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## Accessible and Responsive Literacy Instruction: Grade-Specific Recommendations for Multilingual Learners in Illinois

### Grades 6-8

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#### Introduction

The recommendations in this section are organized into key concepts for clarity and accessibility. However, it is crucial to recognize that literacy is dynamic and multifaceted, with components that constantly overlap and inform one another. Multilingual learners are tasked with developing language proficiency and literacy simultaneously with new academic content. As [Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners](#) (Short and Fitzsimmons, 2007) emphasizes, multilingual learners engage in the complex task of “doing double the work” compared to their monolingual peers, requiring instructional approaches that honor this cognitive and linguistic duality.

#### Key Developmental Characteristics for Grade levels 6-8

For adolescent multilingual learners, the development of literacy in two or more languages is not simply about acquiring additional languages, but about becoming literate across languages, learning how to leverage linguistic knowledge and skills across multiple contexts and content areas all while navigating the transition from elementary school to middle school or junior high.

The following recommendations are grounded in the philosophy that literacy is a deeply social, interactive, and multifaceted skill that transcends the boundaries of individual languages. It recognizes that students actively draw on all of their languages to make meaning and encourages educators to honor and invite these languages into the classroom. This includes fostering critical thinking skills that allow students to navigate and understand complex ideas, synthesize information, and express their own perspectives in ways that are meaningful and authentic.

It is important to consider that MLs may come to the middle grades from a transitional bilingual program (TBE) where they have had initial literacy instruction in their Language Other Than English (LOTE), or from a Transitional Program of Instruction (TPI) where they have continued to use their LOTE orally, but may not have had literacy instruction in that language. Students may also have come from a dual language education (DLE) program where they have been developing biliteracy from the early years. Multilingual learners may be newcomers to the US school system and may bring full literacy abilities in their LOTE, or they have had limited formal schooling from their home countries.



## Age-Appropriate Teaching and Learning Practices for Grade Levels 6-8

Literacy instruction for this grade level group of students is effective when it is connected to meaningful contexts. Even instruction on foundational skills that is worked on outside of a context, must be practiced and returned to contexts that are meaningful, engaging and recurrent (reference). While we should endeavor to engage students at all ages, adolescents require that we design instruction that is relevant, rigorous and meaningful. We caution against using instructional materials, topics, themes or practices that are meant for younger students with adolescent ML learners, especially those who are experiencing challenges in their literacy or biliteracy development.

## Guidelines

### Linguistically and Culturally Responsive Learning Environment

#### Social Emotional Well-Being

In today's landscape, it is critical to engage adolescent bi/multilingual learners with literacy instruction that is both academically rigorous and culturally responsive. Such instruction must recognize and affirm students' linguistic and cultural identities, acknowledging these as strengths and resources for learning. By fostering a strong sense of belonging and aiming to affirm students' identities, we cultivate environments where multilingual learners feel valued and empowered to contribute meaningfully. This also enhances their agency in learning, as they see themselves reflected in the curriculum and the broader educational context. These literacy recommendations are designed to nurture students as independent readers, writers, thinkers, and communicators, offering them diverse opportunities to explore and express themselves in multiple languages and modes of communication. Through student choice, peer interactions, and meaningfully engaging with content, teachers, and the wider community, these recommendations aim to support educators in preparing learners not only for academic success but also for their roles as active and critical participants in an increasingly diverse and interconnected world.

The transition into grades 6-8 represents a pivotal moment in the academic and social lives of multilingual learners. This period marks not only an increase in academic expectations but also significant shifts in identity and peer relationships. Middle school multilingual literacy instruction must focus on refining students' ability to read, write, and communicate effectively in various content areas, including Language Arts, Mathematics, Science, Social Studies, the arts, and technology. Literacy instruction in these grades should also extend beyond traditional notions of reading and writing, embracing multiple forms of expression, such as digital literacy, visual literacy, and multimodal communication, which are critical in today's information-rich world.

Literacy in a multilingual world is not merely about comprehension and expression; it also supports the academic, social, and personal growth of students in a globalized society. At this developmental stage, social-emotional considerations are especially critical to students' engagement and participation in literacy and academic learning. Peer-to-peer interactions and collaboration, when strategically integrated, can enhance language, literacy, and content-area development. This not only builds academic skills but also cultivates empathy, cultural awareness, and a sense of community, helping students navigate their identities in multicultural school environments.



Key Concepts	Applications
Affirm students' identities as multilingual and literate individuals	<ul style="list-style-type: none"><li>• Integrate multilingual Identity Texts Projects throughout the school year (<a href="https://iei.nd.edu/initiatives/notre-dame-center-for-literacy-education/news/identity-texts">https://iei.nd.edu/initiatives/notre-dame-center-for-literacy-education/news/identity-texts</a>)</li><li>• Intentionally ask students to Preview curriculum topic, unit theme in their home languages prior to English instruction (e.g. conversations in students' languages about the topic, texts or articles in languages other than English, research conducted in students' languages as well as English)</li></ul>
Use age-appropriate materials and topics	<ul style="list-style-type: none"><li>• Have students read a variety of texts and multimodal materials on a curriculum topic</li><li>• Find online resources that students can read to supplement the curricular topic:(Ex. <a href="https://www.commonlit.org/home">https://www.commonlit.org/home</a> )</li><li>• Provide access to grade level content material and topics by using tools to translate the texts to students' home languages (to preview the content), and when needed to adjust the readability level of English texts. Expose students to the grade level English texts as much as possible whenever possible.</li></ul>
Engage peer to peer interactions; build community	<ul style="list-style-type: none"><li>• Use paired reading (Ex. Peer Assisted Learning-PALS <a href="https://iris.peabody.vanderbilt.edu/module/palsk1/cresource/q1/p01/">https://iris.peabody.vanderbilt.edu/module/palsk1/cresource/q1/p01/</a> strategies to promote comprehension, oral language and build community</li><li>• Create project-based learning projects that ask students to use reading, writing and communication skills in meaningful contexts (e.g.,<a href="https://www.edutopia.org/search?query=Project%20based%20learning">https://www.edutopia.org/search?query=Project%20based%20learning</a> )</li></ul>

## Family and Community Connections

Educators and administrators must build literacy instruction on a foundation of what multilingual learners (MLs) bring to their learning. As adolescents, MLs have many life experiences, hobbies, interests and gifts that they have developed in their homes and communities. Many of these experiences and interests involve literacy in two or more languages. Connecting school literacy instruction to what students already have and know is critical to engaging young adolescent MLs.



