Utilizing Translanguaging Pedagogy to Bridge Multilingual Programs in Districts with Small Multilingual Populations

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Introduction

Districts in rural or suburban areas are experiencing growth in their multilingual populations and, faced with limited resources and multiple program models, are searching for effective ways to support their Multilingual Learners (MLs). By fostering an environment of translanguaging, schools can better meet the needs of this complex and diverse group of students.

In districts with small but growing multilingual populations, schools face the challenge of supporting English language development while also affirming students' home languages and identities. This practitioner guide is designed for educators and leaders in small or rural districts who want to create inclusive, asset-based learning environments where all students can thrive. Translanguaging draws on students' full linguistic repertoires, promoting deeper content understanding, cognitive engagement, and equitable access to academic success.

It is a powerful, research-based approach that supports language acquisition, metacognitive development, and cross-linguistic transfer. By allowing students to use their L1 (home language) to access and process new content, teachers help students build a bridge to L2 (English)—deepening comprehension, improving academic confidence, and encouraging reflection on how language works. Importantly, translanguaging also aligns with students' civil rights to meaningful access to education. According to the Wisconsin Department of Public Instruction (2021), *"ELs are entitled to age-appropriate core curricula at all levels of English proficiency. ELs must not only have access to but must be able to meaningfully and equally participate in all aspects of schooling. This includes the core and non-core curriculum and extracurricular activities."* For more information on the legal rights and responsibilities of educating multilingual learners, see Chapter 14 of the DPI's *Multilingual Learner Program Handbook.*

Why Translanguaging?

Many bilingual students have ample opportunities to develop their oral language abilities by speaking with family or friends in one language and with peers or teachers in another. But how often do they have the opportunity to develop their literacy skills outside of the classroom?

While the state of Wisconsin strives to support bicultural and bilingual students, it should also be a goal to develop biliterate students. Translanguaging pedagogy offers one of the most effective ways to do this. García (2014) explains that all people have a "linguistic repertoire"—an integrated language system through which they transfer skills and knowledge between languages and use them to acquire new languages. Translanguaging encourages the use of this entire repertoire as students fluidly and dynamically navigate their experiences, memories, knowledge, and language (García, 2020).

Translanguaging not only enables students to express themselves authentically, but also enhances their cognitive and academic development. Wright (2019) emphasizes that translanguaging allows multilingual learners (MLs) to grasp new concepts that may have been previously inaccessible when taught exclusively in the target language.

It also supports metacognition, a student's ability to think about their own thinking and learning. When learners reflect on how they are making sense of content in both their home language and English, they gain awareness of their strategies, deepen their understanding of language structures, and strengthen their identity as capable thinkers and communicators.

Translanguaging is a way to honor bilingualism and biculturalism, as it allows students to participate more authentically in school. In the mainstream classroom, it positions multilingualism and multiculturalism as assets, not obstacles. When students are supported in using, developing, and maintaining their native language alongside their new language, they benefit from an additive learning environment. In such positive spaces, Cross-Linguistic Transfer (CLT) is more likely to occur (Cummins, 1979).

A pillar of CLT is the Developmental Interdependence Hypothesis is the idea that proficiency in a second language (L2) depends, in part, on a student's development in their first language (L1). Once students reach equivalent levels of skill in L1 and L2, they may experience a plateau unless both continue to grow. Therefore, intentionally developing students' skills and knowledge in both L1 and L2 through translanguaging is essential for long-term literacy success.

Another useful framework for understanding the value of translanguaging is Systemic Functional Linguistics (SFL). SFL views language not as a set of static rules but as a meaning-making resource. It highlights how language choices vary depending on purpose, audience, and context. Through this lens, students learn how to use language strategically—to describe, explain, argue, and recount—in ways that align with academic demands. Translanguaging within an SFL framework enables students to develop genre awareness and metalinguistic control as they shift between languages to meet specific communicative goals (Derewianka & Jones, 2016).

Misconceptions of Translanguaging

Although the term "translanguaging" has become increasingly familiar among multilingual teachers and language professionals, it may be a new concept for many educators, especially in rural or suburban areas where multilingual populations are newly established or growing. Some common misconceptions can hinder effective implementation. The examples below are drawn directly from our work with teachers and schools across Wisconsin.

Misconception: Translanguaging is just translating content.

Reality: Translanguaging is not the same as translation. While translation can serve as one supportive tool within a translanguaging classroom, it does not define the approach. As Wright (2019) clarifies, translanguaging is a pedagogical stance that goes far beyond translation. It involves intentionally integrating students' linguistic knowledge through strategies such as preview/review, metalinguistic awareness activities, and multilingual texts.

When students receive full translations of content, whether through technology or a bilingual educational support professional, they are accessing information, but not necessarily engaging their full linguistic repertoire to make meaning.

Instead, when students are invited to work with both English language content and their existing knowledge and skills in their home language, they are more likely to activate cognitive flexibility, background knowledge, and cross-linguistic connections, which are all hallmarks of a translanguaging approach.

Misconception: Translanguaging is an advanced strategy for later—we're not there yet.

Reality: Translanguaging can be implemented at any stage of a multilingual program or plan of service. It is not a capstone or advanced move—it's a foundational mindset.

It's important to remember that multilingual service models, such as pull-out, push-in, sheltered instruction, and bilingual education, are not on a hierarchy from worst to best. Rather, they are different models with different structural features and constraints. Translanguaging is not exclusive to any one of them. It can and should play a central role across all program types and developmental stages.

Misconception: We only have a few multilingual students—it would feel "weird" to include other languages.

Reality: All students, monolingual and multilingual, have a linguistic repertoire. By creating a linguistically fluid and inclusive environment, every student benefits.

