



Expanding Reading Instruction with Multilingual Learners

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Lori Hanna

Lori.Hanna@wisc.edu

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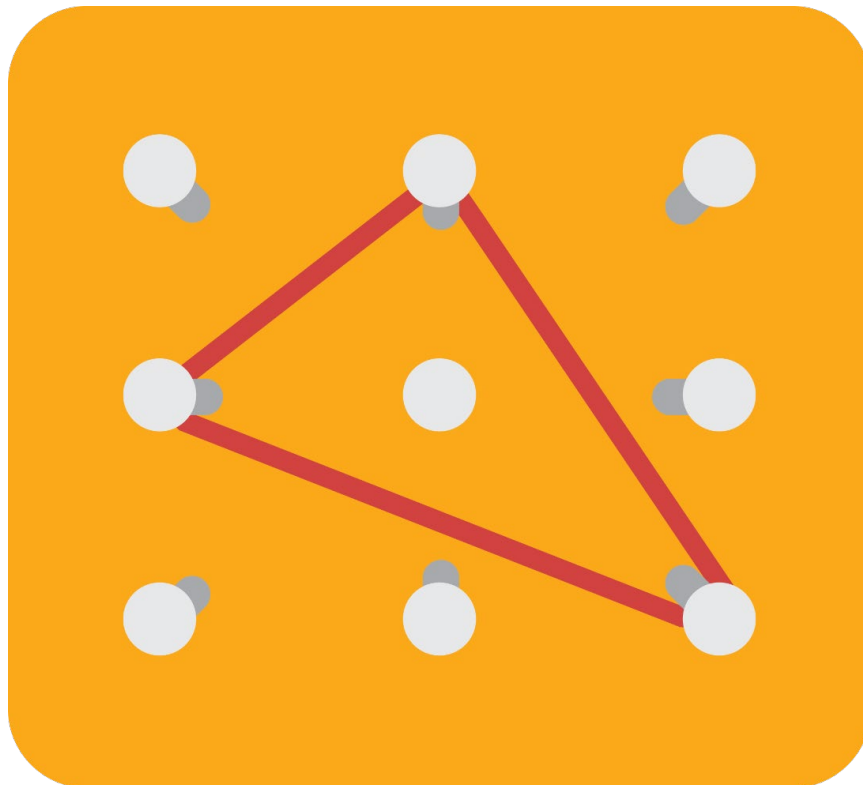
Learning Outcomes

1. Name important qualities of **expansive reading instruction** for multilingual learners
2. Identify key information about **how reading develops** for multilingual learners
3. Identify one way to **shift reading instruction** to be more expansive and inclusive for multilingual learners

Current Reading Practices: Geoboard Activity

What do you see as central to your practice of teaching reading with multilingual learners? Label the pegs closest to the center of the board with phrases that represent those aspects of your practice.

Which areas represent opportunities of growth for you in teaching reading with multilingual learners? Label the pegs farther from the center with phrases that represent those aspects.



Becoming a Reader

We invite you to consider how you became a reader.

- How did you become a reader?
- Did you see yourself in the books that you were reading?
- What were some of your earliest memories of reading?

After watching the video of Sam, a pre-service teacher at the University of Wisconsin, discuss the following question.

- How does what you heard connect to your reading instructional practices for multilingual learners?

Reading Development and Multilingual Learners: Research-Based Guideposts for Equitable Literacy

As you read, annotate the text using symbols to show your response to the text.

? I have a question or I'm unsure about this part

♥ I like this or have a personal connection

What do diverse multilingual learners need for their reading and literacy development?

This is a question that researchers and educators often ask as they look for ways to provide equitable and robust literacy instruction for multilingual learners. The process of learning to read works in a similar way, whether one is learning to read in their first or subsequent languages (Goldenberg, 2020); however, there are important considerations when designing literacy instruction for multilingual learners that often are not reflected in curriculum and instruction designed for monolingual students. Here, we offer a brief synthesis of research around five essential components of equitable literacy instruction for multilingual learners across grade levels and subject areas.

1. Building on students' cultural and linguistic assets

- All students gain important cultural and linguistic knowledge and resources by participating in the valued practices of their families and communities. As reading is a social and cultural activity, it is important for educators to understand, learn from, and build on multilingual learners' histories of participation in the language and literacy practices of their homes, schools, and communities (Souto-Manning, 2016; Souto-Manning & Martell, 2016; Gutierrez et al., 2009; Lee, 2007; Gutierrez & Rogoff, 2003).

- A reader's knowledge of and experience with the content or topic of reading plays a key role in reading comprehension, sometimes outweighing reading ability (Recht & Leslie, 1988). Prior knowledge activation benefits students' reading comprehension at all phases of the reading process -- before, during, and after reading (Hattan et al., 2023).
- Deficit-based assumptions and perspectives about what students know and can do, or a lack of awareness and understanding about students' cultural and linguistic assets, including their home languages and literacies, can limit educators' ability to draw attention to and leverage students' prior knowledge as a resource for learning (Hattan & Lupo, 2020; Ballenger, 2019; Martinez et al. 2017; Moll, 2014; Lee, 2007).

2. Developing oral language comprehension

- Spoken language is the basis for written language (for hearing students). In learning to read, students learn how sounds are mapped to print (Seidenberg & Cooper Borkenhagen, 2020). Children learn key skills such as phonological awareness through meaningful experiences with language, such as interacting with others. Through playing with language (with rhymes, songs, and talking with others), children also learn that words are made up of individual sounds (phonemic awareness) that can eventually be mapped to letters and decoded (and encoded) as words (Goswami, 2020).
- Children/students need ample interaction with others to build a basis of any (spoken or signed) language to support the learning of the initial, foundational skills of reading (Burkins & Yates, 2021). Older students also need continued, extensive verbal interaction, so that they can continue in their skills that transfer to their abilities to read new words and comprehend increasingly challenging text (Burkins & Yates, 2021; Goldenberg, 2020).
- Practices such as translanguaging enable multilingual learners to use all of their linguistic resources to develop oral language skills and to support the development of academic literacies (Noguerón-Liu, 2020).

