

WHAT YOUR COLLEAGUES ARE SAYING . . .

“This book is for any secondary content teacher, ELD specialist, or administrator seeking to create a lasting impact and improve the likelihood for long-term success for experienced multilingual students.”

—Crystal Reid

English Language Development Program Specialist
Littleton Public Schools
Littleton, CO

“Every learner has a right to see themselves as capable, independent learners. This text certainly provides teachers with practical strategies, scaffolds, and structures to create perfect conditions for experienced multilinguals’ long-term success.”

—Renee Nealon

Teacher
McDowell Elementary at Petaluma City Schools
Petaluma, CA

“The explanation of the uphill battle experienced multilinguals face, even compared to single language/native English speakers, brings into sharp focus how much more critical our role is in students’ success. Each subsequent chapter gives teachers an exhaustive toolkit in the strategy described to do just that.”

—Deanna McClung

NBCT Biology Teacher, HS PLTW Coordinator
Elkhorn Area High School
Elkhorn, WI

“*Long-Term Success for Experienced Multilinguals* is a treasure of strategies designed to address inequities in ESL education, yet as a bonus, these strategies are ideal for struggling students as well. These strategies can be combined in numerous ways for a variety of lesson plans that can easily be changed as the students’ skill levels increase so that all students can be successful.”

—Toni Ramey

Biology and Chemistry Special Education Teacher
Gwinnet County Public Schools
Atlanta, GA

“Tan Huynh and Beth Skelton have created a resource that will increase academic success for experienced multilinguals. The book is timely and desperately needed in the field of education. It reflects the reality of language services for multilinguals as well as the professional learning needs of general education teachers. The ‘From the Field’ features are incredibly realistic and should assist teachers in moving away from a negative mindset toward multilinguals.”

—Alice Collins
ELD Consultant
Denver, CO

“I think that this may be the only practical guide written to truly help the teacher of experienced multilinguals and provide resources that support and help experienced multilinguals progress and flourish. The authors guide teachers through planning, through collaborating, through revising lessons, and through resources.”

—Patricia Payne
ESL Teacher
Evanston Township High School
Evanston, IL

“The book *Long-Term Success for Experienced Multilinguals* will make a great addition to schools’ professional development libraries. Considering the growth in student population that now fall under the category of LTEL [long-term English learner], the book makes a great case for changing to an asset-based name and definition, while explaining clearly how to implement a new framework for instruction and assessment planning. The ideas presented in the framework are clear and structured in an easy way to follow and implement.”

—Altagracia H. Delgado
Executive Director of Multilingual Services
Aldine ISD
Houston, TX

“From the first few sentences, readers can see that the authors know our students and their needs. They understand characteristics of today’s students, their strengths, and what they truly struggle with. The vignettes could be my students, my schools, and my teachers. The authors understand how schools are structured and provide realistic next steps for teachers to put recent impactful language development research into effective practice.”

—Jessica Martinez
Director of Multilingual Education
Eagle County School District
Eagle, CO

“This is a book I would recommend to my colleagues, administration, and anyone in the field ready to make that shift or strengthen their approach to a more asset-based mindset when working with multilingual populations.”

—Michelle Kotwica

ESL/ML Instructional Coach
SD83
Melrose Park, IL

“The book is full of so many valuable resources and plans for how to improve teaching and learning. I wish all teachers I work with would read it and implement the strategies.”

—Erika Chapman

ESL Teacher/Coordinator
CAISL
Lisbon, Portugal

“This book clearly addresses supporting former ELLs [English language learners] who are still not proficient and successful in academics due to a less than mature understanding of English. More importantly, this book systematically teaches a teacher how to explicitly support these students. The authors state their desired outcome is to help teachers support what used to be called long-term English users that they want renamed to be experienced multilinguals, and this book practically and usefully does this.”