Key Concepts	Applications
<p><b>Establish Accessible and Consistent Communication</b> Go beyond standard English-only communications. Employ multiple communication channels to ensure families receive and understand vital information. Make it easy for families to communicate with teachers and administrators.</p>	<ul style="list-style-type: none"> <li>Engage students in authoring bilingual/multilingual class newsletters - paper and digital - (Rotate teams of student reporters, photographers, designers, printers, school social media) to share with families</li> <li>Utilize conference call capabilities on cell phone to connect bilingual family members, teachers, and parents/guardians</li> <li>Post visually rich posters with information about school /district activities for families around the community (grocery stores, community centers, park district buildings, laundromat, etc.)</li> <li>Include an extension on the school/district website to allow families/parents to translate the website into their home languages</li> </ul>
<p><b>Recognize and Value Family Resources</b> View families as partners and experts in their children’s lives. Rather than just asking for help, ask how families can contribute their cultural and linguistic knowledge to the school community</p>	<ul style="list-style-type: none"> <li>Connect content area themes to students’ lives and experiences</li> <li>Incorporate family interviews as part of any unit of instruction to connect students with their families (parents, aunts, uncles, grandparents, caregivers)</li> <li>Ask families to provide a global or familial perspective on what the students are learning; gives students multiple perspectives they can share in class and use to compare and contrast with what they are studying</li> <li>Provide bilingual access to your curriculum maps for the year so families know what topics you will address throughout different quarters/semesters</li> </ul>
<p><b>Build Bridges with Community Organizations</b> Actively connect families with local community resources such as cultural centers, immigrant and refugee support services, mental health clinics, and after-school programs.</p>	<ul style="list-style-type: none"> <li>Seek out established community groups that already have the trust of multilingual population</li> <li>Incorporate community agencies and organizations into problem-based learning or project-based learning projects</li> <li>Have the students learn about how different cultural groups address issues of mourning, grief, family, wellbeing, celebrations, etc. with the support of community organizations</li> <li>Provide a careers day or week where students learn about different jobs or internships/volunteering opportunities available in different fields (ex. Hospitals, churches, banks, transportation services, park district, architecture, etc.)</li> <li>Provide information about community organizations in the school/district’s family reception center</li> </ul>



<p><b>Offer Technical and Navigational Support</b></p> <p>Recognize that many middle school ML families may be unfamiliar with the school system’s structure and its digital platforms. Practical support helps reduce frustration and empowers families to be more engaged in their child’s education.</p>	<ul style="list-style-type: none"> <li>• Offer tabs on the school website that translate the website into different languages (Ex. Google Translate extension)</li> <li>• Provide a dedicated location as a family reception center (classroom, office, technology lab area etc.) for parents/families to use computers, receive information about resources in the community, and be connected to schools (<a href="#">ex. from Canadian School district in Ottawa</a>).</li> <li>• Encourage families to use conference call capabilities on their cell phones to include a family-trusted translator on the call when contacting school personnel</li> <li>• Hire bilingual/multilingual staff in the front office to facilitate communication</li> <li>• Send paper mail AND email; encourage the use of apps (Ex. DeepL) to ease a regular back and forth between families/school</li> </ul>
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**Classroom Physical Space and Routines**

MLs in the middle grades benefit from classroom environments that are supportive to their language learning and literacy development. Creating an inviting and comfortable physical learning environment helps students feel comfortable and “at home” in their classrooms. This comfortable environment invites students to express themselves, take language and learning risks in their new language and their other languages, and facilitates peer to peer as well as, small group, whole group and independent dynamics.

Key Concepts	Applications
<p><b>Language-Rich &amp; Accessible Physical Space</b></p> <p>The classroom should visually support language acquisition. This means creating a print-rich environment where students can access and engage with language.</p>	<ul style="list-style-type: none"> <li>• Provide visual schedules to support all adolescents but especially newcomer students</li> <li>• Young adolescent learners enjoy a variety of writing tools (ex. color pencils, markers, gel pens, etc.) as well as different types of paper to be present in a writing center</li> <li>• Create a book binding center and help students author paperback books in addition to digital publications (dual language publications)</li> <li>• Engage students in Multiliteracies projects <a href="http://www.multiliteracies.ca/index.php/folio/viewProject/262">http://www.multiliteracies.ca/index.php/folio/viewProject/262</a></li> <li>• Check out multiple books and media from the public library to accompany/support each unit of study to support vocabulary development and comprehension</li> </ul>



<p><b>Flexible Seating Arrangements</b> Middle school MLs benefit from varied seating that facilitates different types of interaction. This allows students to work with peers, use their home language, and receive support in a low-pressure environment.</p>	<ul style="list-style-type: none"> <li>• Students respond to novel learning spaces/arrangements of furniture and book shelves to separate spaces; seeing the room set up or changed to support a new project or strategy is noticed and appreciated by students (find the person on your team, or a student who has visual-spatial gifts to help you design your classroom space)</li> <li>• Move desks to be in triads, groups of four, partners, whole class half moon, circle for seminar discussions, inside/outside circle, etc. to match the activity</li> <li>• Create “centers” in your classroom (ex. Author’s chair, carpeted area, comfy chair area, writing center table for conferencing about their work, table top lamps, etc.)</li> </ul>
<p><b>Predictable Routines &amp; Procedures</b> Consistency is crucial for students who are new to the school or language. Establish clear, predictable routines for daily tasks like entering the classroom, turning in work, and transitioning between activities.</p>	<ul style="list-style-type: none"> <li>• Adolescent students benefit from support in transitions; leave the last 3-5 minutes of class to help students get organized, breathe and think about what the next activity, class or space is that they must prepare for</li> <li>• Set up some opening and closing activities that remain the same throughout the year; give students time to get organized, use their assignment book/calendars</li> <li>• Teach and practice a set of reading/writing strategies that students can use throughout the year across content areas</li> <li>• Model strategies visually and experientially and then have students use the strategy in small groups or with partners before asking students to use independently</li> </ul>
<p><b>Visible Progress &amp; Goal Setting</b> Create a physical routine and space for students to see their own learning journey. Post clear learning targets or success criteria on a dedicated board so students know what they are working toward. Establish a simple routine for students to track their progress.</p>	<ul style="list-style-type: none"> <li>• Aim for students to complete writing projects (across different genres) to publish and display on bulletin boards, class website pages, articles in class newspaper, class book (literary journal)</li> <li>• Make copies of exemplary assignments from previous students to share at the beginning of a unit/project to review</li> <li>• Share rubrics and checklists with students, and post a large version of the rubric criteria on the wall during the project or assignment</li> <li>• Have students sign up for small group or one-on-one conferencing with the teacher in the classroom during projects to build rapport and so that students feel comfortable sharing what they find challenging and what they would like to improve on</li> </ul>
<p><b>Dedicated Resource &amp; Check-in Zones</b> Designate specific areas in the</p>	<ul style="list-style-type: none"> <li>• Set up a table and some chairs near supplies, technology and/or classroom library area that serves as a resource center for all learners (*middle school</li> </ul>



