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Guided Reading Adaptations For Multilingual Learners

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GUIDED READING ADAPTATIONS FOR MULTILINGUAL LEARNERS

by

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A capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts
in Literacy Education

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CHAPTER ONE

INTRODUCTION

“I’m no longer accepting the things I cannot change. I’m changing the things I cannot accept.”

-Angela Davis

Introduction

Creating a school environment that welcomes all students is one of the first and most essential jobs in education. Equity is often highlighted in school mission statements throughout the country, which underscores the importance of this work. Creating an environment that allows every student to flourish requires continued learning, reflection, and action on the part of all school staff members. However, this change is happening too slowly.

Multilingual students are often confronting inequitable circumstances throughout their educational careers. In my experience, general educators are rarely equipped with the proper knowledge to help multilingual students succeed in literacy and language development, and have a difficult time distinguishing between them. Understanding the unique needs of these students will allow them to receive a more equitable education.

This capstone focuses on guided reading and multilingual learners. The guided reading model is often used to help differentiate literacy instruction. Differentiation is essential work when discussing tangible ways to promote equity in the classroom. A central theme in my capstone discusses best practices of guided reading and how it can be adapted and improved for multilingual learners. This capstone seeks to answer the question: *How can elementary educators improve guided reading instruction, and what adaptations can support multilingual learners?*

In the next section I will discuss how my professional and personal goals influenced the capstone question. First, how my experience as a new educator using guided reading proved

difficult. Then, how recent world events shaped my understanding of social justice and equity; and how this ties in with multilingual learners.

Novice Educator

As a novice educator, I quickly realized the importance of differentiation. The difficulties became clear when many students were reading at different levels, some far above grade level and others significantly below. The district where I am employed decided, at that time, that they would go through a literacy reset. The decision was to move toward a more balanced literacy approach, using guided reading to help differentiate literacy instruction. During professional development sessions the instructor echoed that guided reading is the most crucial part of the literacy day. Therefore, I adopted guided reading, but not without hardships. I found it difficult to group, assess, and plan for each guided reading lesson. As a new teacher, I felt discouraged and ultimately failed to manage every aspect of guided reading.

This discouragement ultimately led me to Hamline's program in literacy education. I wanted to understand the reading process better to become a more responsive literacy teacher. Researching guided reading and differentiation for my capstone has been my goal since beginning the literacy education program.

Becoming a more responsive literacy teacher has been an important part of my professional career. Another area I have great passion for is social justice. Recent events show how social justice practices need to be considered some of the most important work we do as educators.

Social Justice

My dedication to students continued to drive my studies at Hamline. I have always focused my attention on how to be responsive to the literacy needs in my classroom. This past

summer, a great tragedy struck the city of Minneapolis. The death of George Floyd in police custody made world news. Social justice protests erupted, and a call for change was chanted in the streets. The world watched as anger and flames destroyed properties and livelihoods. It was a heartbreaking wake-up call. I watched, listened, and reflected silently. At the same time, stories about racism and systemic inequities flashed through my newsfeed. These are the stories that ignited my passion for this project. I began to wonder how an educated, white, middle-class woman had struggled to recognize these inequities before. I realized that my social identities allowed for a privilege that not all people received. These stories involved systematic racism such as redlining, inadequate health care, lack of career opportunities, and educational failures. These systems are so deeply rooted in our nation that people, even today, dispute their existence.

As an educator, these stories hit home. These are the voices of the students and families that I serve. After a summer of listening and reflecting, I expected to see changes in district policy, curriculum, and training reflecting the nationwide outcry, even amid a pandemic. However, I was disappointed in the lack of change. As Angela Davis said, “I’m no longer accepting the things I cannot change. I’m changing the things I cannot accept.” This project is an outpouring of empathy for people who suffer daily through systematic racism. We all play a role in creating a society that recognizes and respects all people. This project is one way I can support equity and social justice in my classroom and the community.

The final area that ignited my passion for this project was a focus on multilingual learners. Understanding how to support these students in the literacy classroom while also using their entire linguistic repertoires is an urgent need.

Multilingual Learners

The social justice and equity work throughout this capstone focuses on multilingual learners. These learners bring a wide array of knowledge, diversity, and experiences into the classroom. Although diversity categorizes this group, their multilingualism brings them together. Their unique language needs continue to place pressure on general education teachers to help them succeed. Language and literacy learning often go hand and hand; and supporting both needs can be challenging. In my experience, emergent multilingual students arrive in my classroom often reading below grade level and need significant support due to their language and literacy needs.