- For multilingual learners in the upper grades who are learning to read in English, contextual factors (immigration, level of literacy in the first language (Jared, 2014) and level of school-based background knowledge (Lesaux & Kiefer, 2010) can influence literacy development (Harper & DeJong, 2004). Continuing to build oral language skills is crucial for leveraging and supporting their development in reading comprehension as students encounter increasingly complex texts (Lesaux, 2006; Burkins & Yates, 2022).

3. Expanding and strengthening vocabulary, word knowledge, and word recognition

- Word knowledge is an overarching concept that refers to the ability to read, recognize, and know how to use words. Regardless of the language a child speaks (or signs), words are learned implicitly through immersion in a language-rich environment (Lee et al., 2020).
- There are many facets of word knowledge, such as understanding the component parts of the word (morphology), semantics of the word (multiple meanings, synonyms, antonyms), and even the social appropriateness of a word's use depending on social situations (Lesaux & Kiefer, 2010; Freeman & Freman, 2014).
- Children who speak different languages often come to the learning task with vast arrays of word knowledge in multiple languages (Martinez, 2018). However, they need to build connections between and among languages through deep, personally relevant experiences learning words (Beck et al., 2013; Lesaux & Kiefer, 2010; Molle et al., 2022).
- The ability to recognize and read words with automaticity is tied to word and text comprehension (Shanahan, 2012, Grabe, 2010). Fluent word recognition can be achieved through extensive reading, including repeat readings of texts for practice building prosody, expression, and automaticity (Grabe, 2010; Shanahan, 2012).

4. Developing reading comprehension and academic literacies

- Academic literacy development for multilingual learners involves making meaning across languages, modes of communication, text genres, and literacy practices used in home and school contexts. Students' everyday reasoning and sensemaking practices, (e.g., critiquing a music video or translating a text for a family member) are valuable skills and resources in the process of developing academic literacies (Lee, 2014; Martinez et al., 2008; Pacheco, 2015).
- Reading comprehension is an active, iterative process of meaning-making that depends on executive functioning skills (attention, working memory, cognitive flexibility, and planning), motivation, and engagement (Duke & Cartwright, 2021).
- Skilled readers can efficiently use combinations of strategies (activating prior knowledge, making predictions, setting reading goals, monitoring comprehension, asking questions, making inferences, summarizing, evaluating the text, and engaging in critical dialogue with the text) to comprehend texts. Research supports teaching students to use multiple strategies in flexible combinations, and engaging students in frequent discussions about text comprehension (Grabe & Yamashita, 2022; Duke & Cartwright, 2021).
- Awareness of discourse structure (how a text is organized) and variation across text types, genres, and disciplines is an important resource for developing reading comprehension (Grabe & Yamashita, 2022) and academic literacies. Students need explicit instruction in interpreting texts to understand how the organization of ideas and language patterns in disciplinary texts are shaped by norms and practices of constructing and communicating knowledge in the disciplines (Moje, 2015; Shanahan & Shanahan, 2008).

5. Fostering equitable literacy learning

- Reading is more than a technical skill; reading is for the purpose of expanding one's world view and being able to critically examine and act on the world (Freire & Macedo, 1987). As such, literacy instruction should support the development of students' capacities to access, comprehend, use, evaluate, and critically reflect on

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texts (Aukerman & Schuldt, 2021) in ways that further students' own goals for their lives and education.

- All students need foundational reading skills (e.g., decoding) in order to develop more advanced or specialized literacies; however, students at any point in their literacy development and at every English proficiency level should have opportunities to develop literacy through grade-level content and participation in meaningful and interactive learning. Teaching reading should encompass both learning to read texts for different purposes and learning to engage with others in making meaning of ideas and concepts in texts (Aukerman & Schuldt, 2021; Shanahan & Shanahan, 2008).
- Books can allow readers to view and experience different worlds, learn about the multicultural nature of the world in which they live, and see their own worlds and experiences reflected in positive or negative ways (Sims Bishop, 1990; McNair & Edwards, 2021). To promote equity, literacy instruction should take into account how cultural perspectives, identities, and experiences are represented in reading materials and curricula, and ensure that multilingual learners have opportunities for self-affirmation as well as opportunities to understand others' diverse experiences and worldviews.

Guidepost Notes:

Perspectives from the Classroom

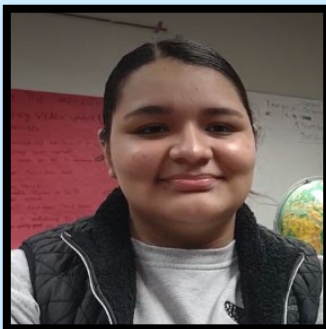
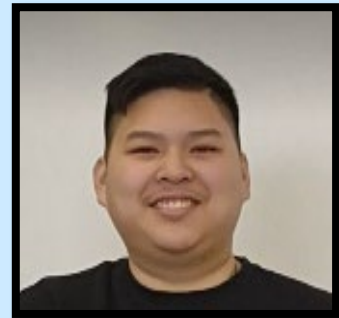


“The more I read, and particularly the more I read in English about the different fields like science or social studies or history or math, the more I believe I could perform in those areas and the more I could explore those areas and find new interests which, you know, I hadn't had that opportunity.”

-Ms. Borrea

“Whatever page I'm reading, I'll always read it twice for some reason, just so then I know what's happening. Like I said, I want so I know what's gonna happen next or maybe what would happen next. So that's why I always read the book, the pages twice, so I know the full understanding of the book.”

-Troy



“Cuando leo me los creo en mi propia mente, entonces, pues me parece entretenido. Estoy en un mundo diferente, estoy creando un mundo diferente.”

“When I read I believe it in my own mind, then, well, I find it entertaining I am in a different world, I am creating a different world”

-Genesis

“I know reading is good for me and if I actually start to read, I get more interested in it. I would want my reading teacher to know that sometimes I can comprehend but I do have to take my time to think and actually talk it out and figure it out the full story.”

-Ruth



Empathy Interview for Reading Instruction Example

The purpose of this empathy interview is to gain insight into a particular student’s perspective and experience with reading. This one-on-one conversation is an opportunity to engage in deep listening to students’ stories and their truths so that educators and students can engage together to envision more inclusive learning spaces.