<p>classroom to provide support. This makes help easily accessible without drawing public attention to the student's needs.</p>	<p>students can help design the space so that it is most useful and helpful to them)</p> <ul style="list-style-type: none"> <li>• Set up schedule for students to sign up to get support from you throughout the week (i.e., Office Hours)</li> <li>• Provide bilingual resources/tools in a designated area for students' use (ex. dual language books, charts, translation apps/devices, audio resources in students' languages)</li> </ul>
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## Oracy Development and Linguistic Interaction

### Emergent Relationship between Oral Language and Reading/Writing/Drawing

Oracy development and linguistic interaction form a foundation for middle school multilingual learners' literacy and biliteracy acquisition. Students' oral language proficiency is a very useful and effective resource to support reading comprehension, writing, and conceptual understanding across languages. When multilingual adolescents engage in rich dialogic exchanges—such as academic discussions, collaborative problem-solving, and structured peer interactions—they practice and develop flexibility to transfer vocabulary, syntax, and discourse patterns between their two (or more) languages while simultaneously deepening comprehension of complex academic texts. The relationship between oral language and written/visual modes is particularly critical during this developmental stage, as middle schoolers who regularly share their thinking through discussion are better equipped to organize ideas in writing, decode sophisticated texts by activating their oral vocabulary, and use drawing as a meaning-making bridge that supports both linguistic systems. This oral-literate connection becomes even more powerful when students can move fluidly between languages, using translanguaging practices to clarify concepts, negotiate meaning, and develop metalinguistic awareness that enhances their ability to analyze language structures, recognize cognates, and apply reading strategies across both their home language and the language of instruction. By prioritizing structured opportunities for academic talk, teachers enable multilingual middle schoolers to build the oral language scaffolding necessary for accessing grade-level texts, producing coherent written arguments, and developing the biliteracy skills that leverage their full linguistic repertoire.

Key Concepts	Applications
<p>Students develop oral language skills in English and their language(s) other than English (LOTE).</p>	<ul style="list-style-type: none"> <li>• Facilitate debates, discussions, and presentations in both English and students' home languages.</li> <li>• Incorporate structured peer-to-peer dialogues to practice speaking and listening skills.</li> <li>• Encourage storytelling and oral histories in both languages to strengthen cultural identity and linguistic skills.</li> <li>• Provide opportunities for peer-to-peer discussion that promote higher order thinking, more complex oral discourse development, and analysis</li> </ul>



	<ul style="list-style-type: none"> <li>• Employ cooperative learning structures with students</li> <li>• Use open-ended questions with students that require longer utterances</li> <li>• Utilize a variety of strategies that extend students’ oral utterances such as: Fishbowl, Total Physical Response, Concept attainment, Collaborative Strategic Reading (CSR)</li> </ul>
<p>Integrate Oral Language Development across the Content areas: Science</p>	<ul style="list-style-type: none"> <li>• Facilitate science talks and discussions where students share observations and hypotheses in both languages.</li> <li>• Use inquiry-based activities to encourage students to ask questions and explain their thinking.</li> <li>• Encourage students to present their findings and experiments orally to peers and teachers in a conference-style setting where students can present their findings/observations to small groups and answer questions.</li> <li>• Employ open-ended questions that require students to provide evidence from texts and or labs</li> </ul>
<p>Integrate Oral Language Development across the Content areas: Social Studies</p>	<ul style="list-style-type: none"> <li>• Facilitate discussions and debates on historical events and social issues in both English and students’ language(s) other than English (LOTE).</li> <li>• Use role-plays and simulations to explore historical perspectives and enhance understanding.</li> <li>• Encourage storytelling to connect personal and family histories with broader historical narratives.</li> <li>• Invite students to engage in peer-to-peer conversations using both their LOTE and English</li> </ul>
<p>Integrate Oral Language Development across the Content areas: Math</p>	<ul style="list-style-type: none"> <li>• Use Number Talks and discussions to encourage students to explain their reasoning and problem-solving strategies in all of their languages.</li> <li>• Facilitate peer-to-peer discussions to explore different approaches to solving math problems.</li> <li>• Incorporate real-world math applications to encourage verbal explanations and connections.</li> <li>• Launch problems/new math concepts with tasks or models that require oral language development and peer-to-peer conversations.</li> </ul>



## Engagement and Interaction

Engagement and interaction are critical elements that contribute to middle school multilingual learners' literacy and biliteracy development. When multilingual adolescents are genuinely engaged—whether through culturally relevant texts that mirror their lived experiences, collaborative projects that require negotiation across languages, or interactive tasks that position them as knowledge creators—they invest cognitive energy and emotional commitment that supports both comprehension and language production, as they become active in the meaning-making process that leads to comprehension. Meaningful interaction with peers, teachers, and texts creates multiple entry points for participation, allowing students to draw upon their linguistic resources through translanguaging, and a range of literacy practices that validate their identities while expanding their academic capabilities. These interactive literacy experiences are particularly crucial during middle school years when students' motivation and self-concept as learners are highly vulnerable. When instruction centers on students' identities and includes peer to peer interaction, multilingual learners develop agency, see themselves as legitimate participants in academic discourse communities, and build the stamina necessary for tackling increasingly complex texts in and across both of their languages. Social interaction around literacy tasks provides the comprehensible input, immediate feedback, and scaffolded support that is essential for language acquisition, while simultaneously creating opportunities for students to notice linguistic patterns, practice academic registers, and develop the metacognitive awareness that enables strategic reading and writing across different contexts and purposes in their developing biliteracy.