An Awakening

This past summer, while reflecting on many inequities in society, I also enrolled in two linguistics classes. These classes had a profound impact on me. Often, the learning overlapped with the equity and current events I had been reflecting about. These classes made me realize the critical role that general education teachers have in supporting multilingual students. Unknowingly, my current language ideologies subtly expressed that I valued English over other languages. These ideologies reflected to my students that their home languages and, ultimately, their identity weren't valued. These classes awakened my understanding of the inequity taking place in my classroom. Revealing these heartbreaking ideologies forced me to begin replacing this subtractive discourse with an additive-based approach. I began to have a deeper understanding of the challenges faced when asked to learn a language, while also asking students to complete literacy tasks. Bridging the gap between literacy and language learning seemed more crucial than ever. I can no longer be a bystander to these inequities. Instead I will focus on bridging the gap between literacy learning while building upon students' language development.

The final section is a conclusion that explains the overall focus of this capstone and culminating project. This section also restates the research question.

Conclusion

Equity is not just making sure everyone is given a shoe, but ensuring everyone is given a shoe that fits. This analogy explains the artful skill of differentiation. Using differentiation helps teachers understand their students' unique literacy and language needs, while maximizing student growth. My desire to better understand how to differentiate literacy learning, especially when providing guided reading to multilingual students, has motivated me to research the question: *How can elementary educators improve guided reading instruction, and what adaptations can be made to support multilingual learners?*

The next sections of my capstone are dedicated to answering this question. Chapter two is a literature review that examines the scholarly research associated with this topic. The first major section in chapter two will dive into research of the structure and best practices in guided reading. The next section explains modifications that can be used during guided reading to support multilingual learners. These modifications include the additive approach to language, translanguaging, teacher and student participation, corrective feedback, and assessment. Chapter three explains the three-part professional development project related to this capstone. This professional development project is designed to give elementary teachers modification to support language and literacy development during guided reading. Lastly, chapter four allows for a reflection of the cumulative capstone and associated project.

CHAPTER TWO

Literature Review

Introduction

The purpose of this study is to understand the structure of guided reading, while ultimately creating culturally responsive, guided reading instruction, for multilingual learners. Chapter one outlines the motivation for this project, which is how recent events push the need for culturally responsive teaching, especially with multilingual learners. This literature review helps answer the question: *How can elementary educators improve guided reading instruction, and what adaptations can be made to support multilingual learners?*

The research points to two themes that came to the forefront of this study. The first theme discusses the protocols for guided reading instruction. This section shows the need for differentiation in the classroom and the advantages for students. The second theme will focus on multilingual learners and tailoring guided reading groups to benefit a student's developing language needs. This section also intertwines culturally responsive modification into guided reading instruction and shows how this instruction can positively impact social, emotional, and academic learning for multilingual learners.

The following section gave an overview of the research in chapter two. Next, the research shows a need for a responsive literacy classroom, which can be made possible by guided reading. Then the implementation of guided reading will be investigated.

Guided Reading Instruction

Since the beginning of public education, teachers have had the momentous task of meeting the needs of every student. Not only are students unique in their academic ability but are also culturally diverse. This diversity continues throughout the literacy classroom; a student may

have different reading interests, read at different levels, and vary in their ability to successfully use reading strategies. Arising to the challenge, many educators have adopted guided reading to better serve their students' needs. Guided reading can help teachers to be more responsive to the specific literacy needs of their students.

Definition of Guided Reading

Creating classrooms that are founded upon individualized learning can be invaluable for academic success. Guided reading can help teachers create instructional literacy groups that are tailored to individual goals. Fountas and Pinnell (1996) use the term guided reading to describe an “instructional context for supporting each reader’s development of effective strategies for processing novel texts at increasingly challenging levels of difficulty” (p. 25). This quote underscores the importance of targeting each reader's needs by teaching strategies and focusing on specific levels of reading difficulty. Guided reading is a type of small-group instruction that allows students with similar reading abilities to be taught simultaneously (Fountas & Pinnell, 2012). Groups are formed through assessments that are given individually, allowing for teachers to properly assess literacy processing and strategy use (Fountas & Pinnell, 2012). Once groups are formed then a text must be carefully selected by the teacher to challenge each student or group (Fountas & Pinnell, 2012). This text selection must allow teachers to properly support students’ learning by finding the zone of proximal development (Vygotsky, 1978). When learning is properly scaffolded, students can meet increasingly rigorous standards placed upon them by state and national legislation.

Increase in Academic Rigor

In recent years, the increase of educational rigor has led to a significant push in guided reading (National Governors Association Center for Best Practices and Council of Chief State

School Officers, 2010). The Common Core State Standards (CCSS) were created to help students in their future endeavors such as entering the workforce or preparing students for college (National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010). Many states have adopted them as their new standards, showing just how influential these standards have been (Morrow et al., 2018). The CCSS standards have brought forth a vision to create consistent learning targets throughout much of the United States (Morrow et al., 2018). Often, when states adopt the CCSS the rigor of academic work increases. Thereby, increasing the pressure placed upon teachers to hold their students accountable to these new standards.

The pressure placed on educators and students is especially predominant when discussing the literacy standards. The CCSS is founded upon recent literacy research which supports the importance of foundational literacy skills. These standards also emphasize the importance of meta-cognitive thinking and the comprehension of difficult texts (Morrow et al., 2018). Being that the goal of CCSS is preparing students for college and career readiness, these skills are particularly important. Preparing students to have a critical awareness of their learning, coupled with the comprehension of complex text, students are learning important skills for their future.