- Listen with an open mind while checking your own biases
- Observe tone, emotions, and body language
- Ask open-ended questions to explore the students’ ideas (Can you tell me more?)
- Provide translation resources where needed (translator tool, interpreter, etc.)

Write a few questions that promote student storytelling focused on their experiences with reading and reading instruction. Craft questions that position you to listen more than you talk.

Here are a few examples:

- What do teachers do that helps you with your reading?
- What makes you like or dislike reading (in any language)? Why?
- How does the teacher value the knowledge and experiences you bring to school? How could this be improved?

Question	Notes
What did teachers do that made you like or not like reading	(like reading) - games and fun activities Stuff I don’t like – make us read by ourselves and without telling us what to do
Do you feel like the stories at school are related to you?	Mostly not, but sometimes. A story about a family that loves each other relates to me because I love my family
What advice would you give to teachers to help them teach reading better?	Explain more and help them out Except for yelling at them , some of them could be with disabilities, help them out (repeated)

To reflect, highlight key words or ideas from your notes. Then, respond to these questions:

- What did this reveal to you? about your student’s needs? learning experiences?
- What steps or actions might you take next?

I learned from this interview that Angel likes reading because she enjoys learning and for her, reading is interactive. She doesn’t like being left alone to read. Now going forward, I know that partner work and project work is important to Angel’s reading development. It’s also apparent that she has had some negative experiences with reading like being yelled at for not understanding. I also want to try helping her find more books that she feels relate to her. One next step for me is to see if I can find some books that she might find more relatable.

Family Questionnaire for Reading Instruction Example

A family questionnaire gathers insight into a multilingual families’ feelings, perceptions, and goals of their child’s reading experience. The purpose is to enrich an educator’s ability to connect to and support family literacy assets that multilingual learners bring to school.

This is a guide for you as you develop your own questionnaire to give to the families of your multilingual learners.

- Consider the context of your specific school and multilingual families
- Stay open-minded and keep questions neutral and unbiased
- Provide translated resources where needed (liaison, translator, etc.)
- Keep the length of the questionnaire short and manageable

	Often	Sometimes	Never	Don’t know
My child’s culture and identity are valued in school.				X
My child feels a sense of belonging in the classroom.				X
My child likes the books they read at school.		X		
My child likes reading at home.			X	
My child likes listening to stories at home.	X			
My child likes telling stories at home.	X			
My child’s teacher asks me about my goals for my child’s reading development.		X		
My child can find books outside of school that represent our families’ culture.	X			

Potential open-ended questions

- What is going well for your child right now in reading? Why?
- What should we know about your family’s culture and values to best support your child?
- What would you like to see in our reading classroom?
- What questions or concerns do you have about reading at school?
- What are topics or stories that you enjoy discussing at home? How are these stories shared?

Educator reflection questions

- What patterns did you notice? How can these responses inform your reading instruction practices?
- How can you continue engaging with multilingual families to deepen your understanding of family literacy practices?

I noticed that some children seem to have a negative perception of reading, but they like other aspects of literacy, like telling stories. I wonder if we need to reframe reading. I also would love to follow up by asking parents who marked “often” for the last question if they’d be willing to share with me some book titles that they feel represent their family’s culture, and I could try to bring some of those into my classroom library.

Community Literacy Mapping Example

This activity's purpose is to discover ways to connect to and support multilingual learners' literacy resources and assets.

Ask your students to map their community by identifying important places where they experience literacy, including oral language. To scaffold this process, model the community literacy mapping process by showing your own example as the teacher and then creating a literacy map of the school together with students.



Sample Prompts:

What are some important places in your community?

What do you do there?

What can you see or hear there?

What kind of reading do you do there?

Which languages do you use?

Next, choose a place on your students' literacy maps to go visit. Remember to stay focused on discovering assets.

Reflect on your students' literacy maps using the following guiding questions:

- What literacy assets did you notice? How do you see evidence of these assets already present in the classroom?
- How can the assets you noticed inform or support your reading instruction?
- How can you engage with multilingual communities to deepen your understanding of community literacy assets and bring those assets into the classroom?

I can see evidence of my students' love for some of these activities in my classroom, like soccer or video games for example, but I hadn't thought about how the students type to each other when they play video games. I also loved learning about what a paletaeria is and seeing all of the observations my student made about the language and literacy she sees there. I would like to follow up by going to this paletaeria to notice and experience literacy practices there and while I do that, I'll think about how these literacies might connect to my classroom practice to help the students really see a purpose for literacy in their daily lives.

Research to Practice: Building on Assets

What are some ways to activate students' prior knowledge in reading activities?

- Connect to students' experiences and expertise when selecting the topic, text, and materials.
- Be intentional about eliciting what students have already learned or experienced at home, in their community or at school.
- Plan multiple ways for students to share their knowledge and experiences: with a partner, in small groups, in writing, through photographs or realia, by drawing, or using languages other than English.
- Welcome diverse language use, including first language use, translanguaging, and translation, as these processes help students develop stronger networks of knowledge between and among their languages (metalinguistic awareness).

What can I do to better understand how students' prior experience and cultural and linguistic practices influence the way they might approach or interpret a text?

- Avoid deficit-based views or assumptions about students' prior knowledge, cultural practices, and language practices and uses—e.g., labeling students' ideas as misconceptions or judging them as incomplete; assuming that students don't have a home language, or that their everyday language practices are incorrect or not useful for school purposes.
- Establish respect for diverse perspectives as a classroom norm.
- Read about a topic from different perspectives.
- Ask questions like, "What individuals or groups might have a different perspective on this? Who may have been left out of this discussion, and what might they think? How can we learn their perspectives?"

How can I show students that I value their experiences, ideas, and knowledge?