—Karen Kozy-Landress

Speech/Language Pathologist
Brevard Public Schools
Merritt Island, FL

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LONG-TERM
SUCCESS FOR
EXPERIENCED
MULTILINGUALS

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LONG-TERM SUCCESS FOR EXPERIENCED MULTILINGUALS

TAN HUYNH ♦ BETH SKELTON

Illustrations by Jen Giffen

Foreword by Jim Cummins

CORWIN

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For additional resources related to *Long-Term Success for Experienced Multilinguals*, visit the companion website at resources.corwin.com/Long-termSuccessforExperiencedMLS

FOREWORD



Jim Cummins

University of Toronto

Over the past 50 years, many books have been written that review the research and recommend instructional strategies for students who are learning English as an additional language, typically labeled “English language learners.” More recently, a handful of books and articles have addressed the challenges of supporting students who have been labeled “long-term English learners.” This label refers to the fact that some multilingual learners of English progress through elementary school without attaining the (largely arbitrary) levels of English proficiency deemed necessary for them to understand instruction and thrive academically in a “mainstream” classroom.

As Tan Huynh and Beth Skelton point out, these labels are deficit-oriented because they define students exclusively by what they are perceived as lacking, namely, proficiency in English, and ignore the multilingual abilities and rich life experiences that students bring to the classroom. Despite the best efforts of educators, many of these students become trapped in a cocoon of questionable administrative regulations enforced by standardized tests that prevent them from engaging academically to their full potential. Inevitably some teachers are likely to perceive these students as less capable academically (and intellectually), and some students themselves may internalize these perceptions. The administrative and regulatory structures that have generated the construct of “long-term English learners” have resulted in low graduation rates, curtailment of students’ life opportunities, and perpetuation of an education system that contributes to social inequality.

How can we extricate ourselves from this self-inflicted administrative quagmire? *Long-Term Success for Experienced Multilinguals* provides the most comprehensive, insightful, and lucid answers to this question that I have read (and I have been reading books and articles on teaching English for much of the past 50 years!). The authors adopt

a radically different, and much more evidence-based, approach to supporting multilingual students than many of the approaches that have been implemented in jurisdictions across the United States and elsewhere.

They signal their orientation initially with the term *experienced multilinguals*, which highlights the linguistic, cultural, and experiential assets that students bring to their schools and communities. Throughout the book, they model the instructional approaches they recommend by scaffolding the content through crystal-clear language, transparent organization, engaging visuals, tables that summarize and synthesize information and lesson plans, personal accounts of their own practice, insightful observations and experiences of successful teachers, and narratives that express students' experiences, frustrations, academic breakthroughs, and identity challenges. Unlike many academic volumes (including some that I have written), engagement with this book is painless, invigorating, and inspirational. Furthermore, clarity of communication is achieved without any dilution in the accuracy of the research and theory that form the foundation of the instructional directions proposed by the authors. In a fundamental way, this volume illustrates the observation of 1960s communication theorist (or media "guru") Marshall McLuhan (1964) that "the medium is the message."

How should educators use this book? It would be ideal if policymakers at state and district levels were inspired by the book to revisit administrative regulations and guidelines that have been instrumental in creating the category of "long-term English learners" (experienced multilinguals). This would involve re-evaluating the assumption, operating at both elementary and secondary levels, that students in the process of learning English are not capable of succeeding academically in "mainstream" classes. This assumption holds true only in the situation where teachers in these classes are not prepared (in both senses of the term) to teach a student body that is characterized by all kinds of diversity (linguistic, cultural, socioeconomic, religious, racialized, etc.). Certainly, additional support from specialist language teachers can play a significant role in helping schools respond to linguistic diversity, but classroom teachers must also have the knowledge base and be familiar with instructional strategies that have proven effective in enabling students from linguistically diverse, low-income, and socially marginalized backgrounds to succeed academically.

Much as we might appreciate rapid action from policymakers to dismantle the disabling educational structures that produce so-called

long-term English learners, we probably should not hold our breath that rapid action is imminent. However, even in the context of problematic policy mandates, educators within schools have the power to implement powerful evidence-based and inclusive instructional strategies that respond to the opportunity gaps experienced by linguistically diverse, low-income, and marginalized group students. The instructional framework I proposed (Cummins, 2021), which overlaps significantly with the framework elaborated in this book, specified six major instructional directions to address these opportunity gaps:

- ▶ Scaffold comprehension and production of language across the curriculum.
- ▶ Engage students' multilingual repertoires.
- ▶ Reinforce academic language across the curriculum.
- ▶ Maximize print access and literacy engagement.
- ▶ Connect instruction to students' lives.
- ▶ Affirm student identities in association with academic engagement.

