.





# Expressive and Interpretive: Modes of Communication



## WRITING

- Sentence Frames & Paragraph Starters
- Shared Writing & Modeled Writing
- Graphic Organizers
- Personal & Culturally Relevant Prompts



## SPEAKING

- Daily Speaking Opportunities
- Visual & Verbal Scaffolds
- Model Conversations
- Repetition and Rehearsal



## READING

- Language-Appropriate Materials
- Pre-Teach Vocabulary
- Guided Instruction; Shared Understanding
- Scaffold for predicting, summarizing, & questioning



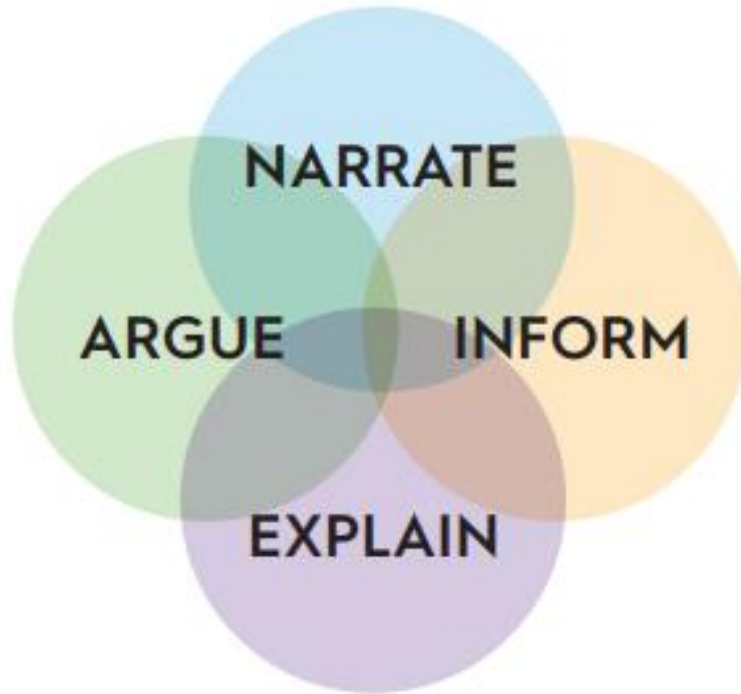
## LISTENING

- Use Visual Supports
- Pre-Teach Key Vocabulary
- Break audio into manageable parts.
- Repeat & Rephrase





# Key Language Uses



Key Language Use (Genre Family)	Genre Examples	Sample Classroom Applications
<b>Narrate</b> Represent experiences through stories and histories	<ul style="list-style-type: none"> <li>Stories: personal recounts of real experiences or imaginative creative stories (e.g., personal narrative, short stories, novels, mystery, science fiction, fantasy)</li> <li>Histories: autobiographies, memoirs, biographies, and historical recounts</li> </ul>	<ul style="list-style-type: none"> <li>My first day of school.</li> <li>Imagine yourself as a person in a particular historical period.</li> <li>Who are my heroes?</li> </ul>
<b>Inform</b> Communicate factual information on a topic	<ul style="list-style-type: none"> <li>Descriptive, compositional, classifying, contrastive or comparative reports</li> <li>Lab reports, investigation reports, design reports, problem-solution reports</li> </ul>	<ul style="list-style-type: none"> <li>What are environmental disasters?</li> <li>How are stars and planets different?</li> <li>How do cells divide?</li> </ul>
<b>Explain</b> Give account for how or why things work	<ul style="list-style-type: none"> <li>Sequential</li> <li>Causal</li> <li>Cyclical</li> <li>Factorial</li> <li>Consequential</li> <li>Mathematical explanations</li> </ul>	<ul style="list-style-type: none"> <li>How does a bill become a law?</li> <li>Why do I have hiccups?</li> <li>How does a caterpillar become a butterfly?</li> <li>How are tornadoes formed?</li> </ul>
<b>Argue</b> Justify one's claims using evidence and reasoning	<ul style="list-style-type: none"> <li>Exposition (one side)</li> <li>Discussion (both sides)</li> <li>Challenge</li> <li>Critical response</li> <li>Book, film, videogame reviews</li> <li>Mathematical arguments</li> <li>Scientific arguments</li> </ul>	<ul style="list-style-type: none"> <li>Should plastic straws be banned?</li> <li>Defend, challenge, or qualify a character's view of the relationship between wealth and justice.</li> <li>A response to immigration policy.</li> <li>Should masks be required in a global pandemic?</li> <li>Develop mathematical proofs.</li> </ul>



