

# Multilingual Learners and Standards-Based Instruction

## Competency

The educator applies knowledge of their state and national standards in lesson plans and instructional practice with multilingual learners.

## Key Method

The educator designs learning experiences that include both content standards and English Language Development (ELD) standards.

## Method Components

Standards-based instruction ensures that ALL students have access to rigorous and quality content based on grade-level expectations. However, a limited understanding of the English language can pose barriers for multilingual learners to access this content. It is the responsibility of educators to ensure that these learners receive the tools and strategies needed to access grade-level content.

### Benefits of Standards-Based Instruction for Multilingual Learners

Incorporating standards-based instruction for multilingual learners ensures they receive a well-rounded education that addresses both language development and academic growth. Standards-based instruction supports multilingual learners in many important ways:

- Equity and access
- Academic achievement
- Language development
- Cognitive development



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- College and Career Readiness
- Consistency and accountability
- Inclusion and cultural responsiveness
- Teacher support
- Parent and community engagement
- Long-term success

## English Language Development (ELD) and English Language Proficiency (ELP) Standards

English Language Development (ELD) and English Language Proficiency (ELP) are both terms that refer to the indicators of language skills demonstrated by students as they reach proficiency in English. The use of the two acronyms differ state by state. They are grouped by domain, grade level, or proficiency level. They may align to content standards or cultural needs and are reported on annual accountability assessments.

While there are common themes and goals across states, there can also be significant differences in how each state approaches and defines English Language Development for multilingual learners. Educators should become familiar with their state's framework and expectations.

These are some key points to consider when you compare statewide ELD standards.

- Language domains
  - Areas of language use: Speaking, Listening, Reading, Writing
  - May be prioritized by each state based on educational goals
- Language proficiency levels
  - Often based on those from the World-class Instructional Design and Assessment (WIDA) consortium
  - Level names: Entering, Emerging, Developing, Expanding, and Bridging
  - States may adapt or use different frameworks
- Progression and sequencing
  - States may outline a specific progression
  - States may use a more flexible approach
- Content and language proficiency integration
  - States may differ in their integration with content learning
  - States may integrate with specific subject areas like math, science, or social studies
- Cultural and Linguistic diversity
  - State standards may reflect the backgrounds of their students
  - This may influence examples, contexts, and content



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## Assessment and Accountability

ELD standards are linked to the assessments used. States may use their own standardized tests or participate in a consortium version such as *ACCESS for ELLs*. State use of assessments can vary. Information about the administration and policies surrounding these assessments can be found below:

- States may provide professional development and resources for educators to implement ELD standards
- Each state creates policies regarding the implementation and adoption of standards within curricula.
- Depending on the structure of education within states, districts or individual schools might adapt ELD standards to better suit their student demographics. This may result in differences within states.
- Some states might align their ELD standards with the latest research on language acquisition and best practices for supporting multilingual learners.

## Understanding Your State ELD Standards

Educators should be familiar with their state’s ELD standards, how they are structured, their components, and how to incorporate them into planning and teaching. Use the chart in the resources below to understand the expectations of each state.

State or Consortia	ELD/ELP Standards	Link to Standards
Alabama, Alaska, Colorado, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, Wisconsin, Wyoming, Bureau, of Indian	These states and territories participate in the World-class Instructional Design and Assessment or WIDA Consortium	<a href="#">WIDA English Language Development Standards Framework, 2020 Edition Kindergarten - Grade 12</a>



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Education, Dept. of Defense, Northern Mariana Islands, U.S. Virgin Islands		
<b>Arizona</b>	English Language Proficiency Standards	<a href="#">English Language Proficiency Standards (ELPS)   Arizona Department of Education</a>
<b>California</b>	English Language Development Standards	<a href="#">English Language Development Standards - Resources (CA Dept of Education)</a>
<b>Connecticut</b>	English Language Learner Framework	<a href="#">State of Connecticut English Language Proficiency (CELP) Standards</a>
<b>New York</b>	NYS ESL Learning Standards and Performance Indicators  (Will be adopting Home Language Arts Progressions/New Language Arts Progressions)	<a href="#">Blueprint for English Language Learner Success</a>  <a href="#">ELL and ML Educator Tools &amp; Best Practices   New York State Education Department</a>
<b>Texas</b>	Texas Essential Knowledge and Skills for English as a Second Language	<a href="#">19 TAC Chapter 128   Texas Education Agency</a>  <a href="#">ELPS Resource Tools</a>
<b>ELPA21</b>	English Language Proficiency Standards	<a href="#">ELP Standards – ELPA21</a>
<b>WIDA</b>	2012 Amplification of The English Language Development Standards	<a href="#">WIDA</a>



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# Analyzing Language Demands

Planning for multilingual learners requires that educators understand the goal of lessons and the linguistic demands of their instruction.