Key Concepts	Applications
<b>Build on and incorporate students' strengths and interests</b> Knowing your students and their communities allows you to integrate their interests, perspectives and communities into content area units of study	<ul style="list-style-type: none"><li>• Consider what sociocultural elements from students' experiences can be connected to the unit of study (e.g. in literature, science, math, social studies)</li><li>• Provide a global or universal perspective to your unit of study (e.g. in science-weather patterns across the world impact local weather; social studies-examine what global or historical precedent led to an event in the US)</li></ul>
<b>Leveraging Digital Tools for Oracy</b> Move beyond traditional verbal tasks by integrating technology that lowers the barrier to speaking.	<ul style="list-style-type: none"><li>• Utilize <b>voice recording tools</b> or platforms like Flipgrid where students can rehearse and record their oral responses. This allows them to practice their pronunciation, receive peer feedback, and perfect their delivery without the pressure of a live performance. This strategy is particularly effective for students at varying language proficiency levels, as it empowers them to <b>engage and interact at their own pace</b> before sharing their polished thoughts.</li></ul>
<b>Structured Academic Discourse</b>	<ul style="list-style-type: none"><li>• Design and facilitate highly structured academic discussions related to a controversial question, theme or ethical dilemmas that arise in literary works, historical events scientific discoveries or mathematical problems</li><li>• Prepare <b>collaborative debates</b> on issues students care about by posting the issues on a variety of chart papers with two columns for Pro and Con; ask students to rotate through the posters voting in favor or against the topic. For the next rotation, student partners discuss and then write their arguments for or against the issue. In the last rotation around the chart papers, students partner with someone new and read through the arguments for or against</li></ul>



	<p>the topic. Finally, students choose one topic/issue they would like to write their argumentative paper on based on various conversations they have had with people who hold the same and different positions from their own</p> <ul style="list-style-type: none"> <li>• Provide students with specific roles (e.g., questioner, summarizer, evidence-finder) and <b>sentence stems</b> to guide their contributions. This framework ensures that all students, regardless of their language proficiency in English, have a clear, active way to participate in the conversation.</li> <li>• Implement <b>Collaborative Strategic Reading (CSR)</b> using readings across content areas. In this strategy, students have specific roles that can be rotated to build specific comprehension reading strategies for all learners including multilingual learners with and without special education needs (<a href="#">See Vanderbilt Peabody School of Education IRIS website for overview, materials, and videos to help with implementation</a>)</li> </ul>
<p><b>Content-Based Role-Playing &amp; Simulations</b> This engagement strategy provides a safe, meaningful context for students to use <b>academic language in a purposeful and interactive way</b>, building confidence and fluency through authentic communication.</p>	<ul style="list-style-type: none"> <li>• Bring dramatic elements into a unit of content area study (e.g. students building sets for a play, dressing up as characters from science, math and historical contexts to present that person’s point of view)</li> <li>• Develop classroom simulations and role-playing activities that require linguistic interaction (e.g. acting out the difference among different forms of government: monarchy, democracy, dictatorships, etc.)</li> <li>• Assign students character briefs that include key vocabulary and phrases that can be used during simulations and role-playing.</li> </ul>
<p><b>Physicalizing Opinion &amp; Argument</b> Get students physically engaged to express their opinions and practice argumentation.</p>	<ul style="list-style-type: none"> <li>• Use activities like <b>Four Corners</b> or a <b>Continuum Line</b>, where students move to a designated area of the room based on their level of agreement with a statement.</li> <li>• This physical action sparks immediate engagement. The real interaction and oracy development comes when they are then asked to <b>verbally justify their position</b> to their peers in their group or to those with a different opinion.</li> </ul>
<p><b>Problem-based or Project-based learning</b> Transform reading and research into an interactive, collaborative process. Divide a complex text or topic into smaller parts, assigning each group a specific section to become “experts” on</p>	<ul style="list-style-type: none"> <li>• Students work in groups to research a real-world problem and develop a solution or solutions to that problem using authentic texts and other resources, and then interviewing people, note-taking, synthesizing and reporting on their findings</li> <li>• Engaging in project-based learning allows students to read, write and discuss for the authentic purpose of creating a final product, project or performance</li> </ul>



	<ul style="list-style-type: none"> <li>• Use a jigsaw strategy whereby students read and discuss their section together, often in their home language for deeper understanding. Then, they form new “jigsaw” groups where they <b>teach their peers</b> the information they learned. This structure ensures every student contributes and interacts meaningfully, leveraging their expertise to support their peers’ learning.</li> </ul>
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**Translanguaging Practices**

Using translanguaging approaches in literacy education in grades 6-8 encourages students to use all their languages as resources for learning. For example, students might brainstorm ideas in their home language, discuss complex concepts with peers bilingually, or use cognates and cross-linguistic connections to deepen comprehension. This approach validates students’ full linguistic identities and leverages their multilingualism as an asset. By creating spaces where all languages are welcomed (e.g. language friendly schools <https://languagefriendlyschool.org/> ) and purposefully used, translanguaging helps middle school students develop deeper content understanding, stronger literacy skills across languages, and greater confidence as multilingual learners. Additionally, using both of their languages assists students in making meaning, communicating effectively, and demonstrating their knowledge.

Key Concepts	Applications
<p>Invite students to use all their languages in speaking, reading, and writing activities.</p>	<ul style="list-style-type: none"> <li>• Incorporate students’ languages into the classroom/school environment.</li> <li>• Use translanguaging strategies to support comprehension and production in both English and students’ language(s) other than English (LOTE); for example, have students read a text in one language and respond in another, or encourage students to annotate complex English texts in their home language</li> <li>• Collaborate with content area teachers to integrate translanguaging practices into instruction.</li> <li>• Invite students to author bilingual texts to authentically capture their oral and written expression and voice for academic and social purposes.</li> </ul>
<p><b>Translanguaging for Cognitive Scaffolding</b>            Establish a routine where students are explicitly encouraged to use their entire linguistic repertoire to access new information. This practice leverages their cognitive strengths and validates their home language as a powerful tool for learning and thinking.</p>	<ul style="list-style-type: none"> <li>• Invite students to research a topic and gather information using resources in students’ multiple languages and then synthesize their findings bilingually</li> <li>• Ask students to brainstorm, plan and outline their projects in their home language; complete drafts or sections of the project in the languages that are most comfortable and then work towards the final draft in English or target language(s) for the project</li> <li>• Regularly invite students’ languages into the classroom: multilingual concept webs, vocabulary charts in different content areas, students’ individual bilingual glossaries</li> </ul>