# Classroom Example

## WS/FCS MLs NARRATE

- First... then... next... last...
- Once upon a time...
- A long time ago in a far away land...
- One (time, bright sunny day, dark and stormy night)...
- Today...
- Yesterday...
- Last week...
- Tomorrow...
- On (day of the week, my birthday or a holiday)...
- In (season, month)...
- During (vacation, season, holiday, month)...



WIDA Key Language Skills

## WS/FCS MLs INFORM

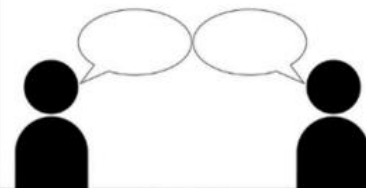
- What surprised me was... because...
- I didn't know that...
- One thing you may not know is...
- I learned that... because...
- I know that... for instance...
- It is my understanding... for example...
- Did you know...?
- The evidence supports...
- You can see that...
- I believe... because...



WIDA Key Language Skills

## Save WS/FCS MLs EXPLAIN

- One reason... may occur is because...
- At first, I thought... but now I think because...
- I think... will happen because...
- I think that... For example...
- In my opinion... In addition...
- Based on the passage, I can infer that...
- I like how the author uses... to show...
- I like/don't like because...
- The most important message/idea is... because...



WIDA Key Language Skills

## WS/FCS MLs ARGUE

### Agree

- I agree because...
- You make a good point. For example...
- The evidence suggests...
- That's true. In my experience...
- Based on... I agree that...



### Disagree

- I disagree because...
- Have you considered...
- That may be true, but...
- Actually, I think...
- Despite..., I think...
- On the contrary...
- I see your point, but...



WIDA Key Language Skills



# Instructional Considerations: Grades 6-8















Distribution of Key Language Uses in Grades 6-8				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent    ◐ Prominent    ○ Present



# Language Functions and Supports

Describe	
Sequence	
Compare & Contrast	
Classify / Categorize	
Summarize	
Explain (Cause & Effect)	
Interpret	
Analyze	
Argue / Justify / Evaluate	
Narrate	
Predict / Hypothesize	
Define / Identify	

## **Compare & Contrast**

Identify similarities and differences.

- Word banks with comparative language (same, different, bigger, whereas).
- Sentence frames: *\_\_\_ is similar to \_\_\_ because \_\_\_.* / *\_\_\_ is different because \_\_\_.*
- Venn diagrams, T-charts.
- Color coding similarities/differences





# Making Language Visible

**Step 1:** Review the appropriate grade level lesson



## **4th Grade Science Lesson Plan**

*How Plants Make Their Own Food*

## **8th Grade Science Lesson Plan**

*Photosynthesis*

**Step 2:** Review the WIDA Key Language Uses and Language Functions document.

*What Key Language Uses and Language Functions are visible in the example lesson?*



# Making Language Visible: You Do!



**First**, identify a unit of study and content standard you are currently teaching or plan to teach this year.

**Then**, using AI, embed PLUSS Framework and WIDA English Language Proficiency levels with the content standard.

**Last**, document your thinking on the shared Note Catcher:

Use this organizer to make your thinking visible:

Content Standard and/or Lesson Objective	Predominant WIDA Key Language Use/s: Narrate, Explain, Inform, Argue	What language functions are required for students to demonstrate content proficiency?	What language domain/s will require the most explicit and systematic instruction? SWIRL



# Language: Visible and Invisible

What is the predominant WIDA Key Language use/s in your content?

What language functions are required?

How are students expected to communicate in your class?