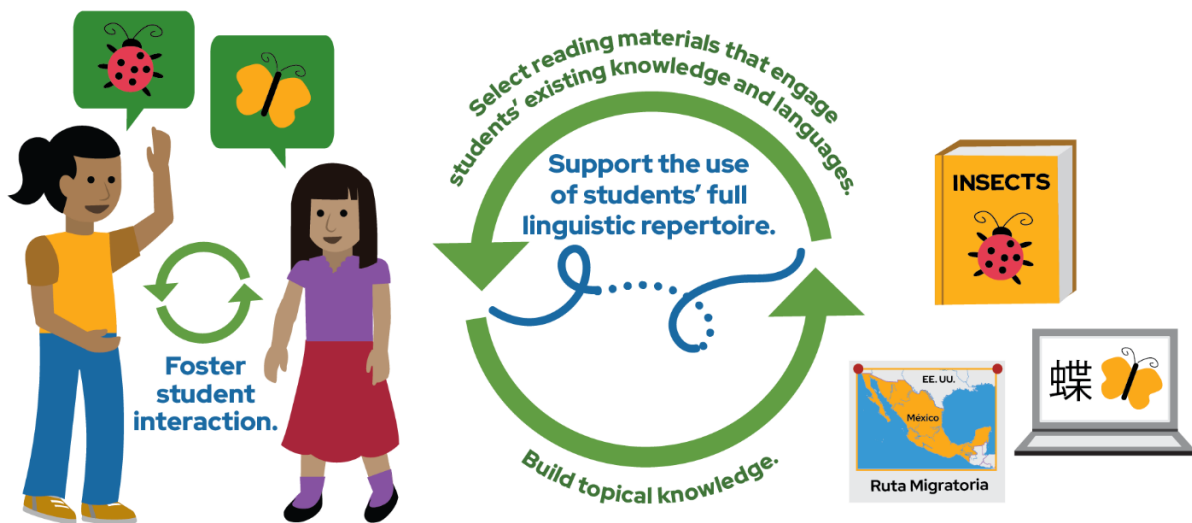
- Write or repeat what students share in their own words.
- Make the range of student ideas accessible to all by using a shared online document or anchor chart. Reference those student ideas in discussions and questions and encourage students to do so.
- Demonstrate interest in learning about and understanding different perspectives or ways of knowing.
- Prioritize learning from diverse communities over learning about diverse communities.
- Connect content to the experiences of students throughout a unit, not only at the beginning.

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Connect

What insights or reflections do you have after viewing the Tools to Build on Student Assets?

Connecting Literacy Learning to Students



Reading and Oral Language Research Highlights

As you read, annotate the text using symbols to show your response to the text.

Δ this changed my thinking

+ this is a new idea

? I have a question

♥ I like this or have a personal connection

1. Listening to and speaking with others develops foundational reading skills.

- Students need to comprehend lots of words to be able to read; therefore, they need many opportunities to listen to and speak with others. Spoken language is the basis for written language (as sign is for many deaf learners). Learning to read is learning a new use of language: how the sounds and words of a language are mapped to print (Seidenberg & Borkenhagen, 2020).
- A broad base of spoken or signed language is necessary to support the learning of the initial, foundational skills of reading (Burkins & Yates, 2021; Goldin-Meadows et al., 2001), and also to continue to grow as readers who can read and comprehend increasingly challenging words in text (Goldenberg, 2020). As children progress into higher grades, they also need to learn the disciplinary language used in different subjects through authentic conversation and spoken interaction (Molle & Wilfrid, 2021; Aukerman & Schuldt, 2020).
- Students need rich encounters with words in any language, whether spoken or signed, (Lee et al., 2020) to become readers. Multilingual children benefit from support in developing their first language through educational experiences that support their multilingual development, such as through bilingual education (Garcia, 2011). Engagement with others—conversations about texts—can enhance engagement and motivation for reading (Aukerman & Schuldt, 2021), both thought to be critical to success and independence in reading (Schiefele et al., 2012).

2. Readers need to know a lot of words to read, and these words are best learned through authentic interaction and instruction.

- Students work with tens of thousands of words and word families (Beck et al., 2013) in their K–12 education. While instruction can play a significant role in boosting word knowledge, most of these words are learned implicitly. In other words, students learn language through meaningful interaction --whether speaking, listening, reading, or writing--with others (Seidenberg & Borkenhagen, 2020).
- In their early years, children learn words primarily through oral interaction. However, the context of this learning changes in later grades when students are also expected to learn new vocabulary through reading and writing. Without the gestures and intonation oral language affords, learning words—and the increasingly abstract words found in text-- becomes more difficult (Beck et al., 2013). Therefore, students need rich and explicit instruction in building word knowledge. For multilingual learners, it helps to integrate this instruction throughout the reading process and to make it personally relevant, interactive, and grounded in experience (Molle et al., 2021).
- Students need to know a lot of words to make sense of a text, since many common content words in English are ambiguous (desert, table, count, court, scoop, volume, key). Understanding the meaning of ambiguous words requires knowing the words that surround them and provide context, and generating and revising hypotheses about their meaning, finally settling on the one that makes the most sense (Seidenberg & MacDonald, 2018).

3. Listening comprehension is critically important for reading comprehension.

- Listening comprehension is an essential precursor of reading comprehension. Reading comprehension begins when children learn to understand and use spoken language, long before they learn to decode (Burkins & Yates, 2021).
- Comprehending a text means that enough words on the page activate language that is already there in children’s heads. Burkins and Yates say that “...if children cannot understand enough of the words and sentences when they are spoken, they will not comprehend the same words and sentences when they read them” (2021, p. 17).
- Listening is an active process of deciphering and discerning meaning from often ambiguous words and phrases. Not much attention has been paid to this area by literacy scholars (Wellman, Kim, Columba, & Moe, 2018), but it is critically important. Research tells us that by the eighth grade, nearly all of the differences in reading comprehension stem not from differences in decoding, but from differences in listening comprehension (Burkins & Yates, 2021).

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4. Engaging with others in sense-making conversations develops the discourse and reasoning patterns critical to learning disciplinary literacies.

- Just as oral language supports foundational reading skills, such as decoding, it also helps students with reading. As the textual demands increase, verbal skills (including word knowledge, discourse structures, and verbal dexterity in different social and academic situations) help support more advanced reading comprehension skills (Seidenberg & Borkenhagen, 2020).
- Making a concerted effort to ask open-ended questions, foster philosophical discussions (Aukerman & Schuldt, 2021) and bring forth and celebrate students' interests, lived experiences, and goals for reading instill a sense of agency in multilingual students, who are often relegated to remedial, reductive literacy experiences (Martinez, 2018).
- Reading for deep comprehension can look different for each discipline; therefore, engaging students in conversations about discipline-specific literacy strategies and discourse structures are key to fostering deep comprehension (Aukerman & Schuldt, 2021; Molle et al., 2021).

