Children who grow up translating and interpreting for their parents develop advanced skills in language and rhetoric that are not often recognized in classrooms. This chapter highlights the advanced audience awareness skills that child language brokers develop, and offers ideas for first-year writing teachers to incorporate these skills into classroom activities and assignments. The purpose is for all students, mono- and multilingual, to develop and practice advanced audience awareness. Ultimately, this research seeks to add to the mounting evidence that counters the persistent deficit-based assumptions made in America about multilingualism.