Listening  
Speaking  
Reading  
Writing





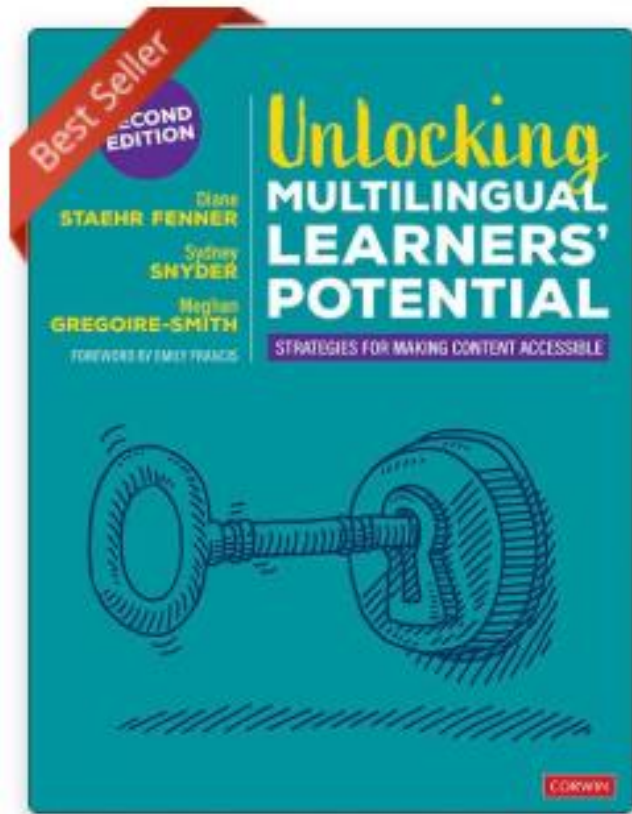
# What is a scaffold?

A scaffold is a temporary support a teacher provides to a student that enables the student to perform a task they would not be able to perform **alone** (Gibbons, 2015; National Governors Association for Best Practices, CCSSO, 2010.)

Scaffolding includes both **macro** (planned scaffolding) and **micro** (in-the-moment, spontaneous scaffolding.) *Unlocking Multilingual Learners' Potential, Chapter 3*







## Categories of Scaffolds





# Categories of Scaffolds



## Instructional Materials

Audio, visual, and/or hands-on resources created or curated by an educator used to support MLs' engagement with content and language acquisition



## Instructional Practices

Actions an educator takes to support MLs' understanding of content and engagement during instruction



## Instructional Groupings

Intentionally grouping students to provide peer support, teacher support, and/or differentiated resources aligned to lesson objectives

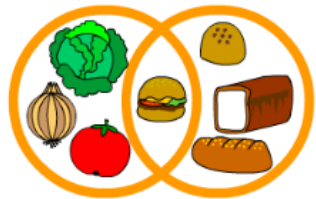


# Instructional Materials

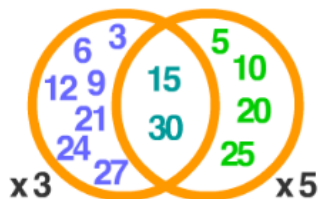


## Venn diagrams

VEGETABLES BREADS



MULTIPLES



If sets contain the same elements the circles intersect.

VEGETABLES



FRUIT



If sets do not contain the same elements, there is no intersection.

© Jenny Eather 2014

## PLUSS Feature

Pre-teaching vocabulary, priming background knowledge & making cultural connections

Language modeling, instruction & opportunities to practice

Using visuals & graphic organizers

Systematic & explicit instruction

Strategic use of native language, culture and teaching for transfer

edu  
LIN  
GO

## Snake in Spanish



Sing.

es ▶ la serpiente

en ▶ snake

Plur.

las serpientes

snakes





# Bilingual Glossaries and Cognates



## NEW!

**NYS Next Generation Math Learning Standards**

[Chinese](#) | [English](#) | [Spanish](#)

**NYS Next Generation Math Learning Standards - One-to-one translation of terms only**

[Arabic](#) | [Bengali](#) | [Chinese](#) | [Haitian](#) | [Russian](#) | [Spanish](#) | [Urdu](#)

**Glossary of Verbs Associated with the New York State Next Generation Mathematics Learning Standards**

[Arabic](#) | [Bengali](#) | [Chinese](#) | [English](#) | [Haitian](#) | [Russian](#) | [Spanish](#) | [Urdu](#)

[English Language Arts \(ELA\) Glossaries](#) | [Math Glossaries](#) | [Science Glossaries](#) | [Social Studies Glossaries](#) |  
[Glossaries of Cognates](#) | [Guides of Literary Terms & Devices for Language Arts](#)