The development and implementation of evidence-based whole-school policies that pursue these instructional directions, and those elaborated in much more detail by Tan Huynh and Beth Skelton in this book, can produce dramatic improvements in students' academic performance (e.g., Isola & Cummins, 2020). I can think of no better starting point for schools that aspire to maximize the academic and intellectual potential of all their students than to read this book collectively and to develop school-specific policies and instructional directions that, over the medium term, may dispense with the perceived need for exclusionary labels such as "long-term English learners."

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If this book is the fruit of our labor, then we must acknowledge the many gardeners who lovingly nurtured it alongside us. We would like to thank Dr. Diane Staehr Fenner, who planted the first seed by enthusiastically introducing us to our loving Corwin team. We had a specific dream and vision for our book. When we met with Dan Alpert, our gifted editor, he could see the harvest we wanted to produce. Dan encouraged us from the initial meeting and even suggested we write the final chapter for school leaders to inspire schoolwide implementation of the framework. This was not originally in our plan, but it is essential for creating a culture of success for experienced multilinguals. Our supportive and talented editors, Megan Bedell and Mia Rodriguez, provided timely, specific, and helpful feedback throughout the writing process. We did not feel like they were a publisher but caring co-authors guiding us on the way. We also want to recognize Dr. Maneka Brooks for gifting us the term *experienced multilinguals* to capture the assets-based approach of this book. Lastly, we want to thank our illustrator, Jen Giffen, for patiently bringing to life the message through her careful and thoughtful drawings.

From Tan:

I would like to thank Tim Hodgden who I have learned so much from. Much of what I have shared with you has been inspired through my collaboration and mentorship with Tim when we co-taught social studies. Our two years of collaboration continues to shape my practice and guide this book. Lastly, I would like to thank Beth for co-writing this book. I leaned on your many strengths, and your wealth of experiences elevated this book. I could not have asked for a better traveling buddy on this journey through the valley and hills. You cheered us all the way to the top, and when we arrived, we became family.

From Beth:

To my colleagues, Mia Allen, Mimi Allen, Erika Chapman, Alice Collins, Kira Cunningham, Sarah Davis, Amber Gonzalez-Cortes, Jen Hanson, Dr. Piedad Kaye, Michelle Kotwica, Jessica Martinez, Patty Payne,

Crystal Reid, and Ana Weiser, thank you! You and so many others are leading the work to make secondary education more equitable for experienced multilinguals. Thank you for encouraging me, reading drafts of the book, and sharing your insights and ideas with us. To my former middle and high school experienced multilingual students, thank you for sharing your many assets with me. You have enriched my life and inspired me with your stories, your cultures, your humor, and your grit. This book was written with you in mind. To my supportive husband, Peter, thank you for keeping me well-fed and the house clean while I worked on this project. To my brilliant daughter, Mari, thank you for reading and commenting on every chapter through your lens as an educator, linguist, and writer. To Tan, thank you for inviting me to co-write this book with you. You have enriched my life and my practice. It's been a joy.

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ABOUT THE AUTHORS



Tan Huynh (he/him) (tankhuynh.com) is a career international school teacher, consultant, and author specializing in secondary multilinguals and teacher collaboration. Coming to America as a refugee at the age of five, Tan vividly remembers the difficulties of acquiring a new language and integrating in American society while nurturing his Asian roots. This experience is the main engine that drives his work

today. At school, he spends most of his time collaborating with teachers and in content-area classes to make content accessible. The rest of the time is spent teaching English language and literacy skills. Outside of school, Tan often presents internationally to schools and districts to support their work with multilingual students. Tan also hosts a blog, online courses, and a podcast about teaching multilinguals. With whatever time is left, Tan likes to work out, play badminton, and get lost in nature with his dog child. You can collaborate with Tan at Tan@tankhuynh.com and [@TanKHuynh](https://twitter.com/TanKHuynh) on Twitter.



Beth Skelton (she/her) (www.bethskelton.com) is an independent consultant focused on creating equitable educational experiences for multilingual learners. She has been working in the field for over three decades teaching elementary, middle, high school, and adult language learners in urban, suburban, rural, and international settings. As a university exchange student to Germany, Beth

experienced first-hand the challenges that experienced multilinguals face when studying new content in their non-heritage language. She could communicate with peers but still needed additional scaffolds to successfully write formal papers, read academic texts, and comprehend dense lectures. This influential experience still informs her work with students, teachers, schools, and districts around the world. Through workshops, coaching, and consulting, she advocates for all multilingual learners, especially those who have years of experience. Beth also enjoys hiking, skiing, yoga, playing marimba, gardening, and spending time with her family. You can connect with Beth by email at ellbeth@bethskelton.com or on Twitter at [@easkelton](https://twitter.com/easkelton).

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ABOUT THE ILLUSTRATOR

Jen Giffen is a Canadian teacher, librarian, and EdTech consultant. She has a master's degree in education from the University of Toronto and a specialist in education technology. She is a Google Innovator, sketch-noter, podcaster, and dad-joke aficionado. Jen seeks to ensure learning is authentic and relevant, especially for struggling students.

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Tan: To my sister, who lovingly holds our family together.

*Beth: To my truly special daughter, Mari.
You are a gift that keeps on giving.*

INTRODUCTION

A note from Tan: My connection to experienced multilinguals started in my sixth-grade English language arts class. I remember my lovely English teacher asking students to read a short story from our district-issued textbook. My classmates each read an entire column of text and I eagerly volunteered to read as well. As I started to read aloud, I sounded like a beginning piano player trying to find the right keys and the correct combination, yet there was no music. I struggled to pronounce the words, read with intonation, and even decode some of the words. As I heard myself stumble over the words, I started turning red around my ears. I felt the judging eyes of my classmates, and when I reached the end of the first paragraph, my teacher rescued me from the drowning embarrassment and said, “OK. Thanks for reading, Tan. Who would like to read the rest of the column?”

I wasn’t a recent arrival to America. Actually, I had been in American public schools for the past five years and even repeated kindergarten. My only formal schooling was in America. Yet, I still read below grade level. That was the first time I realized that I wasn’t as academically capable as others. Like many experienced multilinguals we teach, I powered through, overcompensating by using my fluent social language skills to mask my underdeveloped academic English.

That experience is why I have teamed up with the incomparable Beth Skelton to write this book. Everything that I do now—from posting blogs, writing books, hosting a podcast, and consulting internationally—is to support teachers who teach multilinguals like me. I did not give up on school despite reading and writing significantly below grade level all the way through graduation, but many experienced multilinguals do end their education before graduation and many are not able to pass college entrance exams. I do not know what that sixth-grade teacher felt as she heard me painfully read aloud; she might have wanted to help me but did not know the best approach. I hope that this book offers a framework so that teachers feel confident in instructing their experienced multilinguals. With this book, I hope experienced multilinguals feel more capable at school and their competence blossoms into confidence. This is only possible through the dedication of teachers, like yourself, who invested time in reading this book to add to your already polished craft.

A note from Beth: *I consider myself an experienced multilingual in my second language, German. I began learning this language in high school and studied it in college. By my junior year of college, I had gained enough German proficiency to qualify for a year of study at a German university. When I arrived at the university, I felt confident chatting with Germans in the dorms and cafeteria, but when I went to my first class, a health psychology course, I felt like the professor was speaking in a different language. I struggled to understand the highly technical vocabulary and long, convoluted sentences used in the lecture. I became quickly fatigued while reading articles for homework, and I had difficulty writing the required reports. I regularly made embarrassing mistakes when discussing class content, like calling an escalator a wheelchair. I just did not have the academic German skills I needed to express myself or comprehend college-level content. I began to question my intelligence and lost confidence in my ability to succeed. However, with the encouragement and support from patient German friends and classmates, who revised my papers and helped me understand the readings, I eventually passed my courses.*

This experience gives me great respect for experienced multilinguals, who have to work exceptionally hard just to make sense of content classes and complete required work. I know they too can succeed in their academic courses, when educators provide supportive scaffolds. Now in my workshops, coaching, and consulting, I share ideas for supporting these multilingual learners across the curriculum. I am honored to have partnered with Tan Huynh to co-write this book for secondary teachers who serve experienced multilinguals. In this book, we share a framework and scaffolds that would have helped me succeed and feel more confident from the very first day in each of my classes.