During Reading: Scenarios

Scenario 1: High School Economics

Mr. Andres is teaching a lesson on opportunity cost. After his students have listened to a 5-minute read-aloud, he asks them to pair up to talk about what they heard. They first share their understanding of opportunity cost, drafting a group definition. Then they discuss when they have had to make decisions in their own lives that involved this concept.

The students have rich discussions about their families making various decisions about their futures including the cost regarding their family's decision to emigrate to the USA for work. Next, student groups act out skits that illustrate opportunity cost in real life. The audience members watch and then identify the opportunity cost.

Mr. Andres' student teacher asks him why he chooses these kinds of methods over more traditional textbook-based teaching.



What research from the article might support Mr. Andres' choices?

Scenario 2: Early Elementary Family Night

At a family literacy night, Mx. Larsen is planning to model her closing circle for parents. During this meeting students gather at the end of the day and discuss their "glows and grows"- things that they are proud of and their goals for areas of growth.

Mx. Larsen has students discuss their ideas in pairs then share with the whole group. Mx. Larsen writes the glows and grows on the board. Mx. Larsen often hears students talking in pairs about things they learned during the day. For example, they overheard a pair of students discussing how well they understood "key details" in a non-fiction text that Mx. Larsen had read aloud. The conversations seem both authentic and academically rich to Mx. Larsen.

A school leader has asked Mx. Larsen how this activity showcases literacy for parents and families.




What research from the article might support Mx. Larsen's choices?

Scenario 3: Upper Elementary History

Recently, the principal walked by Ms. Rodriguez's classroom and found that students were out of their seats and talking to each other in pairs about a pre-reading video. In the first round of conversations, students told one another what they knew about the topic or what they wondered.

Every two minutes, Ms. Rodriguez instructed the students to change partners and the interaction began again. In these next rounds of conversation, each student was asked to relate an interesting idea or question they heard from a previous conversation partner.

The principal asked Ms. Rodriguez why she is stretching out the talking portion of the lesson and how she knows what the students are really talking about since she doesn't speak Haitian Creole.


 What research from the article might support Ms. Rodriguez's choices?

Scenario 4: Middle School Science

Mr. Park's science textbook recommends pre-teaching a list of words in each chapter, but he takes a different approach. He engages his students with phenomena to investigate. Working in small groups, students use a blend of their everyday English and home languages as they wonder about what they are seeing. They ask one another questions, read articles, watch videos, and suggest and revise their ideas about the causes of the phenomenon.

Mr. Park provides a quick lesson that breaks some words into the prefixes, roots, and suffixes that often convey meaning in science vocabulary--and will ask students if these words are like any they know in other languages. Mr. Park mixes his use of technical science vocabulary with the everyday language his students are using, so that students connect both with the experiences they are having.

A student asks Mr. Park why he teaches like this, instead of from the textbook like the other teachers.

 What research from the article might support Mr. Park's choices?

What Does This Research Mean for Multilingual Learners?

1. Multilingual students know a lot of words, perhaps in one or two other languages, and their knowledge about words can be leveraged as they learn new words in English.

- “We are often in such a hurry to expand [multilingual learners’] linguistic repertoires—to give them more words, for example—that we do not bother to notice what is already there” (Martinez, 2018, p. 519).
- “...it is important to counter [deficit] perspectives and to emphasize that lexical knowledge, or knowledge of words, is actually an area in which many of these students excel. In fact, some of these students know words in multiple languages” (Martinez, 2018, p. 520).

2. Teachers can recognize and highlight that multilingual learners may already know many of the English words they encounter in one or more languages.

- Practices such as finding cognates, having students offer translations in the languages they speak, or having students talk about what they know can help boost linguistic confidence and instill in students the idea that their knowledge of words is an asset to be built upon (Martinez, 2018).
- Purposeful use of translanguage scaffolds students’ sensemaking and ability to build metalinguistic knowledge—or knowledge of the systems underlying language(s). Scholars suggest that translanguage pedagogy can encourage multilingual learners to express themselves using their full linguistic repertoire, allowing for greater self-expression and engagement. In literacy instruction, teachers can encourage students to translanguage in discussions about texts (before, during, and after reading) or even incorporate translation activities that help students build awareness of the vocabulary and syntax of their spoken language (Garcia & Lin, 2017).

3. All students benefit from oral interaction: speaking and listening together. It is critical, however, for multilingual students learning to read in English.

- “Listening comprehension...the capacity to understand spoken language...develops through conversation, through hearing and sharing personal stories, and through interactions with rich texts. All of this exposes children to new ideas, new language structures, new vocabulary, and new concepts, until they can access these for themselves by reading increasingly complex texts” (Burkins & Yates, 2021, p. 11).

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- Oral language activities include both listening and speaking. Activities such as interactive read-alouds, storytelling that purposefully includes rich vocabulary, and planning for oral interaction throughout the day can encourage students to listen to and share ideas. Through listening to and sharing personal stories, students are exposed to new concepts, language structures and vocabulary words (Burkins & Yates, 2021). In short, planning instruction around listening and speaking helps students build crucial literacy skills.
- Teachers can prioritize and centralize oral language activities as an integral part of literacy instruction. Given that teacher talk still predominates in classrooms (Cazden, 2001) and considering that multilingual learners often feel reticent or even unsafe or fearful to speak in classroom environments (e.g., Suarez-Orozco et al., 2009; Valdés, 2005), teachers have ample justification to create inclusive spaces where interaction is encouraged and where multilingual learners have opportunities to participate in pairs or in small groups, as well as in whole-class conversations.

4. Conversations about texts enable multilingual students to bring their knowledge about languages, their varied life experiences, and their perspectives to enrich and broaden classroom discussions.