Not all multilingual students are enrolled in an English Language Development (ELD) program. Some may have exited services, while others may have never qualified. Regardless, they bring diverse language resources to the classroom. When educators adopt linguistically expansive practices, they not only support MLs, but also help monolingual students develop language awareness and empathy (Machado & Hartman, 2020).

When students of all backgrounds see languages used authentically in the classroom, it becomes a space where multilingualism is normalized, not exceptionalized.

Misconception: Only language professionals (ESL/EL/ESOL/ML teachers) can support translanguaging.

Reality: Every teacher, regardless of which languages they speak, can take a translanguaging stance (Cole, 2019). It does not require fluency in a student's home language. It requires a commitment to honoring student identity and making intentional space for multiple languages in instruction.

This guide will show how translanguaging can be embedded across disciplines, levels, and roles. See "Part 2" for strategies to create and sustain a translanguaging ecology, with real classroom examples from Wisconsin schools.

Why This Matters

Translanguaging is a powerful and deeply humanizing practice. It is flexible, dynamic, and personal. There are countless ways to interpret what translanguaging is and how it can be used. Your approach will, and should, look different based on your context, students, and goals.

The key takeaway is this: translanguaging belongs in all learning contexts, regardless of the size of the district or the number of multilingual students served.

English Learners
Utilizing Translanguaging to connect to L1 and grow L2
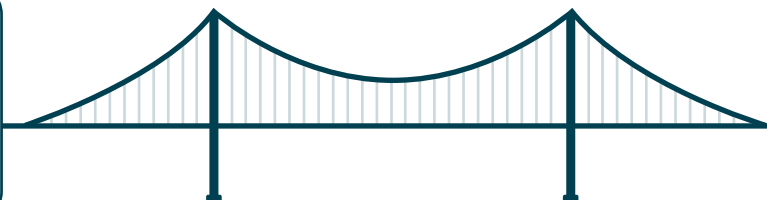
Heritage Language/ Dual Language
Programs Utilizing tanslanguaging to grow skills and/or knowledge in both languages

Part 2: How to Create and Sustain a Translanguaging Ecology

Creating a translanguaging ecology starts with the willingness to allow students to use their full linguistic repertoire to communicate at school. But sustaining that ecology requires intentional planning and systemic support.

The following strategies reflect real practices from teachers across Wisconsin and illustrate how a translanguaging stance can be embedded into daily routines.

Practical Translanguaging Strategies That Teachers Can Implement Include:

- **Preview/Review:** Activate students' prior knowledge and experience in their home language before a lesson, then return to those key concepts at the end to consolidate understanding.

- **Multilingual Environment:** Label classroom spaces in multiple languages, create bilingual anchor charts, and use multilingual wall displays to reinforce academic language.

- **Read-Alouds and Storytelling:** Offer texts in students' home languages and encourage students to share stories or personal reflections using their full linguistic repertoire (Translanguaging Strategies, 2019).

Facilitate Opportunities for Students to Leverage Their Full Linguistic Repertoire

One of the most powerful shifts you can make is to signal that other languages belong in your classroom.

You can bring other languages into the school environment in subtle but powerful ways:
- Multilingual read-alouds
- Songs or brain breaks in other languages
- Subtitles on videos
- Background music in various languages
- Visual signage that reflects the school's linguistic diversity

When the school culture is accepting and linguistically inclusive, multilingual students are more likely to use their languages openly. Monolingual students benefit too, as they gain an appreciation for linguistic diversity and see multilingualism in action.

Classroom Vignette: Kindergarten

In many cases, 4K or Kindergarten is the first sustained exposure that young multilingual students have to the English language. Chris Meier, a monolingual Kindergarten teacher at Belleville Elementary School, understands this and creates space for students to use their native language freely throughout the school day.

To support this, Chris uses technology and built-in routines. She uses Google Translate to aid in conversations and comprehension during whole-group instruction. One of her most intentional translanguaging practices occurs during the morning calendar routine. Here, all students, regardless of home language, practice the days of the week, months of the year, and counting in both English and Spanish regularly.

Impact: This practice has benefitted all students in her class—everyone is acquiring foundational calendar concepts in both languages, including Chris herself!

Classroom Vignette: Fifth Grade Writing

While multilingual students at Belleville Elementary School primarily engage with curriculum and writing tasks in English, many teachers intentionally allow students at ELP levels 1–2 to use their home language, especially during writing.

Meaghan Evans Belknap, a fifth-grade teacher who speaks Spanish, allows her students to write in the language in which they can best express themselves. As a bilingual teacher, she can read students' Spanish writing and provide feedback.

When needed, she and her colleagues use:
- Google Docs with translation features
- The camera feature in the Google Translate app

This makes it easy to read and understand student writing that may be in Spanish, whether it's a phrase, a few sentences, or an entire paragraph.

Classroom Vignette: Sixth Grade

Amanda Nemec and Kim Allen, both sixth-grade teachers at Belleville, use the same tools to read student work in Spanish. Their multilingual students type responses in Google Docs, which are then translated into English. For handwritten work, they use the Google Translate camera feature to instantly read short responses.

This practice is especially beneficial for students in the ELP 1–2 range, who often understand the content but are not yet confident producing written or spoken responses in English.

95/100
Done late

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Prompt: Use your climate model to describe how interactions between temperature, the Earth's rotation, and the Earth's surface affect ocean circulation and the climate of your chosen continent.

Minimum length: 10 sentences, with no spelling or grammatical errors.