Similar to the pressure of teaching the CCSS, this analysis would not be complete without discussing standardized testing. These mandated tests assess how proficient students are within each standard. The National Center for Educational Statistics (2017) shows that fewer than 40% of students are proficient in reading. The high rate of non-proficient reading scores shows the need for explicit instruction tailored to students' individual needs (Fountas & Pinnell, 2012). Due to the increase of educational rigor, mandated testing, and failing scores the need for differentiation is at an all time high. Therefore, many teachers have turned to guided reading

instruction to be more responsive (Fountas & Pinnel, 1996).

Guided reading has deep ties to many prominent researchers (Vygotsky, 1978; Wood et al., 1976). First, Vygotsky (1978) discusses the importance of finding the zone of proximal development, which “awakens a variety of internal developmental processes that can operate only when the child is interacting with people in his environment” (p. 90). The zone of proximal development is an important aspect in guided reading, due to the individualized nature of the small group. The zone of proximal development is similar to the idea of scaffolding (Wood, Bruner, & Ross, 1976). Scaffolding supports learning through different instructional strategies that ultimately help the learner gain independence and a mastery of a skill (Wood, Bruner, & Ross, 1976). Guided reading connects to both scaffolding and the zone of proximal development because it pushes students to read more rigorous texts over time and requires teachers to focus on individual skill and strategy development (Fountas & Pinnell, 2012).

Balanced Literacy Education

With many educators using guided reading to scaffold and differentiate instruction, it is essential that guided reading is part of a balanced literacy approach. (Morrow et al., 2018). The definition of a balanced literacy approach is:

Foundational skills of early literacy instruction make up one piece of the standards puzzle for K-5th grade, with strong supporting roles played by word-level processes, vocabulary, oral discourse, and the conventions of written language. At center stage comprehension and composition play a critical role across the grades, with a fresh focus on a range of higher-order processes: close reading of challenging texts to ferret out both essence and nuance, literacy in the disciplines, writing from text-based sources, and understanding, constructing, and critiquing arguments. (Morrow et al., 2018, p. 29)

This quote shows the importance of going beyond basic foundational skills and creating learning that focuses on higher ordered reading, writing, and thinking skills. Guided reading can be part of a successful literacy classroom, and when educators skillfully utilize the balanced literacy approach, coupled with their understanding of students deep learning occurs (Morrow et al., 2018).

Instructional Approach

Due to the importance of higher-order thinking skills required by students, it is important to understand the structure and protocols of guided reading. Guided reading is an instructional practice that allows for a diverse range of learners to accomplish their literacy goals (Fountas & Pinnell, 2012). Creating a structure to meet the needs of many students is a difficult task. To help with that task, Fountas and Pinnell (2012) have outlined five steps to guided reading which include: text selection, introduction to the text, reading the text, discussion of the text, and teaching points. Research around best practices will be interwoven throughout the following section.

Text Selection

Before the lesson begins, it is essential to select a text to support the small group's primary literacy focus (Fountas & Pinnell, 2012). Teachers must keep in mind the needs of the group and the members within it. Selecting a text-based on a guided reading level can help expand a student's understanding of complicated texts (Fountas & Pinnell, 2012). A guided reading level refers to a text gradient, A-Z, that focuses on a set of behaviors and strategies seen within reading levels (Fountas & Pinnell, 2012). This set of behaviors and strategies can turn into teaching points for students working at each level.

When selecting texts for students, teachers need to select texts based on academic needs

while simultaneously thinking about a student's background (Sharma & Christ, 2017). Culturally responsive text selection requires educators to dig deeper and understand their students' experiences and background. Teachers must prioritize selecting texts that reflect all students' identities. There are many positive outcomes when students see themselves reflected in books. For example, one outcome is the increase of student engagement (Sharma & Christ, 2017). When students see their identities reflected in an assigned text, it cultivates an internal motivation for learning (Sharma & Christ, 2017). This internal motivation can be traced back to their schema and background knowledge. When students can connect their background knowledge to the books they read, they become more engaged (Goodman, 1996). This engagement can increase student buy-in, which can positively impact student achievement (Sharma & Christ, 2017). Student achievement is impacted by the selection of culturally responsive texts. Students who interact with these texts have significant literacy gains compared with students who do not. (Gary, 2009). Therefore, culturally responsive text selection can increase academic achievement when it is directly tied to a student's cultural background (Gary, 2009).

Another positive outcome, that is a direct result of culturally responsive text selection, is related to the use of comprehension strategies. Jimenez (1997) found that when students are given culturally familiar text the use of comprehension strategies increases. For example, students are able to infer, ask questions, and make predictions about a text because the setting, characters, and problem in the story are related to their own life (Jimenez, 1997). This further shows the importance of culturally responsive text selection and how it can positively impact comprehension strategies.