<p><b>Translanguaging for Collaborative Sense-Making</b></p> <p>When students work in small groups on a challenging academic task, encourage them to use their home language to discuss the problem, brainstorm solutions, and clarify misunderstandings. This collaborative use of multiple languages allows them to build a deep, shared understanding of the content.</p>	<ul style="list-style-type: none"><li>• In science class have students conduct their observations collaboratively (in all of their languages) and then complete entries in their science notebook bilingually and visually (e.g. use illustrated <a href="#">interactive science notebooks</a> with students)</li><li>• Ask students to work in small groups to look at a problem or issue from multiple perspectives; students can share their perspective based on resources found in different languages (e.g. look for periodicals, newspapers, authors, and other resources from different countries).</li><li>• Develop multilingual glossaries for units of study; students would appreciate seeing their languages represented on a thematic vocabulary chart on the wall; explore multiple ways to say different words</li></ul>
<p><b>Multilingual Oral Storytelling</b></p> <p>Encourage students to share personal stories, cultural narratives, or summaries of books using a mix of their home language and English. This low-stakes oral activity is a natural form of translanguaging. It allows students to use the language they need to express themselves most effectively at that moment, building confidence and fostering a sense of community as they share a piece of their identity.</p>	<ul style="list-style-type: none"><li>• Include <b>family connections</b> to content area units of study where students interview or survey family and/or community members about a topic (e.g. collect information in different content areas: <b>math</b>-data collection; <b>science</b>-uses of fresh water in daily life; <b>social studies</b> - oral histories of life in other times and places, etc.)</li><li>• Ask students to research and record legends and stories told to them by their parents, grandparents or other elders; compare and contrast story themes across oral stories from different language and cultural experiences</li><li>• Have students create iMovies about key events from their lives (e.g. a person, place or experience that makes them who they are until now); require storyboards, scripts, images and music as part of the process leading to the film</li><li>• Ask students to work collaboratively to create dual language digital stories/books (with audio, images and text) and post the digital library on the school website; share with parents/families</li></ul>

## Literacy Instructional Practices, Curriculum, and Assessment

### Enhance Literacy Development Across Content Areas (language arts, math, science, social studies, social emotional, physical and the arts)

**Language Arts:** Build a comprehensive understanding of English Language Arts concepts and skills. This is an especially difficult content area in that it requires that educators distinguish between ELA skills, concepts and skills laid out in the state standards from the English language development inherent in the content. This “separating out” language and literacy from the content is more easily accomplished in science and mathematics (e.g. educators use manipulatives, visuals, hands on experiences to illustrate concepts that the students will read, write and talk about). English language arts skills such as determining theme, author’s purpose, formulating an argument, etc. are not easily understood separate from the language and literacy needed to express them. This poses a unique challenge when students are receiving their language arts in their new or additional language. The following are some recommendations specific to supporting language arts literacy instruction.



Key Concepts	Applications
<p>Focus on developing skills in narrative, argumentative, and informative/explanatory writing.</p>	<ul style="list-style-type: none"> <li>• Provide mentor texts and model writing across different writing genres with students (Anderson, 2011), and analyze the components and characteristics of a variety of genres.</li> <li>• Expose students to a wide array of multiple literary genres: For example, novels, short stories, poetry, speeches, newspaper articles, protest songs, spoken word poetry, plays.</li> </ul>
<p>Teach literary analysis and critical thinking skills through multiple diverse texts and media with relevant and engaging topics connecting themes in literary works to students’ lives</p>	<ul style="list-style-type: none"> <li>• Encourage students to explore themes of identity, culture, and social justice in literature.</li> <li>• Promote independent reading and a love of literature through multicultural literature, and through providing access to texts in multiple languages, formats and topics (<b>see Resources</b> section of this document for multicultural book awards)</li> <li>• Provide students the opportunity to critically analyze online content for bias, factual content, purpose, etc.</li> </ul>
<p><b>Explicitly Teaching Academic &amp; Domain-Specific Vocabulary</b>            Literacy instruction must move beyond ELA. All content-area teachers should explicitly teach academic and domain-specific vocabulary crucial for their subject. This practice enhances literacy across all subjects by making complex language accessible.</p>	<ul style="list-style-type: none"> <li>• Engaging the students in analyzing the morphology of key vocabulary will provide students with the tools to learn the meanings of unfamiliar words across the content areas (For example, using the CLUES Strategy; point out common root words, prefixes and suffixes used in science)</li> <li>• Build vocabulary knowledge conceptually tying the words to shared experiences, images, data, etc.</li> <li>• Introduce key vocabulary through pictures and photos of examples and non-examples of the idea (<b>Concept Attainment</b>)</li> <li>• Ask students to build a <a href="#">Semantic Feature Analysis</a> or web that highlights elements or components of the concepts in the unit of study</li> <li>• Build thematic multilingual glossaries with students for each unit of study across the content areas (See sample bilingual glossaries from the <a href="#">NYS Statewide Regional Bilingual Education Resource Network</a>)</li> </ul>
<p><b>Curating Multilingual &amp; Multimodal Resources</b>            The curriculum should be a rich tapestry of resources, not just a single textbook. This approach acknowledges students’ linguistic strengths and makes rigorous content accessible through multiple modalities, enhancing literacy development.</p>	<ul style="list-style-type: none"> <li>• Supplement content with texts, videos, and infographics in students’ languages to build background knowledge and deep comprehension before tackling English-only materials.</li> <li>• Engage students in collaboratively authoring Identity Texts (Cummins &amp; Early, 2011) and dual language books on curricular units across content areas (For example: <a href="https://iei.nd.edu/initiatives/notre-dame-center-for-literacy-education/news/identity-texts">https://iei.nd.edu/initiatives/notre-dame-center-for-literacy-education/news/identity-texts</a> )</li> <li>• Ask students to work together to translate key texts, passages, primary sources, articles into their languages, summarize and discuss their summaries in both/all of their languages</li> </ul>