El niño solo pasa por el lado contrario de sudamérica y eso puede afectar al clima de sudamérica por que puede que el agua su pueda evaporar más roa pido por que esta mas serca de el atmosfer porque en este continente está ecuador por lo que produce más calor y hace que el agua se evapore más rápido por las células convectivas. Y posiblemente por el calor de el agua por que la nina solo pasa por bajo de el oceano y eso puede afectar a las marcas y las investigaciones del oceano por que el agua debajo del océano es más densa porque el océano es muy profundo lo que hace que el oxígeno no pueda llegar hasta las profundidades del océano y sea más densa.

English

El Niño only passes through the opposite side of South America and that can affect the climate of South America because the water can evaporate faster because it is closer to the atmosphere because this continent is on the equator so it produces more heat and causes the water to evaporate faster due to convective cells. And possibly because of the heat of the water because La Nina only passes under the ocean and that can affect the marks and investigations of the ocean because the water under the ocean is denser because the ocean is very deep which makes it so that oxygen cannot reach the depths of the ocean and it is denser.

This image shows the prompt and the student's (ELP 1) response in Spanish, which the teacher then translated with Google Translate. This allowed the student to answer the prompt independently.

This image shows that the student's initial response did not accurately answer the question in the first round. When redone with the ML teacher, the student (ELP 1) used several supports, such as a bilingual word wall and sentence starters, to more accurately answer the prompt. The student was able to provide evidence more easily in Spanish, which the multilingual teacher translated in the comments for the homeroom teacher.

Classroom Vignettes: Wittenberg-Birnamwood School District

The Wittenberg-Birnamwood School District in rural northern Wisconsin offers a powerful example of how translanguaging can be woven into daily instructional practice, even in districts with a small number of multilingual learners. Educators in the district, lead by Multilingual Learner Teacher Jodi Mallak, have embraced translanguaging not only as a pedagogy, but as a mindset: creating space for students' full linguistic repertoires across content areas and grade levels.

Elementary Literacy and Language Visibility

At Wittenberg Elementary, second-grade teacher Britney Brauer supports student identity and linguistic development by incorporating bilingual signage, family storytelling nights, and activities like quilt-making that celebrate students' cultures. These strategies promote belonging while reinforcing literacy across languages. Visual language supports are intentionally embedded throughout classroom and school spaces, ensuring that students' home languages are not just accepted, but also visible and valued.

Bilingual Labels Around the Schools

BOTS

baño de niños

white board

©www.thecurriculumcorner.com

el pizzarón blanco

©www.thecurriculumcorner.com

clock   el reloj

Girls

baño de niñas

Family Literacy Night

Native American Artifacts

Ukraine

Polka Dancing

Mexico

Native American Literature

- All students were invited to attend a storytelling literacy night.
- Components included:
  - A story teller from the Menominee Nation.
  - Break out sessions with groups presenting on different countries and traditions.
  - Students were encouraged to make a quilt square that represents them and their family.
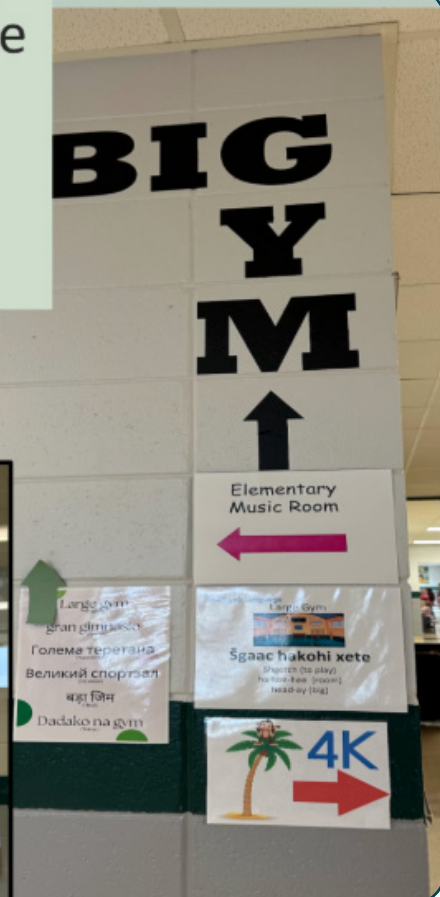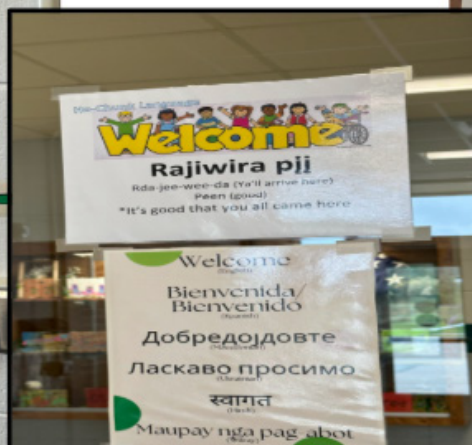
Identity and Culture Activities