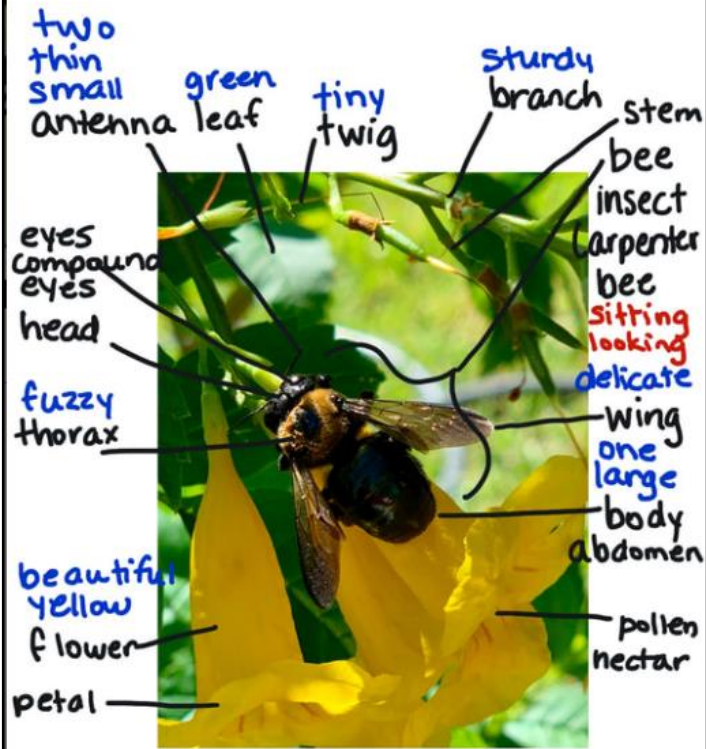
# Instructional Practice #1

## Picture Word Inductive Model



PLUSS Feature
Pre-teaching vocabulary, priming background knowledge & making cultural connections
Language modeling, instruction & opportunities to practice
Using visuals & graphic organizers
Systematic & explicit instruction
Strategic use of native language, culture and teaching for transfer





Bees are  
 Bees have... Some bees...  
 Bees can...  
 I can infer that... because...

## 1. Label the image

- Nouns
- Adjectives
- Verbs

Days 1 & 2

## 2. Talk about the picture

- Whole group
- Pairs

-Use sentence stems to extend discourse  
 -Use sentence stems to incorporate specific vocabulary, higher order thinking, and fluency

Day 3

Day 4

## 3. Write sentences (group, pairs, solo)

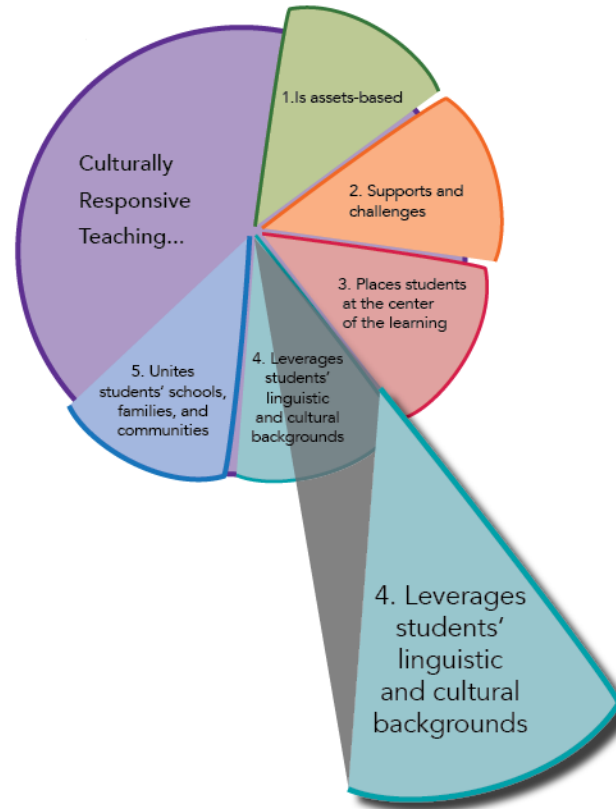


# Instructional Practice #2

## Translanguaging



...to leverage the cultural and linguistic assets of multilingual learners through the strategic inclusion of their home language(s) during instruction.