<p><b>Disciplinary Literacy as a Core Skill</b></p> <p>All content teachers should see themselves as literacy teachers. By providing strategies for navigating the specific literacy demands of each subject, you build disciplinary literacy, empowering students to succeed across the contexts and content areas</p>	<ul style="list-style-type: none"> <li>• Explicitly teach the unique, discipline-specific approaches to reading, interpreting, discussing and writing about content area texts ( i.e., practicing with students the unique ways to approach texts in each discipline)             <ul style="list-style-type: none"> <li>○ Engage in shared writing to model how to write a science lab report; get students started by modeling the procedure together</li> <li>○ Share and analyze mentor texts from a variety of genres and ask students to emulate excellent writing and apply to their own writing topic (Anderson, Leech &amp; Clark, 2023)</li> </ul> </li> <li>• Project content area texts for all students to follow along (using a document camera or smart board) as you model think alouds and how to interact with, annotate and engage in scientific, historical or mathematics texts</li> </ul>
<p><b>Performance-Based Assessment</b></p> <p>Move beyond traditional written content area tests and invite students to show what they know in ways that do not depend on their English reading &amp; writing proficiency.</p>	<ul style="list-style-type: none"> <li>• Provide student friendly, visual rubrics so that students can self-assess, regardless of proficiency level</li> <li>• Use performance-based tasks to make students’ learning visible and provide a more accurate measure of a student’s content knowledge separate from their literacy development.             <ul style="list-style-type: none"> <li>○ In science, set up lab stations with photographs that mirror what students did during a unit, and have them stop at each station to make notes, draw, diagram, explain, answer questions, etc. about the key principles addressed throughout elements of the unit</li> <li>○ In social studies, ask students to record themselves explaining and showing (multi-media, graphics, etc.) what their main take aways were from a particular lesson or unit (in 3 mins. or less)</li> </ul> </li> </ul> <p><b>Biliteracy Portfolio Assessment</b></p> <p>Rethink assessment by creating a biliteracy portfolio where students can demonstrate their literacy skills in both their home language and English. This approach validates their full linguistic repertoire, provides a more complete picture of their literacy development, and empowers them to showcase their biliterate identity.</p>
<p><b>Integrating Culturally Sustaining Pedagogy</b> (Alim, Paris, &amp; Wong, 2020)</p> <p>By electing to employ <b>culturally sustaining approaches to teaching and learning</b>, educators actively value and integrate students’ cultural and linguistic resources into all aspects of instruction. These practices seek to repair and heal trauma experienced by historically marginalized people.</p>	<ul style="list-style-type: none"> <li>• Employ practices across content areas:             <ul style="list-style-type: none"> <li>○ Center dynamic communities and their languages, practices and knowledge</li> <li>○ Include student and intergenerational community agency and input</li> <li>○ Support positive relationships with the land and the people of the land</li> <li>○ Provide structured opportunities to content with internalized oppressions</li> </ul> <p><a href="#">What is Culturally Sustaining Pedagogy?</a> (Institute of Education Sciences: Regional Educational Laboratory Program)</p> </li> <li>• Students can create e-books as a culminating project across all content areas <a href="https://www.cultofpedagogy.com/student-e-books/">https://www.cultofpedagogy.com/student-e-books/</a></li> <li>• These practices lead to making content areas relevant and deeply engaging, which fosters the motivation and confidence crucial for literacy development.</li> </ul>



## Materials

When choosing and gathering literacy materials for multilingual learners in grades 6-8, teachers must prioritize authenticity, cultural relevance, and linguistic accessibility without sacrificing intellectual rigor. Middle school students are navigating complex identity development, making it crucial to select texts that reflect diverse perspectives, including characters and authors who share students’ linguistic and cultural backgrounds. Materials should reflect a wide range of reading levels and types of texts (Ex. with more or fewer graphics, diagrams, etc.) in English and students’ home languages to provide multiple entry points into grade-level concepts. This means seeking out parallel texts on the same topic at varying reading levels, bilingual resources that allow students to build background knowledge in their home language, and materials rich in visual supports, graphic organizers, and multimedia components that make academic content comprehensible.

Creating original materials requires thoughtful attention to language demands and intentional design for language development alongside content learning. Teachers should analyze the academic language features of their content area—whether it’s the passive voice common in science writing, the conditional language of historical analysis, or the precise vocabulary of mathematical reasoning—and create materials that make these features visible and teachable. Sentence frames, word banks with cognates highlighted, and bilingual glossaries can be embedded directly into content materials rather than treated as separate supports. Additionally, teachers can develop materials that invite students to demonstrate understanding through multiple modalities: annotated diagrams, bilingual posters, video presentations, or collaborative projects that allow oral language strengths to shine. The goal is to create a materials library for each unit where multilingual learners can access challenging content through all their linguistic resources while simultaneously developing the specific literacy skills needed for academic success in each discipline.

Key Concepts	Applications
<p><b>Sourcing Culturally and Linguistically Authentic Texts</b>            These authentic materials validate students’ backgrounds and provide an entry point into the content, which builds a strong cultural schema and motivates engagement with academic topics.</p>	<ul style="list-style-type: none"> <li>Curriculum materials should be both culturally responsive and linguistically authentic. This means actively seeking out and using texts and media from students’ home cultures and/or that reflect global perspectives on issues and themes in the curriculum</li> <li>Be intentional when choosing commercially available curricular materials to make certain they reflect global, multi-perspective and up to date information</li> <li>Research materials that may be freely available from your students’ native countries for their citizens abroad (Ex. Education Dept. Mexico <a href="https://conocetuslibros.sep.gob.mx/">https://conocetuslibros.sep.gob.mx/</a> content area books grades 1- high school)</li> </ul>
<p><b>Leveraging Multimodal and Interactive Materials</b>            To reduce stress and enhance accessibility, materials should move beyond traditional text-based formats.</p>	<ul style="list-style-type: none"> <li>Use multimodal resources such as short videos, animations, interactive simulations, and infographics. These materials provide a visual and auditory scaffold, allowing students with varying levels of literacy to engage with complex concepts effectively.</li> <li><b>Harness Digital Tools to Adapt Content Material</b>                Leverage digital tools to make existing materials more accessible. Use platforms like Google Docs with built-in translation and text-to-speech features to empower students to independently access content.</li> </ul>



### Teacher-Crafted Scaffolding and Study Guides

Given that many textbooks are not designed for multilingual learners, educators must take an active role in creating their own materials. These teacher-crafted materials are essential for bridging the gap between a student's current proficiency and the high-level content they are required to learn.

- Build templates for students' note-taking with the headings from the content area text or articles (for digital note-taking or paper pencil notes)
- Create mini-books (hard copies) using the content from your unit presentation slides for students to incorporate into their content
- Teach students how to adjust the reading level or language of the content area text. These adapted texts provide a way to enter the content area material before tackling the grade level text in English
- Create digitally annotated, interactive versions of grade level texts (Ex. incorporate: YouTube videos to help explain complex concepts; visuals in the margins; links to bilingual glossaries, etc.)
- Create visual anchor charts of the content (graphic and illustrated representation of the key ideas, themes, relationships presented in the unit of study)/(Ex. [Project GLAD© Input Charts](#))
- Teach students how to create interactive Peardeck (interactive slides) or Canva slides to support their understanding of content material and to show what they know in a unit of study

### Enhance Biliteracy Development and Crosslinguistic Connections

Multilingual learners come to school with rich linguistic resources across both or all of their languages and English. As educators, we validate students' complete identities while accelerating their academic growth when we intentionally plan for students to use all their languages in brainstorming, problem-solving, planning, researching, discussing, reading and writing. When we plan time during our instruction for students to share the patterns, parallels, and connections between their languages that they see and point out other connections, we transform what might feel like an overwhelming task of learning everything twice into a strategic advantage where knowledge in one language actively supports and reinforces learning in another.