- Activities help students develop a sense of who they are.
- Students build and create relationships with their classmates.
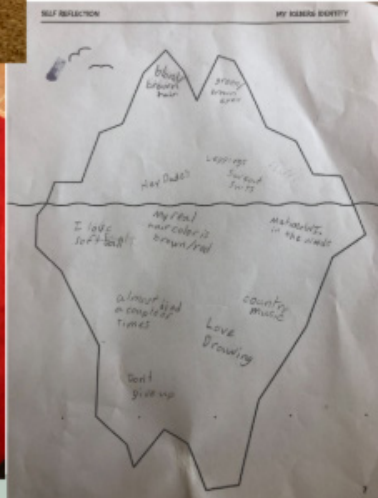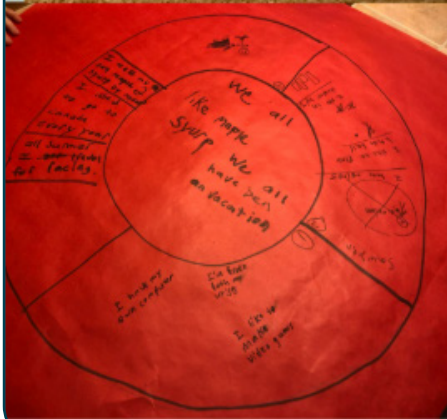
Home languages are observable in common spaces and are welcoming to students and families.
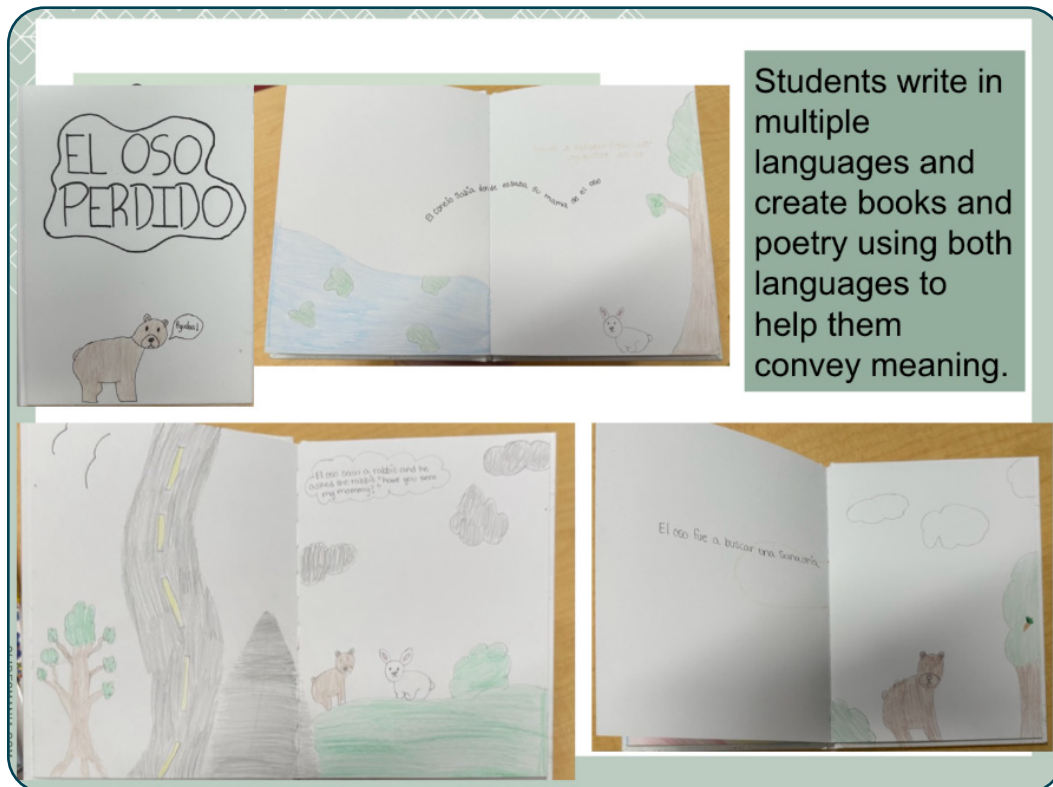
Fifth Grade Word of the Week

In a culturally sustaining initiative led by the school principal Nicholas Firari, students from various linguistic backgrounds, including Ukrainian, Spanish, and Ho-Chunk, take turns teaching the "Word of the Week" to the entire school during morning announcements. A Ukrainian fifth grader created a slideshow to teach his peers basic vocabulary and pronunciation, helping foster curiosity, empathy, and respect for linguistic diversity among all students.

Bilingual Texts and Student Writing

At the high school level, English teacher Katie Stegeman supports students in producing multilingual texts, including poetry that blends English and Spanish. One student expressed that he couldn't fully describe his emotions in English alone, choosing to use Spanish for certain lines in his poem to better capture the depth of his experience. This act of linguistic agency is at the heart of translanguaging pedagogy.

Students write in multiple languages and create books and poetry using both languages to help them convey meaning.

Ballad by RS

The boy and the girl in love with each other
Soon time passes on and the amor becomes dolor
Sometimes it will become a toxic relationship that they hate
Others happy and the man is the bad man like any other

Mother always asks about you and wondering how you are
The atmosphere is different when you are not here
The love and memories we made can stay with you
I don't need you no more I am better without you here

Esta letra for the people que están con el corazón shattered
Time goes and gotta move on with life not staying in the past
There she goes not heartbroken all happy and flattered
Este dolor me esta matando poco a poco with the past

The student who wrote this poem said that he wanted to write parts in Spanish, because he could not describe the way he felt in English. He wanted to be able to show his emotions and he couldn't find the right words.

Multilingual Curriculum and Family Connections

Teachers also extend translanguaging practices beyond the classroom. In Ashley Hedtke's 5th grade classroom, students are encouraged to contribute family recipes written in home languages to create bilingual class cookbooks, strengthening home-school partnerships and affirming linguistic identity. In addition, teachers are increasing the number of multicultural and multilingual books available in classroom libraries and read-aloud rotations, ensuring students see themselves reflected in the texts they encounter.

Cookbook
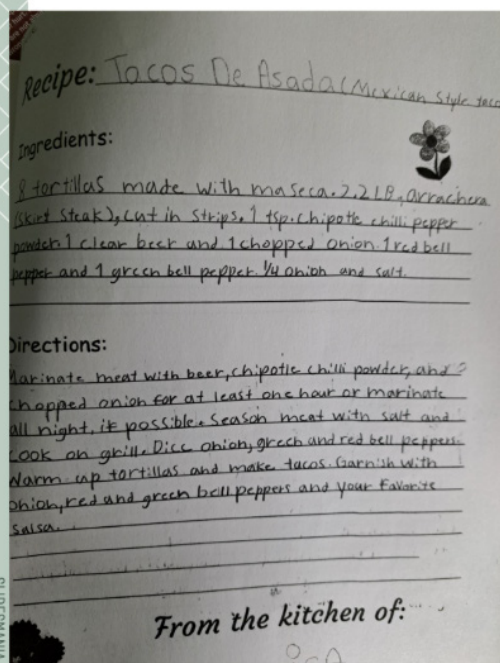
- Students are asked to bring a favorite recipe from home.
- Recipes are compiled and made into a class cookbook for students to take home on Mother's Day.
- Students are encouraged to bring a recipe special to their family.