## Language Proficiency in Context

It is necessary to understand the different ways in which multilingual learners are expected to use English and how that context affects communication skills.

Basic Interpersonal Communication Skills (BICS) refers to linguistic skills needed in everyday, social in-person interactions. For instance, the language used in the playground, on the phone, or to interact socially with other people is part of BICS. The language used in these social interactions is context-embedded. That is, it is meaningful, cognitively undemanding, and non-specialized. Casual settings do not require a deep understanding of complex language. It takes the learner six months to two years to develop BICS.

Cognitive Academic Language Proficiency (CALP) focuses on proficiency in academic language or language used in the classroom in the various content areas. It may take children with no prior instruction or no support in native language development at least seven years to develop CALP.

Understanding the difference between BICS and CALP explains why language supports are necessary in the classroom or academic setting.

## Functions of Language

Planning begins with identifying key vocabulary and concept words as well as the language function of a lesson. Lessons should contain academic outcomes, language demands, and grammar rules or structures needed. The function of language refers to the specific purpose of a given task such as:

- Requesting and Inquiring
- Describing
- Narrating
- Explaining
- Expressing opinions and feelings
- Agreeing and disagreeing
- Comparing and contrasting
- Suggesting
- Apologizing
- Giving instructions
- Persuading



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## Planning for Language Instruction

In addition to the functions of language, planning effectively requires that you understand these key components of language such as:

- **Conceptual Key Vocabulary**-specific words and phrases that are central to understanding a concept. Key vocabulary is often introduced, explicitly taught, and reinforced.
- **Language Domains**-Processes that students use: speaking, listening, reading, and writing
- **Grammar Structure**-the way in which language is put together. This includes parts of speech and the way that they are constructed into meaningful sentences and phrases. You will be scaffolding students for both written and spoken responses.
- **Translanguaging is an asset-based approach to instruction that encourages students to use their home language to understand content. They may speak, write, or interact in their language of choice to deepen understanding.**

## Creating Language Objectives

Language objectives are clear, measurable outcomes of a lesson. They align with both content standards and the language outcome. When planning for lessons, educators will specify the primary language domain (reading, writing, listening, speaking) that will be used to communicate understanding. Language objectives can be different for each different language level.

## Language and Content Objectives

- Content objectives are based on the content standards. They identify what a student will be able to do by the end of the lesson. They may be a step toward a standard
- Language objectives are how the student will use speaking, listening, reading and/or writing to show understanding.

Read the documents found in the resource section that outline examples of language objectives in order to plan for your lesson.

## Writing Language Objectives

Educators reflect on the academic language required by the students then plan for them. The steps below should be followed to create effective language objectives.

1. Decide on key vocabulary
2. Identify the language function for this lesson
3. Identify the language skills needed
4. Identify grammar or language structures
5. Consider the task that the students will complete
6. Explore language learning strategies



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Consult proficiency indicators found in the ELP standards for your state. If your state or region is part of the WIDA consortium, consult those documents to plan for what students should be able to do at each language level.

## Co-Planning for Multilingual Learners

Collaboration between teachers can have a positive impact on both educators and students. It allows teachers to share experiences, knowledge, and best practices. Supporting colleagues allows educators to learn from each other and enhance multiple classrooms. Collaboration can save time as resources are shared. Developing strategies for students may be more difficult for teachers working in isolation.

### Professional Learning Communities

Professional Learning Communities (PLCs) are groups of educators who explore topics or pedagogical strategies to strengthen their practice. They can work together to plan for or discuss needs of the multilingual learners in their classrooms.

### School Community Collaboration

Collaborating with community members allows educators to tap into resources, insights or expertise to improve the experience for multilingual learners. This strengthens the bond between the school and community thus fostering a sense of shared responsibility for student success. So examples of ways to collaborate with the community include:

- Workshops and presentations
- Parent and family engagement opportunities
- Local resources and partnerships
- Community service projects

### Building a Collaborative Culture

School leadership helps create an environment of collaboration between students and staff. Some of the ways that leaders can create a collaborative culture for their staff are:

- Leading by example-Model collaboration to set a positive example
- Establish a clear vision of collaboration between all stakeholders
- Provide professional development to both teach collaboration skills and to put those skills into practice
- Create the spaces and schedules that support effective collaboration

### Collaborative Planning

Depending on the setting and staff involved, collaboration can look different. Some ways that collaboration could look like are:

- Content teachers can work with English language teachers to support language within the content
- Educators can connect key vocabulary across content and in English language lessons



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- Experiences, such as experiments or activities can be scaffolded using sentence frames and vocabulary to prepare multilingual learners for content related experiences
- Educators can plan together for students needing extra support and set goals
- Information regarding upcoming topics can be addressed in parent workshops to make connections with parents or other community members
- English language educators can collaborate to create accessible assessments for multilingual learners

## Technology and Collaboration

There are many digital tools that can be used to promote collaboration between educators. Technology can enhance collaboration by allowing educators to reach beyond the walls of the building to seek out connections with others who are teaching multilingual learners. Below is a list of some of the tools to consider depending on your own setting.