Introduction of the Text

Once the culturally responsive text has been selected, the next step in the guided reading lesson is an introduction to the book (Fountas & Pinnell, 2012). Introducing the text helps teachers to develop the students' background knowledge, leading to higher comprehension levels (Pinnell & Fountas, 2011). Introducing the text also gives teachers a chance to discuss the book's structure and focus on new vocabulary words, which helps with accuracy and fluency (Pinnell & Fountas, 2021).

Reading the Text

Following the introduction, students read the assigned text individually while teachers listen to students read and reinforce strategies and skills (Fountas & Pinnell, 2012). Explicit instruction with students happens because teachers are now directly coaching individual students. Reading and coaching are the most productive part of the literacy day, because students work directly with the teacher (Cornejo, 2007). If students work with the teacher, quick instruction of strategies can occur while the student is reading. The teacher suggests real-time fix-up strategies; these suggestions can help students transfer strategies to their independent reading (Cornejo, 2007). The transfer of reading strategies to independent reading is the ultimate goal of any guided reading lesson.

Discussion of the Text

Once students have finished reading, the next section of guided reading is a discussion of the text (Fountas & Pinnell, 2012). The teacher frames the conversation, but students do most of the talking (Morrow et al., 2018). When students lead the discussion, student participation is higher, leading to a deeper understanding of the skills and strategies taught (Morrow et al., 2018). As stated by Morrow et al. (2018), the "consistent and frequent opportunities to talk about text allow learners to work collaboratively to build shared understanding and strategies to reach a

consensus as well as accept difference” (p. 42).

Teaching Points

After discussing the text, the teacher then moves into explicit teaching points, referring back to a student's independent reading and the discussion with classmates to create helpful teaching points (Fountas & Pinnell, 2012). Teaching points can come from misunderstandings, expanded thinking, or reinforcement (Fountas & Pinnel, 2012). Fountas and Pinnell (2012) reference the Systems of Strategic Actions that outline a network of processing systems for reading (p. 273). These processing systems fall into three main categories: thinking about the text, thinking within the text, and thinking beyond the text (Fountas & Pinnell, 2012). Each area has specific skills that readers can use to enhance their textual understanding.

Summary

The previous section discussed research pertaining to the need for responsive literacy instruction and the structure of a guided reading lesson. The next major theme in this review focuses on why adaptations are needed for multilingual students and what modifications can be used during guided reading.

Guided Reading for Multilingual Learners

At the heart of guided reading lies one of the most valuable resources, responsiveness. Being responsive entrusts teachers to identify each learners' unique needs (Fountas & Pinnell, 2012). Many educators have created guided reading groups that support learners through explicit small group instruction in order to help achieve individualized goals. This review's next focus is to determine what adaptations can be added to guided reading to support multilingual students and their unique language and literacy needs.

Multilingual learners refers to a group of students learning multiple languages. The term

multilingual learner has been chosen over English language learner because these students are not only learning the English language but are continuing to learn other languages as well. Multilingual learners have the asset of learning multiple languages and decide how to use them in their daily lives.

Within the educational system, English language classes have helped students develop their English language skills. Many times, these classes happen outside the general education classroom. But, it is not only the job of the English language teacher to support language development. General education teachers need to provide literacy learning that also supports their students' identity as a multilingual learner (Morrow et al., 2018).

Demographics

The demographics in classrooms continually evolve, but the importance of supporting every student's identity remains a top priority. Estimates show that by 2025, one in four students in the United States will be classified as a multilingual learner (Morrow et al., 2018). With a growing population of multilingual learners, it is necessary to understand how the demographics in our schools continue to change. To begin, many of these students are born in the United States (US). In fact, 85% of students who qualified for English language services are born in the US (Morrow et al., 2018). Around 62% of English learners are Spanish-speaking students, but there are also large portions of students who speak Chinese, Vietnamese, Hindi, Arabic, Haitian Creole, and Indigenous languages (Morrow et al., 2018). This shows that within the multilingual community, there is diversity and uniqueness with every student. It is also important to remember that every student enters school with different experiences. One of these experiences may be the varying amounts of exposure to English before entering school (Morrow et al., 2018).

Subtractive and Additive Approach to Language

Although this review is focused on adaptations to guided reading, it is important to discuss language ideologies and the subtractive and additive approach to language. The subtractive and additive approach to language refers to beliefs about language and literacy experiences. After all, a teacher is part of the guided reading experience and their beliefs about language can positively or negatively impact student learning (Hornberger & McKay, 2010). Language ideologies refer to a belief about how language should be used and what types of languages are valued (Hornberger & McKay, 2010).

Often, schools create a climate where students' multilingual backgrounds and languages are seen as a detriment to their education (Garcia & Kleifgen, 2010). Due to their lack of exposure or understanding of English, when entering school, these students are labeled as having little literacy knowledge (Morrow et al., 2018). This is a subtractive approach to language. This belief expresses that literacy experiences are only valuable to a student if the learning happens in English, while forgetting any previous first language literacy learning (Garcia & Kleifgen, 2010). Creating classroom environments that perpetuate these beliefs have devastating impacts.