This approach is particularly essential in content area instruction. When a math teacher acknowledges that "multiplicar" and "multiply" share the same Latin root, or when a science teacher helps students connect "agua" to "aquatic," they're not just teaching vocabulary—they're building cognitive pathways that make abstract concepts more accessible. Students who can leverage their home language resources to access rigorous content don't have to wait years before engaging with grade-level material. Instead, they use their bilingualism as a tool for deeper understanding, critical thinking, and academic success. By embracing biliteracy development across all content areas, teachers create equitable learning environments where multilingual learners are viewed as having powerful cognitive and linguistic resources to celebrate and cultivate.



Key Concepts	Applications
<p><b>Explicitly Teaching Crosslinguistic Transfer</b></p> <p>Teachers can intentionally design activities that guide students in transferring literacy skills from their home language to English. This instructional practice capitalizes on students’ existing knowledge. This builds biliteracy by showing students their languages are interconnected tools for learning.</p>	<ul style="list-style-type: none"><li>• <b>Comparative Text Analysis in Two Languages</b> A powerful curriculum practice is to have students analyze the same or similar texts in both their home language and English. Students read a text in their most proficient language to build deep conceptual understanding, then read a corresponding text in their developing language to focus on linguistic features. The assessment comes in a biliterate comparison, where students identify similarities and differences in grammar, tone, or rhetorical strategies.</li><li>• <b>Curriculum Integration through Biliterate Genre Study</b> Design a curriculum unit that centers on a specific genre in two languages. This practice helps them understand the function and structure of a specific type of text in a biliterate context, which is a powerful step towards true biliteracy.</li></ul>
<p><b>Fostering Metalinguistic Awareness</b></p> <p>Go beyond simply using both languages and encourage students to think and talk about language itself. This metalinguistic awareness is a core component of biliteracy.</p>	<ul style="list-style-type: none"><li>• In all content areas, have students identify linguistic patterns, such as cognates, false cognates, or grammatical structures, across their languages. This high-level practice builds a deeper understanding of how language works.</li><li>• Discourse-level analysis (ELA): Ask students to share story-telling formats from their home culture or have them interview parents or grandparents about story-telling structure in their home languages; compare and contrast story-telling in English from around the US (Northeast, Southwest, South, Northern Plains, West Coast, etc.)</li><li>• Syntax-level analysis: Use mentor sentences from literature and nonfiction texts in English and from students’ other languages. These can serve as models to expand students’ use of a variety of sentence types in their writing.</li></ul>

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WIDA 2020 Standards Framework (<https://wida.wisc.edu/teach/standards/eld> )

## FAQs

### **How can I help multilingual learners with academic vocabulary when they have basic English skills?**

This is a common concern, especially with newcomer students. The key is to provide explicit vocabulary instruction while also leveraging their existing knowledge. Don't assume they don't know a concept just because they don't have the English word for it. Middle school multilingual learners often have a deep understanding of academic topics in their home language.

**Answer:** Research shows that explicit vocabulary instruction is crucial for multilingual learners. This includes directly teaching discipline-specific words (e.g., “photosynthesis”) and high-utility words (e.g., “analyze,” “interpret”) that appear across content areas (Digital Promise, 2023). Use a multimodal approach with visuals, real-world examples, and opportunities for students to practice the new words orally and in writing. Encourage them to connect new English words to cognates and concepts they already know in their home language.

### **Won't allowing students to use their home language in class prevent them from learning English?**

This is a persistent myth rooted in a monolingual mindset. A student's home language is a powerful tool for learning.

**Answer:** Research on translanguaging shows that it's a powerful pedagogical practice. Rather than viewing languages as separate, this approach recognizes that multilingual individuals have a single, integrated linguistic repertoire (García & Li, 2014; Ofelia García, 2019). Inviting students to use their home language to brainstorm, discuss ideas with peers, or clarify a concept doesn't hinder English acquisition; it supports it. Translanguaging is a “strategic, meaning-making tool” that helps students access and understand complex content, which in turn strengthens their English skills. This advantage holds true for multilingual learners with disabilities (Paradis, Genesee & Crago, 2021)

### **My multilingual learners are quiet and don't participate. How can I get them to engage?**

Lack of participation is often misinterpreted as disinterest or a lack of understanding. For adolescent multilingual learners, it's often a sign of anxiety, fear of making a mistake, or cultural differences in classroom expectations.



**Answer:** Building a safe and low-anxiety classroom environment is critical. A meta-analysis on student engagement in second language learning found that “emotional engagement affects achievement both directly... and indirectly through cognitive engagement” (Okunuki & Kashimura, 2025). This means that when students feel emotionally safe, they’re more willing to take the risks necessary for learning. Promote engagement through collaborative activities, think-pair-share, and small group discussions, which can feel less intimidating than speaking in front of the whole class. Inviting students’ languages into the classroom, and validating students’ cultural backgrounds and encouraging peer relationships also builds the emotional security needed for participation.

**How do I help students with reading comprehension when they struggle with foundational skills?**

Some adolescent multilingual learners may still be developing foundational reading skills in English. It’s crucial not to assume that their struggles are due to a lack of effort.

**Answer:** First, acknowledge that literacy skills from a student’s home language can transfer to English (Reyes, 2012). For students with limited literacy in their home language, a multisensory approach is effective (August & Shanahan, 2006). This can involve using phonics instruction within the context of meaningful text, reading aloud to model fluency, and using visual and graphic organizers to build comprehension. Engaging in shared writing where the teacher encodes students’ oral language, retellings, explanations into a notebook or on the document camera, helps students make the connection between their oral language and print in English (or their home language). Scaffolding is essential. Provide sentence stems, word banks, and pre-reading activities to activate prior knowledge and vocabulary.

**How can I possibly grade writing assignments when multilingual learners’ grammar and syntax are so different?**

Focusing solely on grammatical errors can be demoralizing and unproductive. Middle school multilingual learners’ writing often reflects the grammar and structure of their first language, which is a natural part of the learning process. Even simultaneous bilingual learners show the influence of one language onto the other.