- Video conferencing
- Google workspace
- Project management systems: Trello, Asana, Slack, or Basecamp
- Online boards: Miro, Padlet, Jamboard
- Doodle

## Strategies for Supporting Multilingual Learner Access to Standards-Based Instruction

Teaching multilingual learners in a standards-based instruction setting requires a thoughtful and targeted approach that considers students' diverse linguistic and cultural backgrounds. Effective strategies fall into the following categories:

- Culturally responsive pedagogy
- Content connected learning
- Language development

## Content Connected Learning

Plan for opportunities for peer collaboration and interaction. Plan for activities in your instruction that provide students with chances to practice their language skills in authentic contexts. Provide cognitively demanding tasks that require critical thinking, problem-solving, and deeper understanding of content.



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## Culturally Responsive Pedagogy

Teach with an awareness of cultural backgrounds and experiences of your learners. Learn about and integrate culturally relevant content and perspectives to make the content relatable. Create a safe inclusive classroom atmosphere where all learners feel comfortable taking risks with language. Where appropriate, acknowledge home languages and allow students to use them for learning.

## Language Development

Incorporate the following strategies into your lesson plans when planning for multilingual learners:

- Explain concepts, procedures, and expectations. Avoid idioms and teach explicitly.
- Break down complex instructions and provide step-by-step guidance to ensure that multilingual learners understand what is expected of them.
- Build background knowledge by engaging students' current knowledge. Give them a "hook" to connect new information.
- Teach academic vocabulary by selecting 5-10 academic vocabulary words. Preload students with this vocabulary to scaffold their learning of both grade-level content and language. Identify the language functions required of your students and provide sentence frames and models.
- Use oral language practice that is integrated into the lesson to prepare students for the reading and writing they are required to complete.
- Provide opportunities for all learners to read and write to develop their language skills.

## Supporting Rationale and Research

August, Diane, et al. "Scaffolding Instruction for English Language Learners: A Resource Guide for ELA." *Text Project*, Text Project, Incorporated, 2014,  
<https://www.engageny.org/resource/scaffolding-instruction-english-language-learners-resource-guides-english-language-arts-and>

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<http://textproject.org/professional-development/text-matters/text-complexity-and-english-learners-building-vocabulary/>

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Man, Jessica. Cultural Competence: The Ultimate Guide to Cultural Proficiency [2021 ] | Diversity for Social Impact

<https://diversity.social/cultural-competence/>

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<https://www.nextgenscience.org>

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# Resources

Benefits of Standards-Based Instruction

[Interacting With Complex Texts: Scaffolding Meaning Making](#)

[Text Complexity, Common Core, and ELLs](#)

[Text-Dependent Questions for ELLs](#)

[Common Core for ELLs](#)

[The Five Pillars of Equitably Grading ELLs](#)

[Five Stages of Second Language Acquisition](#)

[TESOL Pre-K–12 English Language Proficiency Standards Framework](#)

[Reconcilable Differences? Standards-Based Teaching and Differentiation](#)

[Colorin Colorado. \(n.d.\). Reading non-fiction text with high school ELLs](#)

[Colorin Colorado. \(2015\). Writing a cooperative paragraph](#)

[Wordsmyth. \(2015\). Wordsmyth: The premier educational dictionary-thesaurus](#)

[Haywood, S. \(n.d.\). Academic vocabulary: The AWL highlighter](#)

[How to Develop Lesson Plans that Include ELLs](#)

[How to support ELL Students](#)

[Creating text-dependent questions for ELLs: Examples for second grade \(Part 2\)](#)

Writing Language Objectives

[Writing Language Objectives with Samples](#)

[Achieve The Core](#)

[Language Objectives: The Key to Effective Content Area Instruction for English Learners | Colorín Colorado](#)

[Writing Language Objectives](#)

[How to Write Language Objectives: Tips for ELL Educators](#)



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## Submission Guidelines and Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient score for all components in Part 2.

### Part 1. Overview Questions (Provides Context)

#### **200-300 words**

Describe the multilingual learners that you currently work with. Include the grade levels, demographics and language levels for your evaluator to better understand your setting. Do not include any identifying information about your school or students.