Once the teacher's subtractive language views are visible, the negative effects remain with the learner. For example, when teachers only recognize English literacy experiences students can begin to have negative attitudes about their home language (Martinez, 2013). These attitudes and beliefs can grow into the untrue assumption that English is better and more useful than their first language (Martinez, 2013).

Another negative outcome is created by the beliefs that teachers hold about the academic ability of multilingual learners. Marx (2000) compared the opinions of White preservice teachers to Latinx preservice teachers who were given the task to tutor a group of students. The students who received the tutoring were all multilingual Latinx students. When the preservice teachers

were asked about the academic ability of the students they were tutoring, their answer differed. Latinx preservice teachers believed their Latinx students were academically capable and able to succeed (Marx, 2000). These teachers were able to better assess a student's academic ability and how it differed from their developing languages needs (Marx, 2000). Meanwhile, the White preservice teachers predicted academic failure and also held lower academic expectations for their Latinx students (Marx, 2000). This underscores the importance of understanding each student's background and life experiences. Due to the similar backgrounds and experience of the Latinx preservice teachers to their students, they were able to more accurately understand their students abilities and language needs (Marx, 2000).

Finally, when teachers hold beliefs about a student's academic ability, this can be a powerful determiner of academic success. Zabel and Zabel (1996) found a correlation between teachers' expectations and multilingual students' academic achievement. Therefore, a teacher holding subtractive views in the classroom can have devastating effects on multilingual learners.

Understanding that teacher expectations can have a self-fulfilling prophecy shows the importance of creating positive language ideologies. One way to accomplish this is by using an additive approach to language. An additive approach to language establishes that all previous literacy learning is essential and valuable (Garcia & Kleifgen, 2010). This includes literacy learning that occurs in any language. Teachers who take the additive language approach, look at a student's multilingualism as a resource that will aid in their current and future successes. Creating an additive approach to language in the classroom has been shown to increase student achievement and engagement (Asceenzi-Moreno & Quinenes, 2020). Therefore, creating an additive approach within the classroom can positively impact guided reading, students' academic achievement, and beliefs around a first language.

Teacher Participation

Another way to positively impact guided reading is through teacher participation during group discussions (Morrow et al., 2018). Lewis and Zisselsberger's (2019) study discusses teacher participation during the discussion section of guided reading. During the discussion section of guided reading, students are talking, posing questions, and clarifying the text, meanwhile, teachers are observing comprehension and extending students' thinking through questioning and restating (Fountas & Pinnell, 1996). Lewis and Zisselberger (2019) noticed that teachers used different discussion techniques depending on the make-up of the group. This study focuses on changes in teachers' questioning and restating techniques when native English speakers or multilingual speakers are in a group. When a group mostly consisted of multilingual students, the teachers often increased the average length of their utterances, the number of turns, and the length they speak during the discussion (Lewis & Zisselberger, 2019). In contrast, when more native English speakers are in the group, teacher talk lessens, and student talk increases. Lewis and Zisselberg stated this "is not inherently problematic, but it can be if the goal of using peer group book clubs was to have students engage in text analysis and discussion" (p. 175). More importantly, the way a teacher talks during guided reading can also impact student learning.

Teachers can negatively impact multilingual students' literacy and language learning when they directly interrogate or question a student's response (Lewis & Zisselberger, 2019). Using interrogative or direct questioning, especially with a negative tone, can present the student as less capable (Lewis & Zisselberger, 2019). In Lewis and Zisselberg's (2019) study, when teachers enter into a discussion with a multilingual learner, they often use the technique of restating and direct questioning over and over again. The repetition in the conversation is what

makes this problematic. Although the goal of this repetition is to bring the students into the conversation, this actually perpetuates the stereotype of a deficient learner to the group and the student themselves (Lewis & Zisselberg, 2019). This type of repetition during direction questioning had the opposite effect and actually silenced the multilingual student (Lewis & Zisselberg, 2019).

Lewis and Zisselberg's (2019) study shows teachers, more often, trust the comprehension of native English speakers by asking them to elaborate more often during a discussion. This continues to support the finding of Lewis and Zisselberg (2019) that native English speakers are maintaining the floor longer during the group discussion. In contrast, instead of asking the multilingual student to elaborate, the teacher more often summarizes the text for the students and interprets the story instead of allowing them to provide the summary and make interpretations (Lewis & Zisselberger, 2019). One misconception that many teachers hold is the belief that lower language proficiency equals a lower cognitive ability, and many of the previous strategies allow this misconception to continue during guided reading (Lewis & Zisselberger, 2019).

Teachers can positively affect literacy and language development in multilingual students by scaffolding their knowledge and asking students to elaborate on their answers (Lewis & Zisselberger, 2019). For example, asking students to explain their thinking or asking open-ended questions allows for "a more inclusive way to give the floor" (Lewis & Zisselberger, 2019, p. 176). These open-ended questions may be, "What do you think?" "Tell me what happened?" or "What do you mean?" (Lewis & Zisselberger, 2019, p. 179). These open ended interactions allow for multilingual students to feel a sense of value in the group and also help teachers encourage more student talk (Lewis & Zisselberger, 2019). In multiple instances, teachers often missed opportunities to scaffold learning in groups with multilingual learners. This is especially

prevalent when showing the importance of making real-world connections and how this strategy can aid in comprehension (Lewis & Zisselberger, 2019). For example, teachers can scaffold how making real-life connections can help predict what can happen next in a text (Lewis & Zisselberger, 2019).

Teachers must support multilingual learners during guided reading by scaffolding their thinking and asking open ended questions. These are a few ways to help students gain and keep the floor during a discussion without creating the stereotype of a deficient learner. A teacher can aid in equitable access to discussion by asking open ended questions and restating ideas.

Corrective Feedback

As teachers support their students by the use of questioning to help them fairly access guided reading, it is essential to discuss the role teachers play in correcting misunderstandings. Due to the placement of increasingly difficult literacy tasks during guided reading; corrective feedback is necessary to support a students proper understanding of literacy strategies (Fountas & Pinnell, 2012). First, Razfar (2010) states that corrective feedback must be preceded by a personal relationship, where students feel valued by their teacher. A mutual trust must be established for teachers to successfully give corrective feedback. The corrective feedback is given based on teacher observations and a student's response to questions (Morrow et al., 2018). Often, educators do this by providing direct corrective feedback to students on "various aspects of language such as word choice, grammar, situational appropriateness, or even ideological stances" (p. 14). Razfar (2010) argues that this direct feedback can have detrimental effects on multilingual learners. Although the intentions of the teacher are positive, it can negatively impact the confidence in literacy learning and the student's identity as an English speaker (Razfar, 2010). Direct corrective feedback creates anxiety for multilingual learners and the belief that

English can only be used in one specific way (Razfar, 2010). Razfar's (2010) study concludes that using corrective feedback can be done well when teachers use a recommendation stance.

One positive way to give feedback to multilingual students is called revoicing. Revoicing places the teacher as the discussion facilitator. The teacher asks peers to make recommendations and reflect on peer contributions (Razfar, 2010). The teacher then restates positive feedback to the student and reiterates corrective feedback given by peers. This type of feedback is described by Razfar (2010) as "communal and peer generated" (p. 25). Revoicing also "positions students with a greater sense of ownership and agency" (Razfar, 2010, p. 25). Using this type of feedback after building a relationship based on trust and empathy allows students to take risks and respond positively to corrective feedback, without damaging their identity as a multilingual learner (Razfar, 2010).

Translanguaging

Translanguaging helps create a classroom in which multilingual learners feel safe to express their language and cultural identity. Daniel and Pacheco (2016) define translanguaging as "moving across languages and registers of speech to make meaning" (p. 653). Using a student's first language is a tool that can bridge the gap in students' language and literacy needs (Morrow et al., 2018). Translanguaging also supports an additive language approach and develops positive ideologies within the classroom (Morrow et al., 2018). Implementing this type of instruction works best when differentiated instruction is happening, such as guided reading groups (Morrow et al., 2018).

There are many positive outcomes when students can use their full linguistic background to create meaning during literacy learning (Ascenzi-Moreno, 2018). First, if students are allowed to use their full linguistic repertoires, educators may find their students' reading abilities increase

and can be more adequately understood (Ascenzi-Moreno, 2018). Ascenzi-Moreno (2018) states, “If the teacher only allowed the student to think and participate in reading in one language, such as English, then her ability to comprehend the text, connect to it, and express her understanding would be curtailed” (p. 357). Another reason translanguaging is important is due to the complexity of discussing a text in a second language. It is much easier for a multilingual person to understand what is read, than it is to have an oral discussion about the text. (Ascenzi-Moreno & Quiñones, 2020). Teachers may assume a student cannot comprehend what they have read due to the inability to answer questions aloud (Ascenzi-Moreno & Quiñones, 2020). When this assumption is made, teachers can not properly assess the students literacy needs (Ascenzi-Moreno & Quiñones, 2020). Therefore teachers need to ask more follow up questions to assess the proper understanding of the text.

A goal of translanguaging is to interweave both languages to improve literacy skills (Ascenzi-Moreno & Quiñones, 2020). Teachers who are committed to improving literacy skill in both languages acknowledge the dynamic languages practices used by multilingual students. For example, when teaching a new reading strategy in English, remind students this strategy can also be used in their first language (Ascenzi-Moreno & Quiñones, 2020). This supports the development of literacy skills in both languages.

Another way to use translanguaging in the classroom is to support students’ metalinguistic awareness. Ascenzi-Moreno and Quiñone’s (2020) study gives an example where the teacher “switched from Spanish to English to model that one of the ways that she deepens her understanding of a word—in this case, *gateaba* (crawling)—is by using a range of resources such as visuals and matching the meaning to both English and Spanish” (p. 143). This type of metalinguistic teaching during guided reading engages students to use both languages.

For multilingual teachers that speak the same languages as their students, there are many possibilities for translanguaging. Translanguaging can allow for the smooth transition between one language to another. The use of multiple languages becomes especially helpful when discussing a text (Ascenzi-Moreno, 2018). For monolingual teachers there are also many ways to use translanguaging in the classroom. Ascenzi-Moreno (2018) has stated students who are “bilingual may listen to a teacher read a book aloud, but engage in a turn-and-talk about that text in Spanish. Or she may write a piece mostly in English, but include dialogue from her mom’s voice in her home language. This reminder helps students recognize and transfer literacy learning to all languages” (p. 356). Translanguaging, at its core, values multilingualism and addresses the language and literacy needs of the student.

Student Participation

Participation within guided reading allows students to express their understanding of the text. Oral discussions of the text can help make students’ comprehension strategies, or lack of strategies, visible to the teacher (Morrow et al., 2018). It is vital to see what comprehension strategies a student is using because of the responsiveness and individualized support during guided reading (Fountas & Pinnell, 1996). Therefore, it is essential to consider how multilingual students use language to interact with peers through discussions about the text.

A study completed by Lewis and Zisselberger (2019) shows that native English speakers often dominated the conversation. While discussing the text, they would often go uninterrupted by peers, but the opposite happened for multilingual students (Lewis & Zisselberger, 2019). In one such conversation, a multilingual student began to make a prediction, and another student interrupted and changed the subject, completely dismissing what the multilingual student said (Lewis & Zisselberger, 2019). Then native English speakers completely dismissed the student’s

prediction and ignored attempts by the teacher to continue the conversation. These seemingly small interactions can have significant underlying consequences. Whether it was the teacher or the student's intent this interaction implies the student's thinking is deficient (Lewis & Zisselberger, 2019). In the end, the peer and teacher interactions ultimately lessens the multilingual students' participation in the group (Lewis & Zisselberger, 2019). Seeking ways to probe multilingual students to explain their ideas allows them to be active in their literacy learning while supporting their language development (Lewis & Zisselberger, 2019). The next section continues to discuss ways to support language and literacy learning by adapting assessments to support multilingual learners.

Assessment

Assessment is an essential aspect of the guided reading model. Assessments help teachers place students in properly leveled groups and respond accurately to student needs during a guided reading session (Fountas & Pinnell, 2012). Teachers must support an additive approach to language when assessing multilingual students. As discussed above it can be difficult for teachers who do not speak a student's home language to understand the difference between the language needs and the student's literacy needs (Marx, 2000). Ultimately, this impacts how a teacher decides to scaffold a skill. This underscores the importance to have "responsive adaptations" during an assessment of multilingual students (Ascenzi-Moreno, 2018, p. 356).

Due to restrictive language views and policies throughout the country, many educators complete assessments in a monolingual form (Ascenzi-Moreno, 2018). As Ascenzi-Moreno states, "teachers express that to be faithful to the assessment, they feel obligated to conduct them monolingually" (p. 357). But restricting students to only use the English language to respond to questions, does not accurately assess a student's literacy knowledge (Ascenzi-Moreno, 2018).

Ascenzi-Moreno (2018) states that “extended time, translations, and bilingual dictionaries are some of the most common accommodations for emergent bilinguals” (p. 358). There is a problem when using these accommodations because it does not decrease the language barriers students face during the assessment (Ascenzi-Moreno, 2018). Educators must use more impactful modifications to ensure assessments are not only testing language deficiencies. Allowing for responsive assessment practices creates an equitable environment for multilingual learners. The following responsive assessment practices fall under the additive approach to language and support translanguaging.

The first responsive assessment practice happens when introducing the assessment. Normally a teacher will provide an introduction to the assessment in English. To make the assessment more equitable Ascenzi-Moreno (2018) suggests making a culturally relevant connection to the student and when possible, using the student’s first language to introduce the text.

The next responsive assessment practice can happen during a word miscue. Ascenzi-Moreno (2018) argues that when teachers note a word’s miscue during an assessment, a follow-up must be completed. Asking a student about a miscue can help gather valuable knowledge about whether the miscue was a matter of pronunciation or unknown vocabulary (Ascenzi-Moreno, 2018). Creating an open dialog is not often seen during assessments but this should be done for multilingual learners to develop an equitable assessment (Ascenzi-Moreno, 2018). This type of modification refers back to translanguaging, allowing teachers to understand linguistic and literacy needs in harmony (Ascenzi-Moreno, 2018).