CHAPTERS OVERVIEW

CHAPTER 1: AN AFFIRMING SHIFT

This first chapter will address the term currently used to describe this subgroup of students (*long-term English learners* [LTELs]) and the rationale for addressing them as *experienced multilinguals* instead. With this new term, we make a shift from a deficit mindset regarding these students and focus instead on their linguistic, cultural, and experiential assets. The chapter provides an overview of how the strategies in the book can provide experienced multilinguals the support and challenge they need to reach higher levels of academic English proficiency.

The chapter also offers two portraits of experienced multilinguals who are part of this diverse subgroup of multilingual learners. Tan and Beth encourage educators to teach experienced multilinguals grade-level content while developing their academic skills and literacy.

CHAPTER 2: INSTRUCTIONAL FRAMEWORK FOR EXPERIENCED MULTILINGUALS

This chapter provides the framework for planning instruction and assessments with a focus on academic English development through content classes. It explains the need for content teachers to teach academic language and the importance of teaching students learning strategies explicitly. Because many experienced multilinguals no longer receive direct English language development services in their schools, the only way they can continue to develop academic English is through their core content and elective courses.

CHAPTER 3: ENGINEERING SUMMATIVE ASSESSMENTS

Chapter 3 introduces the first stage of the instructional framework. We provide guidance on how to create the conditions that enable experienced multilinguals to be successful on final unit assessments. This chapter focuses on strategies for engineering the end-of-unit exams and project-based assessments.

CHAPTER 4: WRITING INTEGRATED OBJECTIVES

Writing integrated objectives for lessons with a focus on academic language development is the main concept in Chapter 4. We explain the why and how of integrated objectives across the curriculum. We share clear examples of these objectives from different content areas and the impact they have on learning outcomes. The “Try It Out” sections throughout the chapter break down the process of writing an integrated objective.

CHAPTER 5: ESTABLISHING COMPREHENSIBLE INPUT

This chapter introduces five essential ways content teachers can scaffold content instruction to make it comprehensible for experienced multilinguals. Each section of this chapter provides concrete examples from different content classrooms of each of the five types of scaffolds.

CHAPTER 6: STRUCTURING ACADEMIC OUTPUT

The penultimate chapter addresses ways teachers can extend experienced multilinguals' oral and written output in the classroom. We present scaffolds for vocabulary, complex sentence structures, and academic discourse patterns that encourage secondary multilinguals to express, both verbally and in writing, their understanding of increasingly complex content.

CHAPTER 7: COLLABORATING FOR LONG-TERM SUCCESS

The closing chapter provides school leaders (principals, coaches, coordinators, department leads, etc.) with a suggested sequence of actions to methodically implement the instructional framework in this book schoolwide. This chapter shows how teachers can collaborate to amplify the linguistic, cultural, and experiential assets of experienced multilinguals. Through collaborative analysis of student work, co-planning instruction, and lesson study, school leaders can create conditions for experienced multilinguals to thrive in every content area.

MEET THE TEACHERS

Throughout the chapters we discuss how secondary content teachers use strategies to support and challenge experienced multilingual students. In order to protect the identity of the teachers in each vignette, we have changed names and backgrounds, and, in some cases, we have combined experiences of several teachers we have worked with. However, the scenarios we describe remain authentic.

Mrs. Rivera (Chapter 1 and 7): Mrs. Rivera was born in the United States to Spanish-speaking parents from Mexico. As the English language development specialist at Graciela's diverse high school in the United States, she knows how to support experienced multilinguals. She identifies with experienced multilinguals like Graciela because she was also classified as an English language learner until she was in high school. Unfortunately, she does not have enough time in her schedule to directly teach students who are no longer beginning-level English learners. Additionally, she only sees Graciela in passing, at school-related events, or when she has to give her the annual English language proficiency assessment.

Mr. Nguyen (Chapter 2): Mr. Nguyen was born in Vietnam and educated in the United States. He has been a math teacher at an international school in several different countries in Southeast Asia for fifteen years. He understands the academic language needs of multilingual students because Mr. Nguyen also studied in English, which was not his heritage language. In this chapter, Mr. Nguyen follows our instructional framework to help all students become successful mathematicians who can clearly express their thinking and explain their processes.

Mrs. Maple (Chapter 3): Mrs. Maple, who hails from the Midwest, is an experienced international school teacher who is certified to teach science. She received little coursework on instructing multilinguals during her teacher college preparations. However, over her years of collaborating with English language specialists in her various international schools, she has acquired several strategies and approaches to scaffolding learning for multilingual students, especially at the assessment level.