1. What are some strategies that you currently use that you see as valuable for instructing multilingual learners?
2. How do you currently collaborate to enhance the learning of your multilingual learners? If you currently do not collaborate with colleagues, how would you like to use collaboration in your role?

**Passing:** Answer each question completely from your personal knowledge and instructional experience. Writing should be well-organized.

### Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following **three** artifacts:

#### **Artifact 1: Identification of ML Students in Classroom**

Create a table that shows the various levels and stages of multilingual learners in the classroom, school, or district where the lessons will be delivered. Include a brief description of each level according to the state standards where you are located.

#### **Artifact 2: Lesson Plans**

An instructional unit with three lesson plans that include:

- State and content standards
- Language objective(s) contained in the lessons
- Language function in each lesson
- Demonstrates differentiation through the use of appropriate instructional strategies for beginner, intermediate, and high multilingual learners.
- Rationale for the strategies and how they will be implemented.



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- An indication that lessons acknowledge various cultural groups within the classroom environment.

**Artifact 3: Evidence of Student Work**

Sample of multilingual learners writing from **one of the lessons** that includes:

- Teacher comments and feedback that relates to the language function and objective.

Part 2. Rubric

	<b>Proficient</b>	<b>Basic</b>	<b>Developing</b>
<b>Artifact 1: Identification of ML Students in Classroom</b>	<p>The table includes all of the following:</p> <ul style="list-style-type: none"> <li>-Student list (names should be hidden for the purposes of collecting data)</li> <li>-Stages of second language acquisition</li> <li>-State or district coding levels explained for clarity</li> <li>-summary of the levels, languages and cultures of the group</li> </ul>	<p>The table includes three of the following:</p> <ul style="list-style-type: none"> <li>-Student list (names should be hidden for the purposes of collecting data)</li> <li>-Stages of second language acquisition</li> <li>-State or district coding levels explained for clarity</li> <li>-summary of the levels, languages and cultures of the group</li> </ul>	<p>The table includes one or two of the following:</p> <ul style="list-style-type: none"> <li>-Student list (names should be hidden for the purposes of collecting data)</li> <li>-Stages of second language acquisition</li> <li>-State or district coding levels explained for clarity</li> <li>-summary of the levels, languages and cultures of the group</li> </ul>
<b>Artifact 2: Lesson Plans</b>	<p>Three completed lesson plans that include:</p> <ul style="list-style-type: none"> <li>-Topic or subject of the unit</li> <li>-Content and Language Standards</li> <li>-Language Objectives</li> <li>-Demonstration of differentiation through the use of appropriate instructional strategies for beginner, intermediate, and high levels</li> </ul>	<p>Two completed lesson plans that include:</p> <ul style="list-style-type: none"> <li>-Topic or subject of the unit</li> <li>-Content and Language Standards</li> <li>-Language Objectives</li> <li>-Demonstration of differentiation through the use of appropriate instructional strategies for beginner, intermediate, and high levels</li> </ul>	<p>One completed lesson plan that includes:</p> <ul style="list-style-type: none"> <li>-Topic or subject of the unit</li> <li>-Content and Language Standards</li> <li>-Language Objectives</li> <li>-Demonstration of differentiation through the use of appropriate instructional strategies for beginner, intermediate, and high levels</li> </ul>



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	<p>-Rationale for the strategies and how they will be implemented</p> <p>-Lessons acknowledge various cultural groups within the classroom environment.</p> <p>Writing should be clear without grammar, spelling, or sentence structure errors</p>	<p>-Rationale for the strategies and how they will be implemented</p> <p>-Lessons partially acknowledge various cultural groups within the classroom environment.</p> <p>Grammar, spelling, and sentence structure allow ideas to be communicated</p>	<p>-Rationale for the strategies and how they will be implemented</p> <p>-Lessons do not acknowledge various cultural groups within the classroom environment.</p> <p>Grammar, spelling, and sentence structure errors inhibit clear communication</p> <p>OR</p> <p>Submitted lesson plans, regardless of number, are incomplete</p>
<b>Artifact 3: Evidence of Student Work</b>	<p>There is a sample of student writing with feedback and comments that connect to the language objective and function with clear evidence that the teacher understands the student level and how to scaffold the student in order to move the student forward.</p>	<p>There is a sample of student writing and feedback, but comments do not connect to the language objective and/or function.</p>	<p>There is no sample of student writing with feedback</p>

### Part 3. Reflection

#### 400-500 words

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

- How has completing this microcredential changed how your approach to teaching multilingual learners?



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- What are some changes you will make in your instruction to ensure access to standards-based instruction for your multilingual learners?

**Passing:** The reflection shows new understanding and includes specific examples of changes that will be made to support multilingual learners.



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