- “...encouraging flexible strategy use as part of wider talk about text may be more useful than teaching isolated strategies....effective discussions often emphasize open-ended questions, allow extensive student interpretive authority and utilize provocative text to encourage different viewpoints” (Aukerman & Schuldt, 2021, p. 88).
- “Honoring [student] variation requires shifting away from conceptions of reading comprehension as characterized by single interpretations and testable right answers, toward seeing [it] as an active creative process full of potentially enriching differences between readers” (Aukerman & Schuldt, 2021, p. 94).
- “...outcomes should not be rigidly fixed, but, instead, seen as varied ways of navigating literacy terrain that are meaningfully shaped by language and culture...a more expansive view of literacy development should acknowledge a wider, more unruly terrain across which students develop as readers.” (Aukerman and Schuldt, 2021, p. 93).
- Reading comprehension is not a set or singular destination. Instead, it is a process of active meaning-making, a flexible strategy deployment that is often unique to each individual. Because language and culture shape comprehension, we need a more expansive view of literacy development that provides students with opportunities to explore and leverage their knowledge and experiences as part of literacy learning.

- Teachers can encourage meaning-making through promoting discussion, asking open-ended questions, and encouraging multiple interpretations of a text over single right or wrong answers (Aukerman & Schuldt, 2021).

5. Because disciplinary literacy in any content area is shaped by culture, multilingual students benefit from conversations and explicit instruction that provide experience with the ways of reasoning, criteria for evidence, and patterns of engagement customary to those disciplines.

- “[Seeing disciplines as] culture or discourse communities draws attention to the need to help youth navigate from their home, community, and national cultural practices and discourses to and from those disciplines they are expected to learn in school” (Moje, 2015, p. 258).
- “... it is important to provide opportunities for students to talk with one another as questions are framed, data gathered, and claims formed” (Moje, 2015, p. 265).
- “... to teach disciplinary literacy, teachers need to involve learners in inquiry that allows the learner to gain insight into how questions are asked and examined and how conclusions are drawn, supported, communicated, contested, and defended” (Moje, 2015, p. 257).
- Teachers should facilitate conversations about the language and ways of constructing knowledge of each discipline: How are questions asked? What kind of data is gathered and presented? How are arguments made and presented? Asking students to inquire about and discuss disciplinary languages can help multilingual students read, write, talk, and flexibly navigate between the multiple discourses that they are learning across the contexts of home and school (Moje, 2015).
- Particularly as students reach the upper grades, teachers need to be aware that, for multilingual learners from non-dominant backgrounds, learning disciplinary language can be fraught, because it can have implications for students’ sense of identity and the perceived superiority of one kind of language versus another. Teachers can help by valuing and building upon the knowledge that multilingual learners bring to learning and reinforce the idea that learning disciplinary literacies can help expand their linguistic repertoires and participate more meaningfully in literacy activities (Bunch et al., 2012).

Research to Practice: Oral Language Development

Prioritize oral language use in your classroom.

- Make student-led speaking and listening activities part of students' daily experience in your reading instruction.
- Support and purposefully integrate transanguaging.
- Ask open-ended questions that encourage meaning-making conversations and extended oral responses.

Strengthen students' word knowledge.

- Embed the teaching of new words in a context for their use, so that meanings are made clear by activity or experience.
- Support and encourage transanguaging and students' meta-linguistic analysis to transfer word knowledge across students' languages.
- Provide opportunities for the extended, unscripted conversations that fuel implicit word learning.

Build in active practice in listening comprehension.

- Initiate and facilitate sense-making conversations among students about texts they are reading.
- Teach students ways to ask for clarification of ideas. Support the use of sketches, gestures, and transanguaging to clarify meaning.
- Prompt students to listen to, understand, and respond to one another's ideas.

Support disciplinary literacies by engaging students in reflection and critical examination of texts.

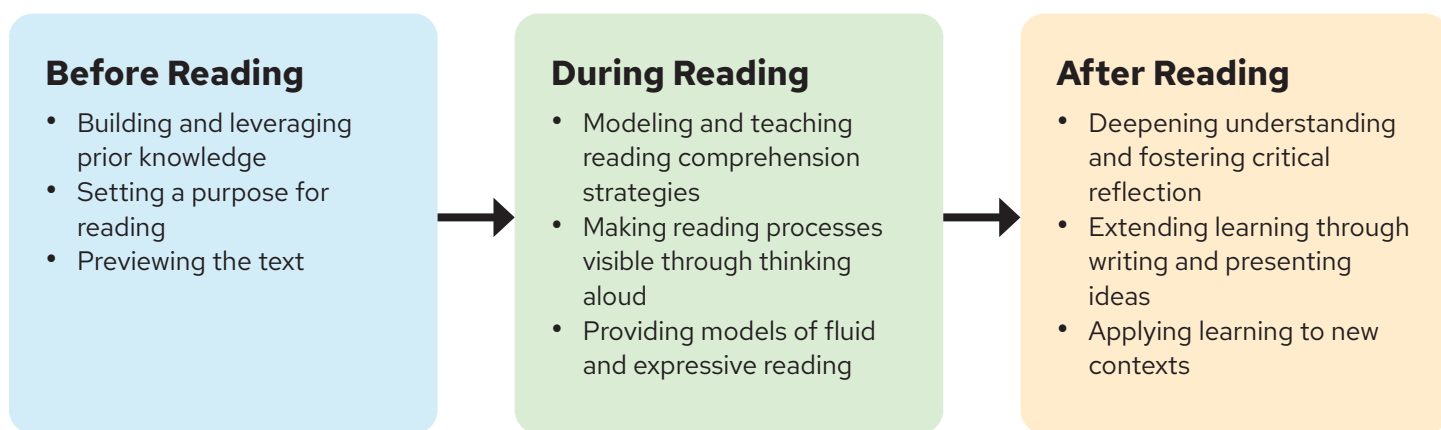
- Examine and discuss the critical questions being taken up in disciplinary texts and elicit students' ideas and perspectives on those issues and texts.
- Engage students in discussions about claims, evidence, and reasoning so that they have opportunities to experience the patterns of reasoning they will encounter in texts.
- Examine the language choices authors have made and discuss the effects of those and of alternate choices.

