

PLUSS Framework Crosswalk
With Elements from Chapters 8 and 9 of *Teaching Math to Multilingual Students*

PLUSS Element	Connection to Chapter 8 and 9
Pre-teach critical vocabulary and prime background knowledge	-Problematizing content- establishing a real world need or purpose for the math (page 130-131). For an example, see “Mystery Coin” problem from page 131. -Draw students’ attention to how new knowledge connects to previous lessons (page 134). -To determine which words to teach, refer to guiding questions on page 119.
Language modeling and opportunities for practicing	-Use revoicing to “positively acknowledge or redirect students to correct forms” -Model discourse directly (page 135)
Use visuals and graphic organizers	-See guiding questions from page 119. -Example of visuals on page 105.
Systematic and explicit instruction	-”We do not learn language through “osmosis” or by solely interacting with fluent or native-like speakers; teachers must explicitly teach it.” (page 104) -See transcript on page 109-110 for an example of explicitly teaching mathematical terms.
Strategic use of native languages and teaching for transfer	-Recognizing and valuing MLs’ multiple responses -Permit students to translanguage -Use students’ funds of knowledge (page 135) -Incorporate cognates (page 113)