SEEDS AND THE MULTILINGUAL LEARNING PROCESS

MULTILINGUAL LEARNERS ARE UNIQUE

SEEDS Certified Coaches are committed to supporting educators in their knowledge, development, and understanding of SEEDS and the multilingual learning process. SEEDS of Learning™ principles support learners with the following priorities:

* Creating **equitable classroom climates** to celebrate MLs' languages, cultural backgrounds, and lived experiences as strengths, incorporating them into daily instruction.

* **Promoting a sense of belonging** by creating physical environments and learning key words and phrases in children's home languages so Multilingual Learners see and hear their language, culture, and experiences represented and celebrated.

* **Meeting each child's needs** and building upon existing knowledge and strengths with instructional strategies and tools that guide the educator **to foster MLs' vocabulary and oral language skills**.

SPECIFIC DETAILS:

Coaches use IGDI data through Fall, Winter, and Spring assessments to inform instruction in language and literacy with targeted SEEDS tools and strategies. SEEDS coaches are knowledgeable and trained to support these multilingual strategies in coaching conversations.

To support the unique needs of Multilingual Learners, SEEDS coaches and teachers continually ask themselves questions designed to follow the SEEDS-Quality interaction model.

Grounded in reading science and healthy social and emotional development

ORAL LANGUAGE

PHONOLOGICAL AWARENESS

PRINT CONCEPTS

ALPHABETIC PRINCIPLE

VOCABULARY AND MEANING

STRATEGIES INCLUDE:

1. VOCABULARY AND ORAL LANGUAGE SUPPORTS

- Vocabulary Continuum of Complexity
- Strive for 5 Conversations
- Running Commentary
- Integrated Themes or Areas of Study
    - SEEDS Thematic Planning Form
- Vocabulary Intervention Scripts
    - Integrity Checklist
    - Vocabulary Child Reflection Guide
- Child Learning Stages

2. REPEATED READ ALOUD

- Book Choice
- Fluency and Rapid Automatic Naming
- Repeated Read Aloud Lesson Plan
    - Explicit Vocabulary Instruction
    - Book Introduction
    - Making Predictions
    - Summarizing
    - Think, Pair, Share
    - Think, Pair Share Child Reflection Guide
    - Concepts of Book and Print
    - Reading Centers

3. LETTER KNOWLEDGE AND VISUAL DISCRIMINATION

- Visual Discrimination Continuum of Complexity
- Match, Point, Say and Rapid Automatic Naming
- Word Wall
- Visual Discrimination with Transition Songs
- SEEDS Scaffolding Support Form
- Visual Discrimination Intervention Scripts
    - VD Integrity Observation Checklists
    - VD Child Reflection Guides
- Visual Discrimination Throughout the Day

S

SENSITIVITY

Does the child understand the language being spoken?

Is the educator aware of the child's home language and do they respond appropriately?

Is the educator using the Wait, Watch, and Listen directive, paying close attention to the child, and giving them additional time to respond?

Is the educator repeating the child's comments or key words in the home language (if possible)?

Is the educator using close-ended questions to support the child at this early stage of second-language acquisition?

E

ENCOURAGEMENT

Is the child encouraged to speak their home language?

Is the educator informing themself of affirmations in the child's home language and using those throughout the day?

E

EDUCATION

Is the child getting a balance of home language and language of instruction?

Is the educator using the child's home language whenever possible to teach new concepts and vocabulary words?

D

DEVELOPMENT OF SKILLS THROUGH DOING

Is the educator aware of what language/s the child is using throughout the day?

Is the educator encouraging the child to use their home language?

Is the educator encouraging code switching?

Is the educator encouraging the child to use the speech patterns, intonations, and pronunciations that are used in the home and community (vernacular, dialects, or Spanglish)?

S

SELF-IMAGE SUPPORT

Is the child gaining a sense of belonging by feeling welcomed and represented in the classroom?

Does the child feel valued by understanding that their home language is an asset?

SEEDS *of Learning*™

COLLABORATIVE CLASSROOM™