Ms. Maita (Chapter 4): This Afro-Brazilian educator teaches art at a public high school in the United States. As a multilingual learner herself, she empathizes with her students and firmly believes in their potential to succeed in her class. She is certified as an art teacher and is working on her endorsement in working with multilingual learners as well. In Chapter 4, Ms. Maita uses a lesson planning approach that integrates both content and academic language.

Mx. Delgado (Chapter 5): Mx. Delgado is another Spanish-speaking teacher born in the United States. They teach design and have attended several workshops focusing on sheltered instruction for multilinguals. They share ways to make design concepts and its language comprehensible. Their experience shows that everyone is responsible for teaching academic language in order for students to be successful.

Mr. Ichiro (Chapter 6): Born to a Japanese-American family, Mr. Ichiro now spends his time teaching social studies at international schools. Before transitioning over to social studies, he spent many years as an English language specialist, so working with multilinguals is a passion of his. As a social studies teacher, he wants students to think like historians. So that his students can communicate like historians, Mr. Ichiro structures opportunities for them to speak and write using academic language. In this chapter, he shares strategies that structure academic language output.

Ms. Valladares (Chapter 7): Mrs. Valladares teaches high-school business. She was born in the United States, but her parents emigrated from Cuba and she grew up bilingual. She is passionate about

working with experienced multilinguals and has seen their growth in her business classes. She actively seeks ways to support these students and challenge them to continue their education beyond high school, including leading the Latinos in Action club. In this chapter, Ms. Valladares shows the benefits of collaborating with the school's English language specialist and participating in lesson study as meaningful, relevant forms of professional learning.

FEATURES OF THE BOOK

The following special features in each chapter of the book are intended to make the concepts and strategies presented in the book more concrete and comprehensible. These features are just some of the ways we intentionally model the numerous teaching strategies for experienced multilinguals. They invite readers to write reflections and make notes directly in the text and encourage educators to frequently reference it when planning a new unit or lessons. These features are intended to create the best conditions for implementing the instructional framework to support experienced multilinguals. We hope that through this book, experienced multilinguals and the passionate teachers that serve them will experience *long-term success*.

Chapter Sketchnotes



Every chapter begins with a colorful sketchnote hand drawn by our graphic artist, the talented Jen Giffen. These sketchnotes capture the key ideas in the chapter, serve as a visual summary of the information in the chapter, and model one way teachers and students can use sketchnotes to make content more comprehensible.

Student Portraits



Each chapter begins and ends with a short story of a secondary multilingual student and their successes and challenges in a grade-level content class. We follow two different students, Min Woo (Korean) and Graciela (born in the United States to parents from Mexico), through a middle school or high school day as they meet the integrated objectives of different classes.

Image source: iStock.com/gigavector



We have developed charts, tables, and graphics that summarize and illustrate key points. These figures also serve as models for summarizing.

From the Field



These stories come from our and other teachers' experiences in schools and share another perspective on the topics in the chapter.

Try It Out



These boxes ask questions that encourage teachers to try the strategies discussed and apply them to their own classes.

Reflections



These reflection questions at the end of each chapter encourage teachers and leaders to reflect on their own practice. These questions could be stimuli for department meetings, professional learning communities, or a book study.

Templates



These templates can be downloaded and customized. (Visit resources.corwin.com/Long-termSuccessforExperiencedMLs.) They are designed as a resource for educators as they work with experienced multilinguals across the curriculum.

Appendices

Appendix A	
Appendix B	
<p>Appendix A: English Language Proficiency Test Preparation</p> <p>This appendix provides information on how to prepare for the English Language Proficiency Test (ELPT) and includes a list of recommended resources.</p> <p>Appendix B: Additional Resources</p> <p>This appendix provides a list of additional resources for teachers and students, including lesson plans, activities, and materials.</p>	<p>Appendix C: Grammar and Vocabulary</p> <p>This appendix provides a chart with verbs, definitions, and some related sentence frames.</p>
<p>Appendix D: Lesson Plans</p> <p>This appendix provides completed lesson plans from seven different content areas that follow the instructional framework presented in the book.</p>	

These additional resources consist of

- a chart with verbs, definitions, and some related sentence frames; and
- completed lesson plans from seven different content areas that follow the instructional framework presented in the book.

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