Multilingual entry points

1. Comprehensible input (Krashen, 2003)
2. Home language (García & Menken, 2015)
3. 4 modalities: speaking, listening, reading, and writing (Gibbons, 2014)
4. Build vocabulary (Kieffer & Lesaux, 2007)
5. Scaffolding to break down task into smaller skills
6. Visuals (Gibbons, 2014)
7. Receptive and productive tasks (Gibbons, 2014)

To design entry points to support multilingual students:

- Nail down the content and skill objective.
- Select entry point strategy that pulls for the linguistic or conceptual thinking you want students to produce.
- Model, model, model. When you can, model using students’ home language.
- Keep the task rigorous. When necessary, to ensure comprehension for all students, change language in WIT task, but do not dumb down the thinking they need to do.
- Be strategic about home language use
  - i.e., if my goal is for students to learn the function of but, because, and so as words expressing distinct relationships between ideas, then I may translate the whole task. This way students’ cognitive load focuses on the conjunction function.
- When possible, target language form used in the WIT task by calling attention to the form. Have students practice the form and construct their own sentences with the form.
- Have empathy. Put yourself in your students’ shoes.
- Remember that multilingual students have things to say!
Activity 1: General versus specific statements

Directions:
Work with a colleague to create an activity requiring students to distinguish general from specific statements. To create this activity, write two sentences about one specific topic in your content area where one sentence is clearly general in relation to the other, which is more specific.

Keep in mind that the distinction we are looking for is a structural one, with the general statement functioning as an umbrella and the specific statement as one detail that could fall under it. Keep in mind also that the statements are only general or specific in relation to one another.

Tips:
- Make sure the distinction between your general and specific statements is stark. While this isn't always the case in the real world, we want it to be here because we are teaching the underlying distinction to students.
- While the students don't know it yet, your activity provides model topic and detail sentences for body paragraphs (which will be taught soon). Test the quality of your activity by asking yourselves: Would the two sentences work well in a paragraph, with the general statement as the topic sentence and the specific sentence as one detail?
Activity 2: Given TS, Write Details

Directions:
Work with a colleague to create an activity requiring students to write details given the provided topic sentence. To create this activity, write a TS about one specific topic in your content area where details are readily generated/plentiful.

Keep in mind that the TS expresses the main idea of what a paragraph is about.

Tips:
- Make sure the topic is meaty, that there are enough details for students to generate.
- Test the quality of your activity by asking: Would the TS and supporting details work well in a paragraph, with the details becoming specific statements in support of the TS?

Example:

T.S. The industrial Revolution was beneficial to Britain in a number of ways.

1. cheap + quality construction materials → ↑ housing
2. factory production → ↓ $
3. steamships + trains → rapid travel
Activity 3: Put Details w/Best TS

Directions:
Work with a colleague to create an activity requiring students to place the given details with the best TS. To create this activity, write at least two TSs about one specific topic in your content area where details are readily available.

Keep in mind that the TS expresses the main idea of what a paragraph is about. The details you provide must tightly align with your TSs.

Tips:
- Make sure the topic is meaty, that there are enough details from which you’ll generate detail sentences.
- Test the quality of your activity by asking: do the TS and detail sentences align/work well together? Does each detail sentence support the TS?

Example:
T.S. Globalization makes the world more connected.

1. 
2. 
3. 

T.S. Globalization has led to many negative consequences for poor countries.

1. 
2. 
3. 

Poor countries are able to export only a limited number of commodities.
Countries exchange goods, products, information and culture.
Poor countries cannot compete with wealthier ones.
Advancements in technology, transportation and communications have made global connections easier.
Lower barriers to trade allow developing countries to sell their exports to larger markets.
Workers in developing countries are exploited in the service of a global economy.
Activity 4 — Samples

TS vs Details / Eliminate Irrelevance / Sequence Details

Sample A

D Steamships and trains provided rapid travel.
D High quality construction materials were produced cheaply, leading to a higher quality of housing.
TS The Industrial Revolution was beneficial in Britain.
D Many skilled workers, such as hand weavers, became unemployed.
D Clothes were less expensive because they were factory produced.

Sample B

2 Our parents made us wear raincoats and rubberboots.
3 When we went outside, we splashed in the puddles.
1 We wanted to play outside anyway.
TS It was a cool, rainy day.
D My favorite season is winter.
4 Our hair got soaked, but our feet stayed dry.
Basic Note-Taking Symbols

/       comma, new idea, missing word(s)
=       is / equals, means that (represents in ELA + corresponds in Math)
+       and / plus
→       leads to, results in (yields in Math)
↑       increases
da       decreases
Sources:


