



Local Professional Learning Modules for Educators Who Work with Multilingual Learners of English (MLE)

Facilitator Guide for Module 2 Unpacking Assumptions: Responding to Multilingual Readers in the Writing Classroom *Presented by Dr. Brett Griffiths, Dr. Charissa Che, and Dr. Emily Suh*

Session overview:

For the most productive discussions, the modules in this series are designed to be used with groups of 3 or more people. We suggest that participants review the **Introduction to the Series** before using this module.

Estimated time for completion: 75 minutes (*Video run time 43:10 minutes + 30-33 min breaks for discussion*)

Facilitator preparation:

- Review the module video. You may also wish to review the slides, which can be found, which can be found here. Share this link with participants after the session.
- Provide participants with the [Participant Handout](#) to take notes and follow along with the presentation.
- Optional: Prepare a few printouts of the readings, or email readings in advance to participants for them to access on their own device (or print the Participant Handout)
 - [Urias et al 2024.pdf](#)
 - [CATW HYPE PASSAGE blank.pdf](#)

Participant (Optional) preparation: While no pre-reading is required before participating in this module, the articles below may provide support for participants in considering the challenges multilingual learners face in the writing classroom and for identifying (listing) specific interventions, including modeling, connecting new knowledge, building vocabulary, and annotating by asking questions of the text.

Optional Prereading:

1. "Effects of reading strategy instruction in English as a second language on students' academic reading comprehension" <https://journals.sagepub.com/doi/full/10.1177/1362168820985236>
2. "Strategies for improving reading skills among ELL college students" <https://tacc.org/sites/default/files/2025-10/teachingenglishinthetwo-yearcollege514309.pdf>
3. "Teaching toward Reading Transfer in Open-Access Contexts: Framing Strategic Reading as a Transferable Skill" https://tacc.org/sites/default/files/2025-10/teaching_toward_reading_transfer_in_open-access_contexts_framing_strategic_reading_as_a_transferable_skill.pdf

Objectives: Participants will:

1. (Experience) Name and explore our own experiences of and assumptions about the reading experiences of multilingual learners in ESOL & co-req classrooms
2. (Research) Draw on recommendations from the Family of research in writing, literacy, and language studies to literacy instruction in corequisite ESOL classrooms.
3. (Practice) Model prereading, reading and annotation, and metacognitive reflection as interconnected phases of "reading" to learn and apply new knowledge.
4. (Design) Draw on this understanding to update and implement reading activities for your ESOL and CoReq classroom.

Snapshot agenda:

Section	Start Time	Content
Intro	0:00	Title, Welcome and norms
		Introduction to the module, acknowledgement of the partners, and introduction to the presenters
		Objectives & Agenda
Section 1	5:53 (Pause 5-8 min)	⏸ Pause and Reflect
	6:51	Defining Reading
	7:46	Introduction to Activity: Reading Outside Our Comfort Zone (Link to reading Urias et al 2024.pdf)
	10:10 (Pause 5 min)	⏸ Pause for Activity: Reading Outside Our Comfort Zone
	10:20	College Reading InRW, College Reading, and Reading Ecologies
Section 2	17:55	Supporting Multilingual Readers Key Concepts and terms
	19:03 (Pause 3 min)	⏸ Pause and Reflect
	19:25	MLL Idioms, Figures of speech, and Culturally loaded texts
Section 3	23:27 (Pause 3 min)	⏸ Pause to have participants open the document and review it the proceed with the video for the guided activity (Link to reading CATW HYPE PASSAGE_blank.pdf) Activity: Embedded Reading in the classroom
	24:44	Teaching reading strategies: Prereading
	27:00 (Pause 3 min)	⏸ Pause and Reflect
	27:35	Applying Reading Strategies Activity - live demonstration + facilitated discussion
	36:36	Additional strategies: Vertical and lateral reading, Annotating texts, and Post-Reading
	42:07 (Pause 5 min)	⏸ Pause and Reflect: Metacognition and Writing to Learn
Closing	42:12	Thank You, Questions, Review suggested reading

Detailed Suggestions for Facilitation

Black Font = module content/summary

Red Font = facilitation notes

Blue Font = sample response

Section (Time)	Suggestions
Intro (6 min)	Facilitator: Welcome and thank participants for their interest. Remind the group of the departmental norms for professional learning. • Introduction to module and presenters • Objectives, framing, and research. Facilitation Notes: <i>If participants do not have copies of the handout, consider posting the objectives in a prominent place.</i> Participants will: • (Experience) Name and explore our own experiences of and assumptions about the reading experiences of multilingual learners in ESOL & co-req classrooms • (Research) Draw on recommendations from the Family of research in writing, literacy, and language studies to literacy instruction in corequisite ESOL classrooms. • (Practice) Model prereading, reading and annotation, and metacognitive reflection as interconnected phases of "reading" to learn and apply new knowledge. • (Design) Draw on this understanding to update and implement reading activities for your ESOL and CoReq classroom.
II Pause & Reflect (5-8 min) Facilitation Notes: <i>If you need to spark conversation, you may pose the sample prompts (in red), share a sample response (in blue) or share your own experience.</i> 1. What are your own experiences reading or writing for academic purposes in a language other than your home language? Sample Prompt: <i>You may want to preface this question by asking which participants speak more than one language. If no multilingual participants are present, share that previous participants have likened reading/writing for academic purposes to learning a new language, with its own conventions, vocabularies, and expectations.</i> 2. What do you imagine are the most challenging aspects of college-level reading for a multilingual learner new to college? Sample Prompt: <i>Ask participants to recall their first encounters with college-level reading, across disciplines. What did they find unfamiliar, or uncomfortable?</i> 3. What strategies do you apply to your own reading when faced with a text in an unfamiliar genre or content area? Sample Response:	

Past participants have shared strategies including identifying words that are familiar in their own disciplines and looking up alternate discipline-specific definitions. They also have looked at headings and reading/writing prompts to gauge what the author considers to be the most important concepts.

4. Which of these do you model or embed in your classrooms already?

Sample Response:

Participants may share examples of times they have dissected a difficult text by translating unfamiliar (genre or discipline-specific) terms, looking at how the text is organized, and breaking down a writing prompt into more manageable parts.

**Section 1
(4 min)**

Providing support from faculty and through assignments

Defining Reading

"Reading is a layered, interactive, and social process that can only be understood in the context of social, cultural, political, historical, and economic realities." ("New Literacies" Lankshear & Knobel, 2006, 2011).

[Summary of section: Working with this definition, we are calling ourselves to attend to the social context in which texts we read are situated, our students and our own existing knowledge and/or biases about these texts, and to view reading as a multistaged process, returning multiple times to a text as readers, as teachers and students, and as humans striving to comprehend and engage with new ideas.]



Pause for Activity:

Reading Outside Our Comfort Zone (link to reading [Urias et al 2024.pdf](#))

- The reading can be found in the participant handouts as well.
- Pause to allow participants to read the passage and react.
- Follow along with the guided activity in the video, pausing where indicated..

Facilitation Notes:

- *The reading is available in the participant handout - you can also project onto the main screen.*
- *Some (or most) participants will identify feeling confused and even potentially anxious trying to read even the first page of this scientific article in real time. That is part of the purpose of this exercise. Invite them to (safely) sit with that discomfort and to imagine how it may feel similar or dissimilar to their students' early experiences reading in their college courses across various disciplines.*

**Section 1
continued
(8 min)**

College Reading

[Summary of section: in this section the presenters discuss different college level reading models, and offer a framework for Reading Ecologies. There is an ADA compliant copy of this image in the virtual participant guide.]

Griffiths-Schoolcraft Model of Reading Ecologies



Facilitation Notes:

This model, developed by Dr. Griffiths, represents her effort to bridge various pedagogical approaches to literacy instruction.

Rather than framing reading as a simple “whole language” vs. “phonics” debate, college-level literacy demands a more nuanced approach. For our students, this means learning to read through multiple lenses:

- *Genre: Recognizing different writing structures and expectations across academic disciplines.*
- *Rhetoric: Analyzing the writer’s purpose, intended audience, and the credibility of the evidence presented.*
- *Social context: Engaging with texts by centering their own identities, learning goals, and conversations with other readers and texts.*
- *Information: Reading for comprehension, especially when studying for exams or interpreting directive and prescriptive texts.*

Section 2 (5 minutes)	Supporting Multilingual Readers [<i>Summary of section:</i> In this section, the presenters review key concepts and terms: • "Multilingual" – Decenters English as the target language for language learners; refocuses on their linguistic resources and how they inform each other to make meaning. • "ESL" and "ESOL" - used to describe students whose first language is not English Here, "multilingual" and "ESL" are used interchangeably to refer to students for whom their first language is something other than English.]
II Pause & Reflect: 5. What are some aspects of a language that can make reading and learning in a different language difficult for someone? <i>Sample responses:</i> • <i>Cultural references (baseball metaphors, popular culture, etc)</i> • <i>Vocabulary and "false friends" (connections to words in other languages based on roots that lead to misunderstanding)</i> • <i>Unclear or implicit instructions that may be unclear or overlooked</i> • <i>Assumes shared values/points of view/common knowledge</i>	
Section 2 continued (4 minutes)	[<i>Summary of section:</i> In this section, the presenters discuss idioms and culturally loaded texts, including figures of speech and other alienating language, culminating with a guided activity.]
II Pause for activity: Embedded Reading in the classroom (Link to reading CATW HYPE PAS SAGE_blank.pdf, the annotated version can be found here: CATW HYPE PASSAGE_annotated.pdf) • The reading can be found in the participant handouts as well. • Pause for a short time (~3 min) to allow participants to read the passage and react. • Then follow along with the guided activity in the video, pausing where indicated.	
Section 3 (3 minutes)	Teaching reading strategies: Pre-reading [<i>Summary of section:</i> Pre-reading strategies invite students to "size up" a text before they read it. The strategies they will need to read a chapter in a nursing textbook are quite different from those they will draw on to read a novel or a chapter in a philosophy textbook. Prereading invites students to skim the structure of a text, identify bold or highlighted words, callout texts and images, and to propose one or two things they think they will encounter in the text that will be "new information." It also invites them to make a plan to read, including chunking the reading into shorter sections, reading end-of-chapter questions first, reading only vocabulary words first and then returning to the opening of the chapter, etc.]
II Pause & Reflect: 6. What might multilingual students in your classrooms find potentially alienating or confusing in the text? <i>Sample responses:</i>	

Participants have noted that pop culture references (e.g. Oscar Meyer Weiner song; Beethoven's Ninth Symphony), the confusing placement (and font) of the actual prompt, the shift from third to second person perspective (in the first and second paragraphs), and metaphors (i.e. "collective unconscious"; "mental pollutants") as potentially alienating and confusing elements of the text. Other participants noted that some students may be from cultures that are not as capitalistic as the United States, and therefore may encounter fewer advertisements on a daily basis.

7. Explain which passages you revised, your revisions, and the rationale behind these revisions.

Sample responses:

Some participants suggested moving the prompt to the top of the text so students would have a clearer sense of what they should pay attention to as they read. They also suggested removing references to pop-culture or assigning a different reading altogether, that is not so culturally-specific.

Section 3 continued (14 minutes)	Teaching reading strategies: Reading (Vertical, Lateral, Annotations) [Summary of section: Vertical reading explores a text from top to bottom, much like how we read novels or fiction. The reader stays "on the page." Lateral reading requires the reader to engage with the text in real time, opening browser tabs to research the author, look up definitions, and fact-check claims and evidence while they read and to use what they learn to facilitate their understanding--and responses to-- the texts they read.] Teaching reading strategies: Post-reading (Metacognition and writing to learn) [Summary of section: Metacognition--or thinking about thinking--invites students to observe their own learning and to name and explain those processes. For example, if students indicated in the pre-reading stage what they thought they would learn before reading, you might now prompt them to identify what they actually learned. How does what they learned from the reading compare to what they expected to learn? How does what they learned compare to other things they have learned via other texts or experiences? How might they change their pre-reading strategies in the future to enhance their comprehension?]
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II Activity - Live demonstration & facilitated discussion about metacognition

Facilitation Notes:

In groups - After viewing the activity and discussion, ask participants what are takeaways they can bring to their classroom.

This process is modeled in this additional student handout, which participants may borrow or adapt for their own teaching purposes.

[Guided pre-reading, reading, and annotation guide](#)

Here is [a simplified adaptation of the guide](#) one teacher created as an example.

Optional or Follow-up activity:

In the article "[Teaching toward Reading Transfer](#)," linked in this guide, the authors note that many of our approaches to assessing learning inadvertently teach students to skip their readings.

Prompt:

In what ways can the teaching of lateral reading and metacognition help students re-engage with reading? What is one prompt or assignment in your course that you can revise by incorporating a collaborative reading process, lateral reading strategies, and metacognition?

**Closing
(3 min)**

Facilitators: Wrap-up and charge

- Thank participants for their contributions during the module.
- Point out the follow-up reading recommended by the presenters.
- Remind participants of the next meeting.
- Remind the group of the process for receiving documentation of their participation in the professional learning session.

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