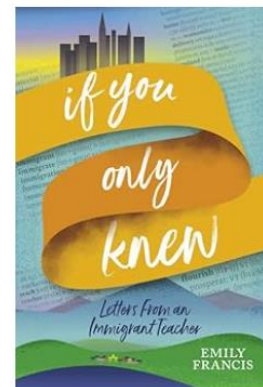
PLUSS Feature
Pre-teaching vocabulary, priming background knowledge & making cultural connections
Language modeling, instruction & opportunities to practice
Using visuals & graphic organizers
Systematic & explicit instruction
Strategic use of native language, culture and teaching for transfer



**Reading Comprehension  
Across Content Areas  
with Multilingual  
Learners**

▶ Watch this video to hear from Emily, a high school educator in North Carolina, on what translanguageing means for her and how you can welcome this practice in your classroom.

**Translanguageing**



[Video Link](#)



# Linguistic Scaffolds with Intention & Purpose

Heritage language (L1)  
Culture and identity

English language development  
“language of school”



As a teacher of both language and content, I need to consider...



# HOW MUCH SHOULD I TRANSLATE LESSON MATERIALS FOR MY MULTILINGUAL LEARNERS?

*(in an English-language instructional setting)*

## **ALL TRANSLATION**

- Limits English language development
- May exclude students from engagement in learning activities
- Easier, but does not nurture multilingualism
- Yes, appropriate for beginning Eng. learners

## **NO TRANSLATION**

- Materials given with no translation or scaffolding may not be accessible or comprehensible
- Little language learning occurs if text is far outside the students' proficiency level.



## **BALANCED/"SWEET SPOT"**

- Content and language learning taking place, with translation used purposefully.
- The language demands of materials and activities are appropriate for the learner
- "Just right" activities allow the student entry, comprehension, rigor, and success





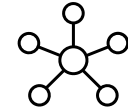
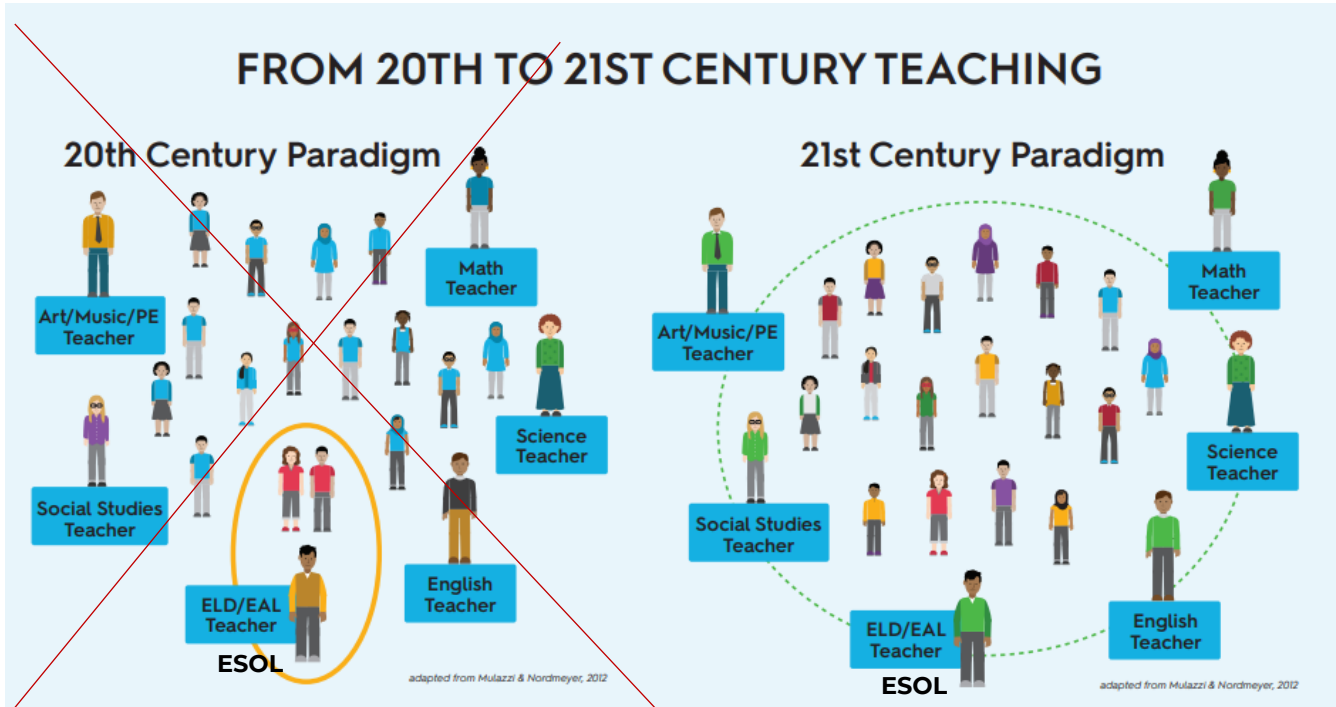
## In Review:

**What is one scaffold** that you can intentionally integrate into planning and instruction to ensure that multilingual learners have *proper linguistic support to access grade-level instruction and content*?





# Shifting Paradigms: Language as Universal



Integrating  
language and  
content learning

Building on what  
students and  
teachers can do





When we use **visuals, gestures, modeling, sentence frames, and student home languages**, we aren't "simplifying" learning—we're **amplifying understanding**.

**How do you plan to make language visible for all students?**





Thank you.

For additional resources or questions,  
please visit [Multilingual Learners | Department of Education](#)





Stay Connected!

# Find Us Online!



[www.maine.gov/doe](http://www.maine.gov/doe)



@MaineDOEComm



@mainedepted



@MaineDepartmentofEducation1



A stack of several books with various colored spines (blue, green, brown) is positioned on the right side of the slide. The background is a solid teal color. The text 'Professional Learning & Resources' is written in white on the left side.

# Professional Learning & Resources



## Developing Language for Learning in Mathematics

Illustrates the benefits of designing mathematics instruction to provide multilingual students with opportunities to use language to express their ideas and co-construct ideas with others. *For K-12 mathematics and ELL educators.*

**Time to complete: 4 hours**

## Engaging Multilingual Learners in Science: Making Sense of Phenomena

Provides multiple strategies for engaging multilingual students in the central work of sensemaking in science. *For K-12 science and ELL educators.*

**Time to complete: 3-4 hours**

## Exploring the WIDA PreK-3 Essential Actions

Introduces the WIDA PreK-3 Essential Actions. Provides an opportunity to build knowledge and understanding of the Essential Actions and to reflect on one's own ideologies, practices, and settings. *For PreK-3 educators.*

**Time to complete: 2 hours**

**NEW**

## Let's Play! Multilingual Children's Joyful Learning in PreK-3

Explores what play for multilingual children is, why it is ideal for multilingual children's language development and learning, and how to implement more joyful learning. *For educators who teach or collaborate with teachers of multilingual children in PreK-3 classrooms and programs.*

**Time to complete: 2 hours**

## Making Language Visible in the Classroom

Highlights the Big Idea of a functional approach to language development. Focuses on intentional language instruction in the classroom using the WIDA ELD Standards Framework, 2020 Edition. *For K-12 school educators and administrators.*

**Time to complete: 1 hour**

## Newcomers: Promoting Success through Strengthening Practice

Offers opportunities to challenge personal and systemic biases, create an atmosphere and system of shared responsibility, and incorporate and build on the rich resources that multilingual newcomers bring. *For K-12 educators.*

**Time to complete: 3 hours**

**NEW**

## Reading Comprehension Across Content Areas with Multilingual Learners

Provides tools and strategies to enhance the reading comprehension of multilingual learners. Offers practical approaches to actively engage students in meaning-making from text, with an emphasis on the explicit teaching of organization and language patterns in disciplinary texts. *For K-12 educators.*

**Time to complete: 1.5 hours**

## Reframing Education for Long-term English Learners

Gives educators an opportunity to reframe the education of multilingual learners classified as long-term English learners (LTEs). *For K-12 educators and administrators.*

**Time to complete: 1 hour**

**UPDATED**

## Teaching Multilingual Learners Social Studies

### through Multiple Perspectives

Provides a unique opportunity to foster connections between our multilingual students' identities as global citizens and their social context. Features concepts, theory, terminology, and approaches that promote thinking and discourse through a global lens. *For K-12 educators.*