Multilingual and Multicultural Books

- Increasing the number of Spanish language books in the library.
- Adding Spanish bilingual books to the classroom libraries in multiple grades.
- Adding books to the libraries that have multicultural representation and allow the students to see themselves in the stories that they read.

Strategic Grouping and Peer Scaffolds

Across the district, educators are intentionally grouping language peers together to deepen content access. This includes pairing students for writing activities where one student may be monolingual and the other bilingual, enabling reciprocal support in constructing bilingual texts and building confidence.

The Wittenberg-Birnamwood School District demonstrates that with a commitment to inclusive practices, small districts can create dynamic, multilingual ecologies. Their translanguaging efforts—from morning announcements to high school poetry—showcase what's possible when educators affirm student identity and provide consistent opportunities for language choice.

About Me

I am From

I am from arroz con leche.
From de la rosa and tajin
I am from the calming
Peaceful, quiet
The smell from a homemade meal
I am from a sunflower,
Yellow, orange, and seedy
I'm from rosca de reyes and brown eyes
From Alma and Carlos
I'm from the family meals and fiestas
From el cucuy and la llorona
I'm from Virgen de Guadalupe, the queen of Mexico
I'm from Cortazar, Guanajuato, Mexico
Tortas, arroz con mole
From the fresh salsa in the air to the chiles in my lungs
From the oldest to the youngest we always listen to mom
In the living room on the wall there is us all
Always remembering that we have each other

Group Students Intentionally

Grouping students with similar language backgrounds, when instructionally appropriate, can offer powerful opportunities for translanguaging. These groups can draw on shared linguistic resources to deepen content understanding.

Example: Science and Social Studies in 5th Grade
Jack Poppitz, a fifth-grade teacher at Belleville Elementary School, regularly groups Spanish-speaking students together to discuss content-area concepts in their home language.

During one observation, five Spanish-speaking students were grouped together for science and social studies. Within this small group:
- Two students had exited the ELD program but used both English and Spanish with their peers.
- Two others had lower Spanish proficiency and were exposed to new vocabulary in their L1.
- One student had lower English proficiency and relied on peers for support in Spanish.

Takeaway: This multilingual learning environment supported all students, regardless of language proficiency level, by allowing them to teach and learn from each other.

Utilize Tools and Technology

The number of curricular resources available in Spanish and other languages has grown substantially. While not every curriculum includes multilingual options, especially beyond Spanish, technology offers a way to bridge that gap.

Create and Translate Instructional Materials
Thanks to AI and online tools, teachers and support staff can now create and adapt materials with greater speed and precision than ever before.

Common tools include:
- ChatGPT
- Canva
- Diffit
- Magic School

These platforms can be prompted to generate multilingual content at different grade levels and reading levels.

Relative Pronouns - Pronombres Relativos

🔲 ENGLISH: Relative Pronouns — who, whom, whose, that

These words help **connect ideas** and give **more information** about someone or something.

___

🧑 Who

Used for people — when the person is **doing something**.
✅ *The teacher **who** helps us is nice.*
("Who" tells more about the teacher — she helps.)

___

🧑‍🤝‍🧑 Whom

Also for people — when **something is done to** that person.
✅ *The girl **whom** I saw is my friend.*
("Whom" is the one who is seen.)

___

👫 Whose

Shows **ownership** or **belonging**.
✅ *The boy **whose** dog barked lives next door.*
(The dog belongs to the boy.)

___

🐶 That

Used for **people or things** — to give extra information.
✅ *The dog **that** barked is mine.*
✅ *The girl **that** won the race is my sister.*

🔲 ESPAÑOL: Pronombres Relativos — que, quien, cuyo, que

Estos pronombres ayudan a **unir ideas** y **dar más información** sobre alguien o algo.

___

👪 Que

Se usa para **personas o cosas** que hacen algo.
✅ *La maestra **que** nos ayuda es amable.*
("Que" es como "who/that" — une y da más información.)

___

🧑‍🤝‍🧑 Quien

También para personas, pero más formal o después de una coma.
✅ *La niña, **quien** vi ayer, es mi amiga.*
(Parecido a "whom" — más formal.)

___

👫 Cuyo

Muestra **posesión** (de quién es algo).
✅ *El niño **cuyo** perro ladra vive aquí.*
(El perro es del niño.)

___

🐶 Que (como "that")

Se usa para **personas o cosas** — como "that".
✅ *El perro **que** ladró es mío.*
✅ *La niña **que** ganó es mi hermana.*

This exercise was created using Chat GPT to accompany a fourth-grade grammar lesson from the writing curriculum, which is only available in English.