Before, During, and After Reading: Planning Literacy Instruction for Multilingual Learners

When teaching multilingual learners in reading, it is essential to approach reading as a dynamic, interactive process, not an individual, silent activity. To become more skilled and strategic readers, students need opportunities at every phase of the reading process to engage in meaning-making with others. Discussing and writing about texts offers students opportunities to share and extend the prior knowledge they bring to the text, explore strategies for building comprehension, and think critically with and about texts. This approach scaffolds both language and literacy development by providing

- Repeated exposure to words and language structures through both oral language and print
- Frequent practice using language in combination with other modalities to communicate ideas and concepts (e.g., graphics and visuals)
- Experience participating in disciplinary practices (e.g., arguing from evidence or synthesizing ideas from texts to build knowledge), which ask students to not only comprehend a text but also to use the text for a broader purpose

This guide is organized according to three phases in the reading process: before, during, and after reading. Each phase highlights teacher and student actions that support multilingual learners' language and literacy development and engagement in learning activities that involve reading. Attending to each phase in the reading process presents opportunities to deepen learning and promote language development.



Use this guide to

- Explore what teachers can do to model and scaffold the reading process and maximize opportunities for students to talk and write about what they read.
- Identify actions to encourage students to take to deepen their learning and develop language through active engagement with texts.

Before Reading

Teacher Actions	Student Actions
<p>Building and leveraging prior knowledge</p> <ul style="list-style-type: none">• Select texts that represent diverse experiences and identities, so that all students have opportunities to see themselves and their funds of knowledge in literacy learning.• Bring attention to the ways in which students express ideas so that the students' language can be a model for their peers.• Activate prior knowledge and encourage student conversation (using multiple languages and modes) about a topic (e.g., through think-pair-share activities, anticipation-prediction guides, visual analysis, or use of realia with student-led discussions).• Plan to build in choices for students so they have a few options about what to read. <p>Setting a purpose for reading</p> <ul style="list-style-type: none">• Be explicit about the purpose for reading and whether you are asking students to find specific information, skim for quick understanding, learn something new, summarize the text, synthesize information, evaluate or critique ideas in the text, use the information in some way (e.g., to gather evidence for a debate), or read for general comprehension.• Point out different entry points or text features students can use to read for a particular purpose (e.g., visual cues, textual cues at the phrase, clause, paragraph, and/or whole-text levels).• Have students collaboratively generate questions to answer through reading and discussing the text; post the questions in a visible location in the classroom. <p>Previewing the text</p> <ul style="list-style-type: none">• Use a text tour to explore the organization and flow of ideas within the whole text and sections of the text with students. With younger students, use a picture walk to build interest and preview key events or concepts.• Highlight discipline-specific features of a text, such as data displays, models, or timelines and ask students to discuss or describe the information needed to interpret them.• Model the use of tools such as flow charts, concept maps, t-tables, diagrams, and graphic organizers to identify key information and relationships among ideas to look for in the text.• Discuss what genre of text it is and make connections to other texts and experiences students have (e.g., the movie version of book students are reading).	<p>Engaging in discussion about texts</p> <ul style="list-style-type: none">• Contribute ideas about the text, including related prior knowledge or experiences, notetaking strategies, or knowledge about the organization and features of the text.• Participate in discussions about the text in different ways: ask questions, make predictions, extend and respond to others' ideas, and ask for clarification when needed.• Use multiple languages and modalities (e.g. drawings and other visuals, gestures) to express ideas and/or communicate with peers. <p>Interpreting ideas in texts</p> <ul style="list-style-type: none">• Determine topics and purposes of texts and sections of text.• Preview or scan the text, noticing important features and how the text is organized.• Identify key ideas/information and related details.• Ask questions about the purpose and organization of the text.