**Time to complete: 3 hours**

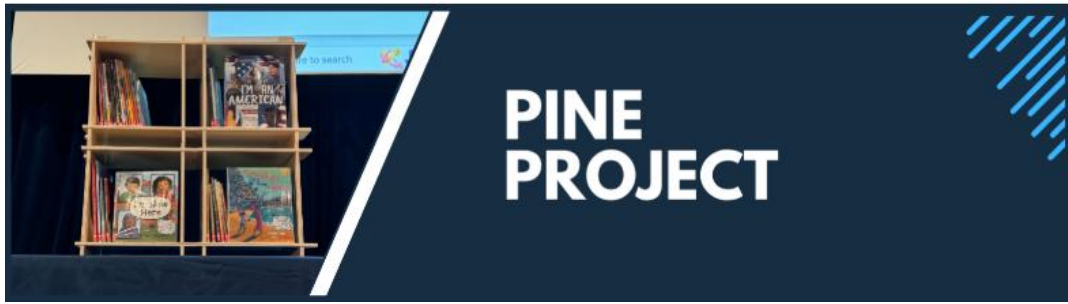
## The WIDA ELD Standards Framework: A Collaborative Approach

Explores ways to use the WIDA ELD Standards Framework, 2020 Edition, to support multilingual learners' achievement and language development. *For K-12 educators.*

**Time to complete: 4 hours**







The Maine DOE has partnered with the non-profit *I'm Your Neighbor Books* to bring two incredible resources to every district in the state:

**The Welcoming Library: Pine Collection**  
**The Pine Professional Development series**



<https://www.maine.gov/doe/pineproject>

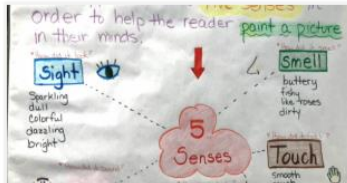


A selection of 30 picture books with embedded SEL-aligned discussion questions featuring the experiences of immigrant families and their new generations.





Accountable Talk



Anchor Charts



Annotated Diagrams



A bilingual site for educators and families of English language learners



Building Background Knowledge



Cognates



Collaborative Reading Protocol



Comprehension Checks



Concept Maps



Engineered Templates



Unite for Literacy



English



# No Cost No Signups


**Unite Books**  
Picture Book Library

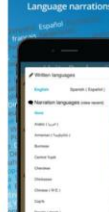

★★★★★16

Unite for Liter...

Education

**Read & Go**  
Take it with you  
on a tablet or a phone

**600+**  
Original picture books  
Libros originales ilustrados

**40+**  
Language narrations


## Unite for Literacy

### What is Unite for Literacy?

Unite for Literacy is an online digital library that provides free access to hundreds of picture books, narrated in over 50 languages. Designed with early and emergent readers in mind, it is a powerful tool to support literacy development and celebrate language diversity.

### Key Benefits for Districts

#### Supports Multilingual Learners

- Books are narrated in over 50 languages, including Spanish, Somali, Arabic, Vietnamese, French, Mandarin, Tagalog, and many more.
- Helps bridge home and school literacy by providing families with books they can enjoy together in their own language.
- Supports language preservation and affirms the identities of multilingual students and their families.

#### Anytime, Anywhere Access

- 100% free and accessible via phone, tablet, or computer.
- No login, no download, just click and read!

#### Promotes Literacy Equity

- Offers diverse, inclusive content for students who may not have regular access to books at home.
- Great for building foundational reading skills and vocabulary, particularly for PreK-Grade 3.

#### Family Engagement Made Easy

- Families can read and listen to books in English or their home language, helping to create literacy-rich environments at home.
- Encourages shared reading experiences, which foster belonging, connection, and early literacy skills.

#### How Districts Use Unite for Literacy

- Embed into school websites, classroom newsletters, and digital learning platforms
- Feature in newcomer and multilingual learner welcome kits
- Share links at family literacy nights or during parent-teacher conferences
- Use in small group instruction, read-alouds, and choice reading time

#### Take the Next Step

- Bring equity and joy to reading for every student in your district.



### Narration languages (view recent)

☐ Sort by English Names

No 2nd Narration

Español ( Spanish )

Tagalog

Tiếng Việt ( Vietnamese )

Français ( French )

한국어 ( Korean )

Deutsch ( German )

العربية ( Arabic )

Русский ( Russian )