Windshield Wipers

Windshield wipers were invented to help drivers see clearly when it's raining or when there's dirt on the windshield. The idea was created by a woman named **Mary Anderson in 1903**. She noticed that trolley drivers had trouble seeing through their windows when it was snowing, and she wanted to fix that problem.
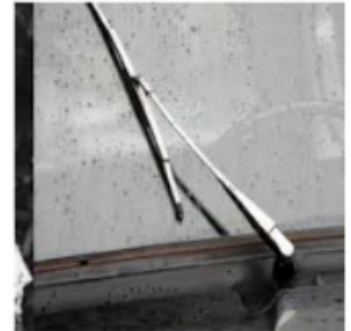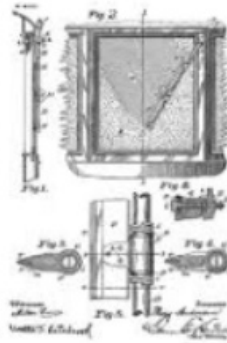
Mary thought it would be a great idea to have a device with a moving blade that could wipe the snow or rain off the window while the driver was still driving. She got a patent for the idea, which means she had the official right to make it. At first, people didn't think the idea was that great, but later on, car makers started using windshield wipers in all cars. Now, they're an important part of every car to keep the driver safe and the windshield clear.

Los limpiaparabrisas fueron inventados para ayudar a los conductores a ver claramente cuando está lloviendo o cuando hay suciedad en el parabrisas. La idea fue creada por una mujer llamada **Mary Anderson en 1903**. Ella notó que los conductores de tranvías tenían problemas para ver a través de las ventanas cuando nevaba, y quería solucionar ese problema.
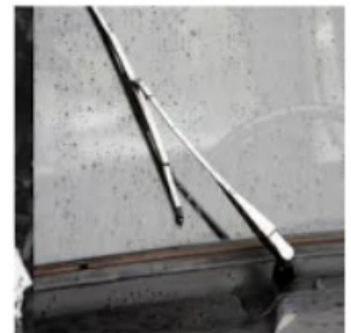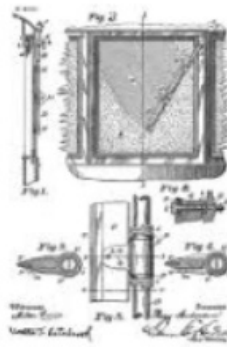
Mary pensó que sería una excelente idea tener un dispositivo con una hoja móvil que pudiera limpiar la nieve o la lluvia del parabrisas mientras el conductor seguía manejando. Ella obtuvo una patente para la idea, lo que significa que tenía el derecho oficial de hacerla. Al principio, la gente no pensaba que fuera una gran idea, pero más tarde, los fabricantes de automóviles comenzaron a usar limpiaparabrisas en todos los autos. Ahora, son una parte importante de todos los autos para mantener al conductor seguro y el parabrisas limpio.

This resource was created using Chat GPT to accompany a fourth-grade research lesson from the writing curriculum, which is only available in English.

Support Oral Communication with Translation Devices

Translation tools are also helping to eliminate communication barriers. The following tools can be used for oral conversations, small-group work, and whole-class interactions:

- Google Translate app (especially the mobile version)
- Pocketalk
- Time Kettle translating devices

These tools empower students and teachers alike to communicate socially, academically, and organically across languages in real time.

Tip: Some of these devices require practice or training for optimal use. Be sure to offer support for both staff and students in using them effectively.

## Make Content Accessible for Students Who Cannot Yet Read in Their L1

Some students speak a home language fluently but do not yet read or write in it. These students can still benefit from multilingual print materials when paired with read-aloud technology.

For example:

- Translating pens or tools that read printed text aloud
- Google Translate camera feature (for image-to-text-to-speech translation)
- Text-to-speech tools built into devices

These tools are especially helpful for newcomers, but they're also effective for any student learning to make cross-linguistic connections.

Engaging with curriculum in a student's home language helps activate background knowledge, strengthens conceptual links, and builds confidence in new content.
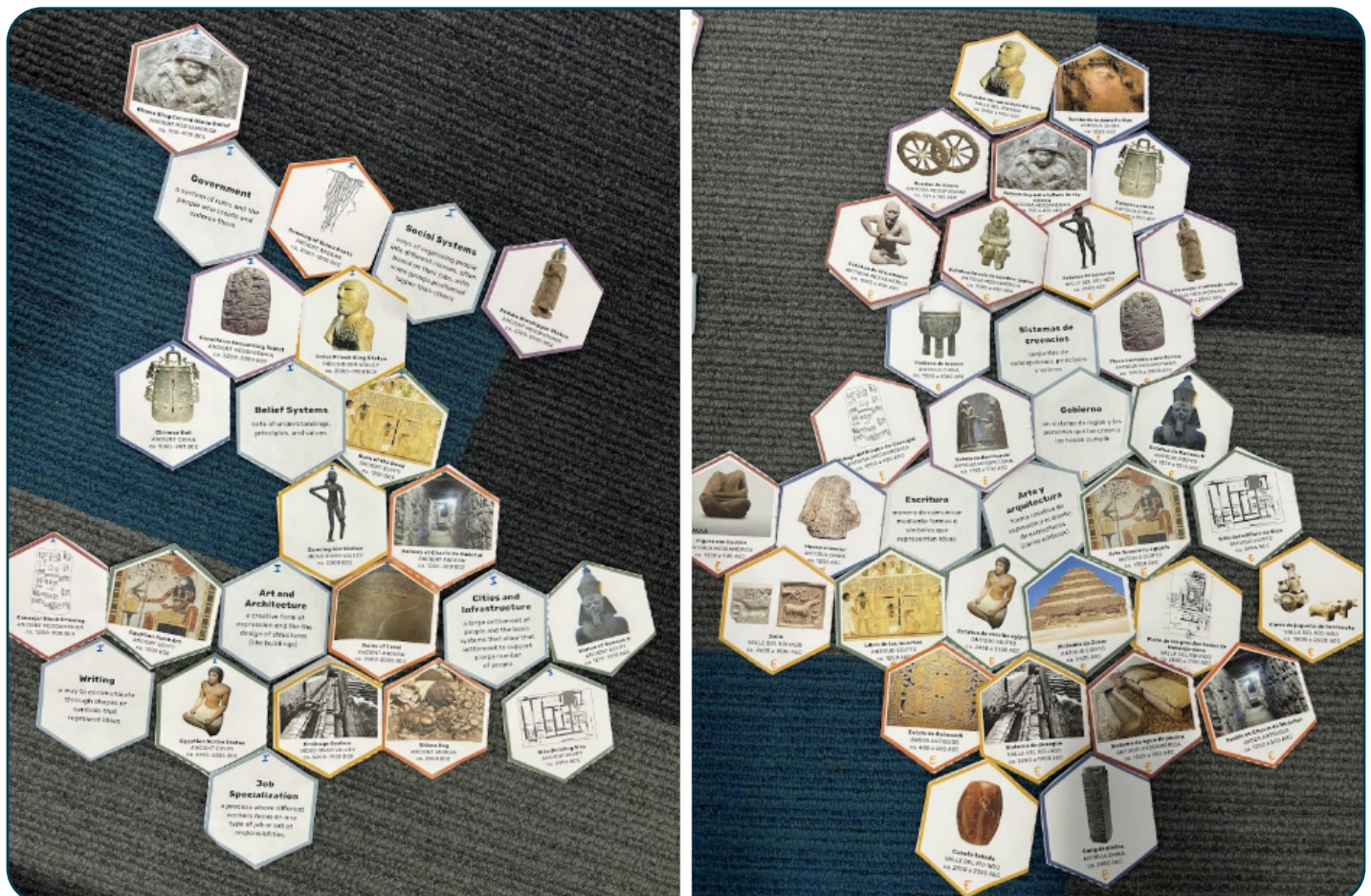
This image shows that just by having curricular materials available, students may opt to use the Spanish resources and, along with leveraging their own linguistic repertoires, can make connections between the language AND content.

