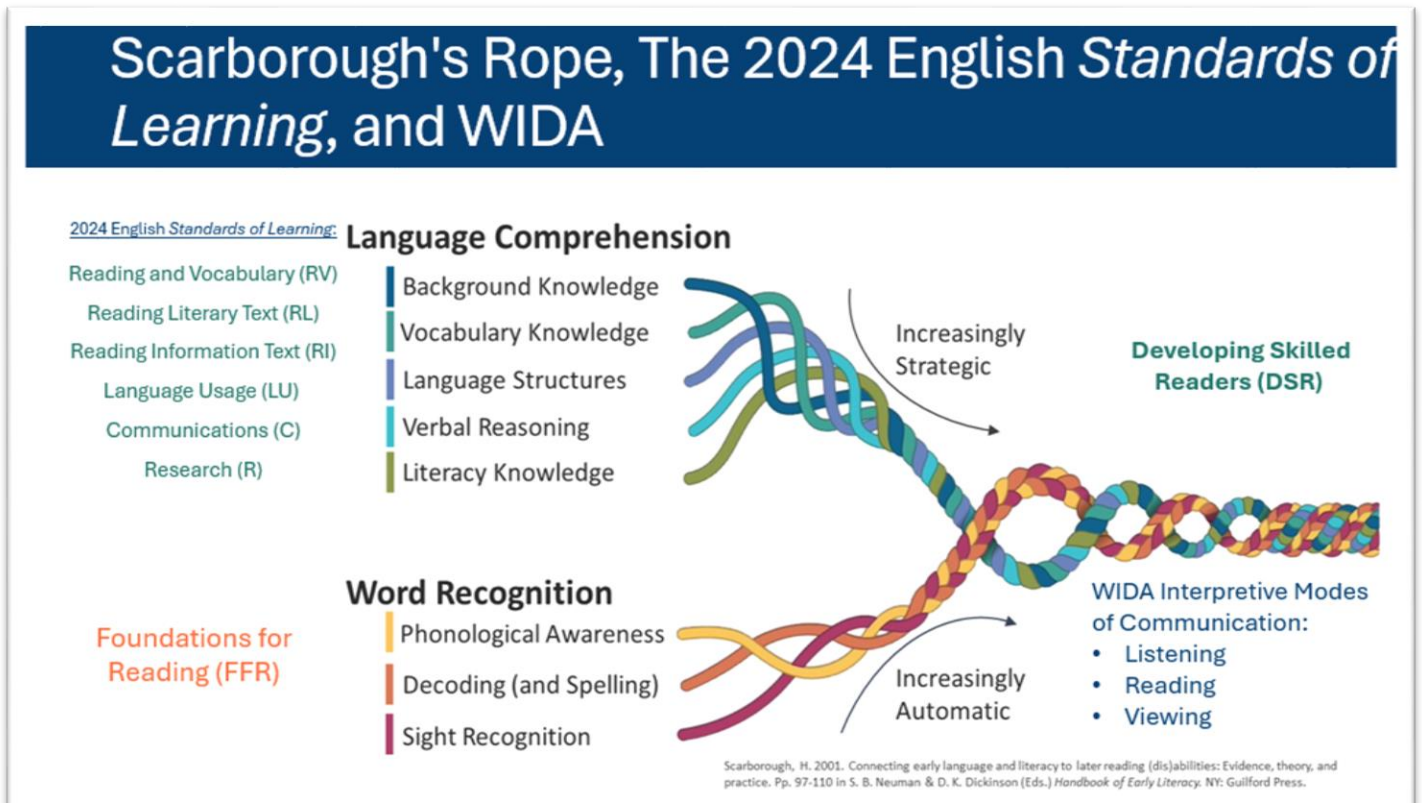


Literacy Instruction: Considerations for Multilingual Learners

The WIDA English Language Development Standards, 2020 edition, the 2024 Virginia English *Standards of Learning*, and Scarborough's Rope are all interconnected in their focus on supporting English learners (ELs) in developing language and literacy skills in English. WIDA provides a framework that emphasizes language development across the domains of listening, speaking, reading, and writing, which aligns with the Virginia standard's emphasis on developing these skills at grade level expectations. Scarborough's Rope is a conceptual model of reading development introduced by Dr. Hollis Scarborough in 2001 that builds on the concepts of the Simple View of Reading, highlights the relationship between word recognition and language comprehension, both of which are crucial for ELs. WIDA standards guide teachers in providing scaffolded language instruction and the English standards ensure that language learners receive comprehensive, systematic support that encourages both language proficiency and academic success, with Scarborough's Rope offering a model for understanding how these skills work together to form fluent reading and overall literacy development.

Following the graphic below, that depicts the interconnectedness of Scarborough's Rope, the 2024 English *Standards of Learning* and the WIDA Interpretive Modes of Communication, educators will find considerations for literacy instruction to support multilingual learners.



Language Comprehension

- Background Knowledge
 - Cultural references in texts may be unfamiliar.
 - Schooling experiences differ by student and country.
 - Lack of experience with a topic may appear to be poor comprehension or memory skills.
- Vocabulary
 - Multilingual Learners are more likely to learn words that are directly taught, embedded in meaningful contexts, integrated into existing content area curriculum, and are practiced and used repeatedly.
 - Multilingual Learners may need explicit instruction in Tier 1 & Tier 2 words not just Tier 3 words.
- Language Structure
 - Not all languages share the same structure, provide daily opportunities to build linguistic knowledge (semantic, syntactic, morphologic).
 - Utilize cognates as a semantic resource.
 - Impacts spelling and writing development of multilingual learners.
- Verbal Reasoning
 - Provide opportunities to determine the differences between social and formal language.
 - Context is important.
- Literacy Knowledge
 - Directionality of print may be different from English.
 - Some languages have symbols that represent words, not sounds.
 - Characters can represent more than one sound in some languages.
 - Text structure in other languages often mirrors discourse which may be different from English.
 - Access to texts may be limited.

Word Recognition

- Phonological Awareness
 - Languages have different writing systems including units of speech symbolized by characters.
 - The sound structure differs across languages.
 - If students learn letters and sounds in one language this knowledge will help them identify sounds in a second language.
- Decoding
 - There are differences between English and other languages.
 - The greater the overlap across languages, the stronger the association of skills (cross-linguistic transfer).
 - Visuals support the connection between understanding sounds and words.
- Sight Recognition
 - Oral language is an important foundation that supports the role of fluency as a bridge to comprehension.
 - Repetition supports fluent reading for multilingual learners.
 - Reading in English and the student's home language supports literacy for multilingual learners.

- Explicit and systematic instruction includes modeling the process and the task and providing directions that are comprehensible.

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