

# Translanguaging Strategies

ALL GRADE LEVELS

**GUIDELINE KEY**

This resource is related to the following ELSF Guidelines:

SUBJECT

ELA

AREA OF FOCUS

IV

GUIDELINE

12

*When we make space for students to use all the linguistic resources they have developed to maneuver and navigate their way through complex content, a myriad of learning opportunities open up. Rather than watering down our instruction, which risks oversimplification and robs students of opportunities to engage in productive grappling with texts and content, translanguaging better enables us to teach complex content, which in turn helps students learn more successfully.*

(Garcia, O., Ibarra Johnson, Susana & Seltzer, K. (2017). The Translanguaging Classroom.)

## Description of resource and intended audience :

All of these strategies view the child from an asset-based perspective; the child is seen as having a wealth of knowledge that is welcomed into the classroom and built upon. With these strategies, students' funds of knowledge are embraced for disciplinary learning.

Translanguaging Strategies	
Instructional Practice	What it looks like
Preview learning in home language	Teacher gives a short 2-4 minute summary explaining what the lesson will be about, which includes the content language objective for the lesson Or ask students to restate summary back to the teacher or class, in home language.
Review learning at the end of the lesson in Spanish	The teacher and/or students summarize what the lesson was about, in the home language.
Accessing and building background knowledge in L1	<ul style="list-style-type: none"> <li>- Students share what they know in their L1</li> <li>- Teacher shows videos or provide texts in L1</li> <li>- Teacher and students create bilingual anchor charts</li> <li>- Students research information about the topic in L1</li> <li>- Teacher encourages families to talk about the content in their L1 by sending a letter home in advance of the unit/module</li> </ul>
Student talk in native language	Students are strategically paired so they have opportunities to speak in their native language with peers during the lesson
Note-taking in L1	<ul style="list-style-type: none"> <li>- Students annotate and take notes in L1</li> <li>- Students brainstorm, plan or draft in their L1 or a combination of L1 and English.</li> </ul>