Intentional Scaffolding and Modeling

The scaffolds teachers provide often determine what language students choose to use. Even when we explicitly give students freedom to choose their language, they frequently follow the modeled example or the language used in the scaffold.

This is where translanguaging becomes a matter not just of permission, but of design.

Example: Language of the Scaffold Determines Language of Student Response

During a translanguaging unit developed for a curriculum project, Katie Worple, a Multilingual Teacher at Belleville Elementary School, noticed a clear pattern:

- When she wrote in English and provided sentence frames in English, her students wrote in English.
- When she modeled in Spanish or offered Spanish sentence frames, her students wrote in Spanish, even when she told them they could choose.

This illustrates how students tend to follow the linguistic cues provided by the teacher.

Takeaway: The language of the model matters. If we want to encourage flexible, cross-linguistic meaning-making, we must provide multilingual scaffolds that reflect those choices.

Example: Bilingual Anchor Charts as Affirmation Tools
Corinna Anderson, a former fourth-grade teacher at Belleville Elementary School, noticed a similar pattern. In a classroom where the default expectation was English, students rarely used their home language, unless explicitly invited to do so.
To address this, Corinna used the camera feature in the Google Translate app along with support from other Spanish speakers in the building to create bilingual anchor charts. These visual aids allowed students to revisit key concepts and feel affirmed in their language choice just by looking around the classroom.

Corinna's bilingual anchor charts became not just tools for content review, but symbols of belonging and invitations to use students' full linguistic repertoires.
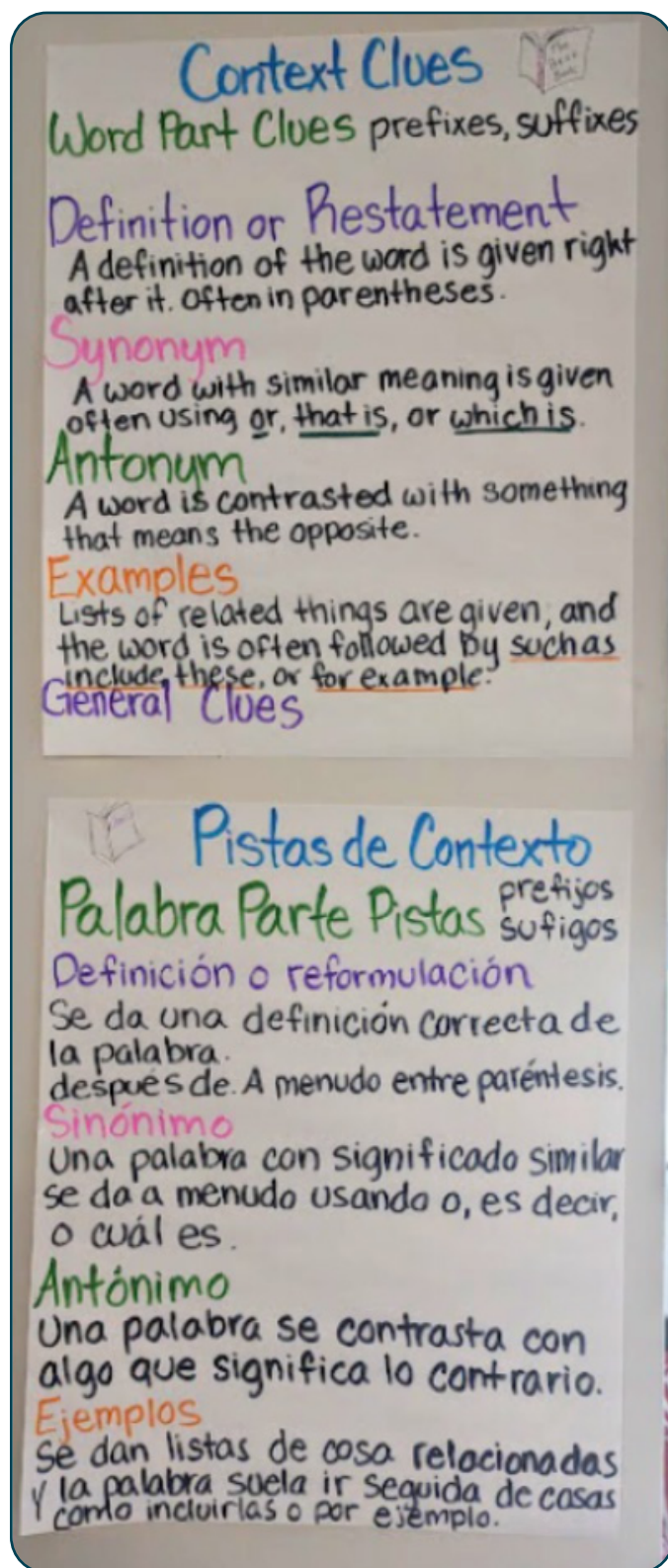
One fourth-grade teacher used the camera feature on the Google Translate app to translate her English anchor chart, which helped her recreate the anchor chart into Spanish.