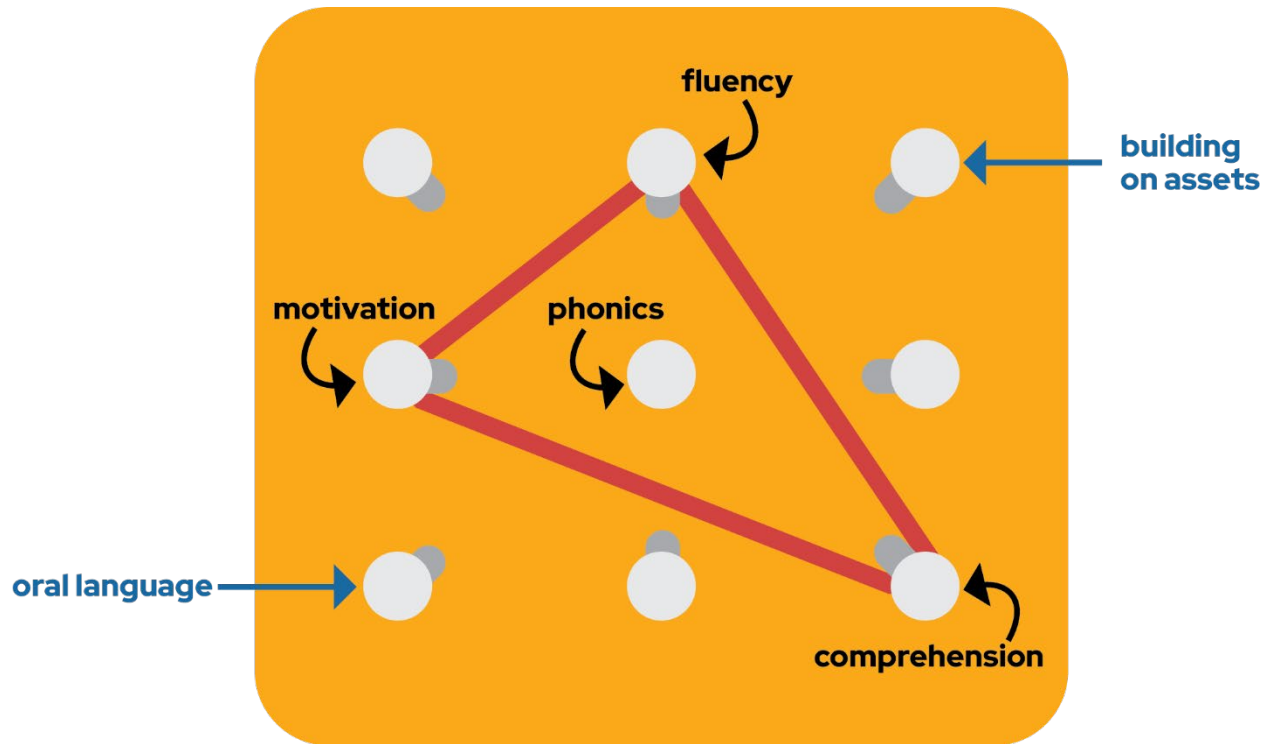
During Reading

Teacher Actions	Student Actions
<p>Modeling and teaching reading comprehension strategies</p> <ul style="list-style-type: none">• Encourage students to leverage their full linguistic repertoire to make meaning with text, for example by engaging students in collaborative translation of key words or concepts or encouraging students’ translanguaging when using comprehension strategies.• Model and give students practice using combinations of comprehension strategies, for example activate prior knowledge, make predictions, visualize ideas or events, set and revisit reading goals, monitor comprehension, take notes or sketch ideas to focus attention, ask questions, make inferences, summarize, determine what is important, and engage in critical dialogue with the text.• Provide students frequent opportunities to discuss the text, and explicitly teach words and phrases for contributing to the discussion in different ways (e.g., sentence starters for comparing ideas, building on others’ ideas, or asking for clarification).• Ask students to provide specific textual and/or visual evidence for their ideas.• Support students in using multiple tools and modes (e.g., flow charts, concept maps, t-tables, diagrams) to identify key information and relationships among ideas in the text. <p>Making reading processes visible through thinking aloud</p> <ul style="list-style-type: none">• Use teacher-guided and student-to-student think-alouds to share reasoning processes for comprehending text, making sense of text structure, and determining the meaning of words. Support multilingual learners’ participation by using appropriate pacing, visuals and anchor charts, and inviting students to share connections in languages other than English.• Explore with students how the language choices authors make express perspectives or attitudes explicitly or implicitly.• Make connections and comparisons to language choices and genres used out of school (e.g., How do people argue their point on social media? How does the author make their point in this essay?).• Give students explicit guidance for interpreting equations, visuals, graphs, data displays, models, or other representations used in the text. <p>Providing models of fluid and expressive reading</p> <ul style="list-style-type: none">• Provide multiple opportunities for students to hear and practice reading the same text.• Make explicit connections between the text and expression, gesture, emphasis, etc.	<p>Engaging in discussion about texts</p> <ul style="list-style-type: none">• Contribute, clarify, and connect ideas during discussions about texts using words (including in multiple languages), gestures, and/or sketches and other visuals.• Use evidence from the text to support ideas or claims (i.e., arguing from evidence). <p>Interpreting ideas in texts</p> <ul style="list-style-type: none">• Identify language choices that support the purpose of the text or the message the author is trying to convey.• Distinguish points of view or perspectives in texts.• Identify relationships among ideas in the text and capture your understanding in some visual form (e.g., mind map, timeline, Venn diagram, cause-effect chart, or outline).• Predict, connect, and question ideas in the text as you read (e.g., “How are the characters feeling? How do I know?” (for fiction), or “What information is most important here?” (for nonfiction).• Identify key ideas or information and supporting or related details in texts.• Use verbal, visual, and other information in the text to make meaning.

After Reading

Teacher Actions	Student Actions
<p>Deepening understanding and fostering critical reflection</p> <ul style="list-style-type: none">• Encourage critical reflection on texts, including visual representations used, author’s language choices, and the overall effectiveness of the text.• Use discussion protocols (e.g. Socratic seminar) that encourage the surfacing of divergent, imaginative ideas and support students in reflecting on their own ideas. Highlight and discuss differing perspectives, whether in the text or among students in the classroom.• Teach and model words and phrases for making claims, providing evidence, expressing or explaining one’s thinking, comparing ideas, or asking questions about others’ reasoning.• Model and encourage students to practice using specific textual and/or visual evidence to support their ideas. <p>Extending learning through writing and presenting ideas</p> <ul style="list-style-type: none">• Explicitly discuss key features of the genres students will use to write or present their ideas (e.g., a brochure used to educate the public about a social or scientific issue).• Provide choice in writing and presenting (e.g., creating new endings, building models, designing visual representations, solving problems, exploring character motivations through letters, etc.).• Design opportunities for students to explore the same ideas in multiple ways (e.g., by arguing different points of view in a historical case, or writing a bilingual fictional story based on an information report). <p>Applying learning to new contexts</p> <ul style="list-style-type: none">• Elicit students’ ideas about how applying the information or concepts from the text can have a positive or negative impact on different groups or communities, including the students’ communities.• Discuss with students what they learned through working with the text(s) that they can use to further their own goals or express their own perspectives.• Explore with students the similarities and differences between school genres (e.g., a narrative, expository) and genres with which students engage out of school (e.g., fan fiction, social media posts). Such work helps students connect in- and out-of-school activities and see that all genres are important to and useful for the groups using them.	<p>Engaging in discussion about texts</p> <ul style="list-style-type: none">• Use written notes, graphic organizers, or other resources to support your participation in discussions about texts.• Listen and try to understand others’ ways of thinking and ask questions to clarify ideas.• Use evidence and reasoning to support claims. <p>Interpreting ideas in texts</p> <ul style="list-style-type: none">• Identify important ideas and supporting details in texts.• Identify relationships among ideas (e.g., chronological, comparative, or causal).• Use verbal, visual, and other information in the text to make meaning. <p>Presenting or writing about ideas in texts</p> <ul style="list-style-type: none">• Organize ideas in ways that effectively support the purpose of the text, using verbal, visual, or other media as appropriate.• Establish a clear position, stance, or perspective.• Use a variety of sentence structures and vocabulary.• Use connectors to build coherence.• Ask someone to listen to or read your draft and then re-tell your ideas, to see if the logic and flow were clear.

Action Plan



What is one **action step** you can take to make your reading instruction more inclusive for your multilingual learners?

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