**Answer:** Shift the focus from grammatical correctness to content and communication. For formal assignments, provide a rubric that prioritizes the ideas, organization, and use of evidence over perfect syntax (University of Minnesota, 2024). Use a process approach to writing, with peer review and teacher-student conferences to provide targeted feedback. A small number of focused corrections on a few specific error types (e.g., verb tense or article usage) is more effective than marking every single mistake (Ferris, 2002); providing mentor sentences or passages in English for students to emulate, helps students learn grammatical structures and English syntax in a meaningful context (Anderson, 2023)

**My multilingual learners seem to understand when I’m speaking, but they can’t produce oral English themselves. What am I doing wrong?**

This common observation highlights the difference between receptive (understanding) and productive (speaking/writing) language skills. It can take much longer for a student to feel comfortable producing language. Adolescents may feel more comfortable writing, reading and listening than speaking in their developing language.

**Answer:** This is a normal stage in language acquisition. Students are in a “silent period” where they are absorbing language before they are ready to use it. As Stephen Krashen’s Input Hypothesis (1985) suggests, comprehension precedes production. To encourage production, create low-stakes opportunities for students to practice. Use small group discussions, one-on-one conferences, and non-verbal activities (like drawing, acting, or using graphic organizers) that allow them to demonstrate understanding without the pressure of speaking or writing perfect English.



### **How do I differentiate instruction for multilingual learners at different proficiency levels in the same class?**

Middle school classrooms are often a mix of newcomers and students who have been in the U.S. for years. One-size-fits-all teaching won't work.

**Answer:** Implement a differentiated instruction model that provides multiple pathways to learning the same content. For example, use tiered assignments where all students learn the same concept but engage with texts at different reading levels. Provide different levels of scaffolding, such as sentence frames for emerging learners and an open-ended prompt for more advanced students. This approach is supported by research from Tomlinson (1999) who found that differentiating instruction by content, process, and product can effectively meet the needs of diverse learners. Utilizing the Key Language Uses (KLUs) in the 2020 WIDA Standards can help teachers know what language to focus on for optimal academic access (<https://wida.wisc.edu/teach/standards/eld> )

### **How can I get students to read the complex, academic texts required for my curriculum?**

Dense academic texts are a major barrier for many multilingual learners. The content and language are often abstract and the sentence structures are complex.

**Answer:** Don't just assign the text; pre-teach it. Before students read, provide an overview of the key concepts and vocabulary. Use a strategy like the jigsaw method where students become "experts" on one section of the text and then teach it to their peers. This breaks down the reading load and promotes collaboration. Additionally, provide a variety of reading materials on the same topic at different Lexile levels, including articles, infographics, and videos. This ensures all students have access to the content regardless of their reading proficiency. Previewing the topic of the text in students' home languages (Ex. students discussing the topic, vocabulary, what they already know about the topic, or reading about the topic in their home language first) helps prepare them to read in English.

### **My multilingual learners are not performing well on standardized tests. What am I doing wrong?**

Standardized tests are often a major source of frustration because they may not accurately reflect a student's true knowledge and abilities.

**Answer:** Standardized tests are often linguistically and culturally biased, measuring English proficiency more than content knowledge. While you can't control the test, you can prepare students by teaching test-taking strategies. However, the most effective approach is to focus on building genuine language and content mastery throughout the year. As Dr. Jim Cummins (2000) differentiated, students need to develop both Basic Interpersonal Communicative Skills (BICS), which is conversational language, and Cognitive Academic Language Proficiency (CALP), which is the academic language needed for school success. Your daily instruction should prioritize developing CALP through rich, academic tasks, which will better prepare them for any assessment. Utilizing the Key Language Uses (KLUs) in the 2020 WIDA Standards can help teachers know what language to focus on for optimal academic access (<https://wida.wisc.edu/teach/standards/eld> )

### **How can I help multilingual learners with writing in different genres (e.g., persuasive essays, lab reports)?**

Middle school requires students to master a variety of writing genres, each with its own conventions. This can be overwhelming for multilingual learners.

**Answer:** Make the rules of each genre explicit. Don't assume students understand the structure of an argumentative essay or the formality of a lab report. Provide and analyze mentor texts from that genre, highlighting the specific vocabulary and organizational features. Use a "writing-to-learn" approach by having students write short, low-stakes pieces in a variety of genres. As they become more comfortable, scaffold them into longer, more formal writing. For example, before writing a full lab report, have them simply write a sentence describing the results of an experiment.



Writing, brainstorming and planning in their home language can help facilitate writing in English. Using graphic organizers that match the discourse or text structure you are teaching helps demystify the genre for students.

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## Resources

### Literacy Strategies Resources

Collaborative Strategic Reading (CSR) <https://toolkit.csrcolorado.org/> and <https://iris.peabody.vanderbilt.edu/module/csr/cresource/#content>



### [Kelly Gallagher's High interest nonfiction books for 8th graders](#)

- [Poetry for middle and high school students](#)
- [Spoken Poetry for Middle and High School](#) (warning: some poems contain explicit language)
- [101 Sports books for Junior and Senior high students](#)

### **Independent Reading**

Donalyn Miller Blog (fostering independent free reading: <https://bookwhisperer.com/> )

### **Number Talks**

- <https://www.insidemathematics.org/classroom-videos/number-talks>
- <https://www.youcubed.org/resources/stanford-onlines-learn-math-teachers-parents-number-talks/>

### **Book Awards**

American Indian Youth Literature Award <https://ailanet.org/activities/american-indian-youth-literature-award/>

Asian Pacific American Award for Literature (APAAL) <https://www.apalaweb.org/awards/literature-awards/>

Coretta Scott King Book Awards for African American authors and illustrators

<https://www.ala.org/awards/books-media/coretta-scott-king-book-awards>

The International Literacy Association (ILA) Children's and Young Adult Book Awards

<https://www.literacyworldwide.org/get-involved/awards-recognition/awards-grants/ila-children's-and-young-adults'-book-awards>

Pura Belpre Award (Latin American authors and illustrators)

<https://www.ala.org/alsc/awardsgrants/bookmedia/belpre>

Walter Dean Myers Award Outstanding Children's Literature

<https://www.diversebooks.org/programs/walterawards>

### **Multilingual Resources**

NYS Statewide Regional Bilingual Education Resource Network

<https://steinhardt.nyu.edu/metrocenter/statewide-rbern/resources/bilingual-glossaries-and-cognates>

Ministerio de la Educación Pública de México. Departamento de Libros

( <https://conocetuslibros.sep.gob.mx/> content area books grades 1- high school) /CONALIT

<https://libros.conaliteg.gob.mx/>