Example: Visual Expression as a Linguistic Bridge

In one case, a first-grade multilingual learner didn't want to diverge from the model provided by her teacher, who had written only in English.

The student still wanted to include her native language of Spanish, so she incorporated Spanish words and ideas into her illustration instead of her written text.

Insight: Even when language production feels risky, students will find ways to bring their full identities into their work, especially if we create multiple modes for expression.

These examples demonstrate that translanguaging pedagogy isn't just about "letting" students use their languages. It's about how we design instruction that invites, values, and sustains that use.
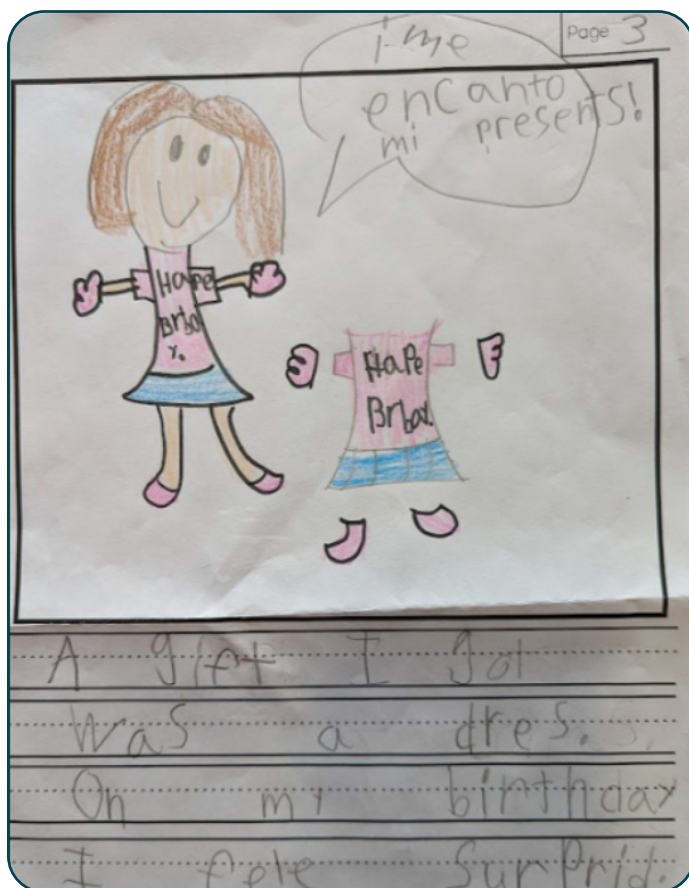
This first-grade ML student did not want to stray from the example provided by her teacher. The student wanted to include her native language of Spanish and chose to do so in her illustration in lieu of her writing.

Conclusion

Research suggests that multilingual students are more likely to achieve academic success when their linguistic resources are valued and incorporated into instruction (Wright, 2019). Translanguaging is not just a strategy. It's a transformative pedagogical approach that enhances comprehension, engagement, and student confidence across all content areas.

Katie Worple challenges educators with a powerful reflection:
"Is it important that kids know it—or is it important that kids know it in English?"

This question is central to equity in education. Once we commit to creating truly multilingual learning environments, we must also commit to capitalizing on the growing number of tools and strategies that sustain them. Every educator has the capacity to contribute, regardless of program model or language background.

Our students deserve learning spaces where their languages are not only allowed, but expected, celebrated, and leveraged as assets.

Next Steps for Districts

Whether you're just beginning or looking to grow your translanguaging practices, here are five actionable steps to support implementation in your school or district:

1 **Conduct a Staff Audit**
Reflect on current beliefs and practices around language use. Ask:
- Are students encouraged to use all their languages to learn?
- Do our materials and classroom environments reflect linguistic diversity?

2 **Provide Professional Development**
Offer training on:
- Translanguaging strategies and the translanguaging stance
- Systemic Functional Linguistics and metalinguistic awareness
- The role of language in content-area learning

3 **Equip Classrooms with Multilingual Texts and Anchor Materials**
Ensure teachers have access to:
- Books and instructional materials in students' home languages
- Translation tools and multilingual displays
- Sentence stems and scaffolds in multiple languages

4 **Normalize Translanguaging Across Content Areas**
Support all teachers in:
- Embedding translanguaging in math, science, social studies, and ELA
- Using student languages to support concept development and discourse
- Modeling language flexibility and multilingual thinking

5 **Include Families in Culturally and Linguistically Inclusive Activities**
Partner with families to:
- Celebrate cultural and linguistic assets through classroom events
- Translate school communications
- Invite multilingual participation in storytelling, celebrations, and curriculum

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