Another responsive assessment practice can happen when teachers ask questions about the comprehension or retelling of a text. Allowing students to answer in either language provides

a more accurate representation of a student's understanding. This can be done with teachers who speak the same first language as a student. Monolingual teachers may have a more difficult time allowing for translanguaging during an assessment. One way to modify the assessment is to ask students to write the answers in their first language and seek assistance to translate the student's answers (Ascenzi-Moreno, 2018). Another way to use translanguaging during an assessment could be to video record a student answering questions and ask for assistance in translating or to use Google Translate (Ascenzi-Moreno, 2018).

Adapting assessments can allow for multilingual students to access their full linguistic and literary knowledge. When flexible practices are focused on individual students, teachers can more accurately assess literacy needs and can differentiate from language needs.

Summary

The previous literature review outlined two major themes: the structure of guided reading and modifications used during guided reading to support multilingual learners. First, research reviewed why responsiveness is needed in the literacy classroom. Then the review discussed protocols and structures used during guided reading. The review concluded by stating modifications used during guided reading for multilingual students. The modifications included the additive approach to language, translanguaging, teacher and student participation, corrective feedback, and assessment.

Chapter three outlines the professional development sessions that relate to the literature review. The corresponding project has three professional development sessions that shows educators how to modify guided reading to support language and literacy learning. Chapter four reflects on the capstone and project as a whole.

CHAPTER THREE

Project Description

Introduction

The objective in chapter three is to describe a process of developing a professional development session designed for elementary educators. These professional development sessions draw upon the research in chapter two, which discussed the protocols of guided reading instruction which helps teachers become more responsive to students' needs. Then the review demonstrated how an additive approach to language offers students the best learning environment. Meanwhile, it also highlighted the modifications that should be made to assessments, corrective feedback, and text selection. Finally, chapter two discussed the positive impacts of translanguaging and student and teacher participation. This research highlighted modifications used in guided reading to build equity for multilingual students. These professional development sessions answered the question: *How can elementary educators improve guided reading instruction, and what adaptations can support multilingual learners?*

The following paragraph reviewed chapters one and two and introduced chapter three. The next section reviews the context for the professional development session.

Context

The purpose of this professional development project is to inform upper elementary educators of modifications that can be used during guided reading instruction that best supports multilingual students' language and literacy development.

Setting

This project was developed due to the needs observed in an elementary school in a northern suburb of St. Paul, Minnesota. As of the 2020/2021 school year 32.7% of students were

eligible for free and reduced lunch and 11.6% of students at this elementary school receive services for English as a second language. Although the number of students who speak a second language at home is much higher, there are no official records kept of this percentage. In the fourth grade cohort the percentage of students who identify as multilingual is 35.2%. This elementary school has a diversity of languages including Spanish, Arabic, and Hindi just to name a few. The classroom teachers are mostly White and middle class, with an average of six years of teaching experience. Of the 41 classroom teachers, only five speak multiple languages.

Observed Needs

This suburban St. Paul school district has recently adopted many changes in its literacy curriculum. This district has previously had many professional development sessions on the balanced literacy approach and using guided reading to become more responsive. Therefore, focusing on modifications to guided reading fit the district's goal for more professional development sessions in literacy.

Another observation occurred with students who received English language services; these students are pulled out of the general education classroom to receive instruction. Due to the diversity of languages spoken at this school, many students and teachers rely on English to communicate with each other. In the past five years there have been two one-hour professional development sessions instructing on how to support multilingual language development in the classroom. Classroom teachers have expressed the need for professional development around multilingual learners and how to best support these students in the classroom.

The previous section reviewed the context of the professional development sessions including the setting and the observed needs at that particular elementary school. The next section of chapter three discusses the framework that guided the development of the professional

development workshop. The main theory used in the development of this professional development workshop was Adult Learning Theory by Knowles (1977).

Framework/Theories

The framework I used for this project is derived from Adult Learning Theory described by Knowles (1977) and Shearer et al. (2019). There are four main theories that have guided the development of this professional development workshop. They are:

1. most authentic learning happens when adults have an internal motivation to learn (Knowles, 1977).
2. an adult uses background knowledge and experiences to connect to their new learning (Knowles, 1977).
3. adults are active decision makers throughout the learning process (Knowles, 1977).
4. teachers understand how a professional development workshop will impact students (Shearer et al., 2019).

Adult Learning Theory focuses on creating an environment that helps adults learn and grow. Knowles' (1977) theory explained that the most authentic learning happens when adults have an internal motivation to learn. With this theory in mind, participants were exposed to the positive social, emotional, and academic impacts that these modifications could have on students. In session one, teachers gained valuable knowledge about the social implications of the additive discourse model. During the second session, learning centered around assessment and culturally responsive text selection. During this session, participants were shown how modifications in assessment and using culturally responsive text have positive learning outcomes. In session three, the main topics were translanguaging and student and teacher

discussion techniques. Teachers understood how using these modifications could assist multilingual students in their language and literacy development. Connecting these modifications to positive academic student growth creates an internal motivation to learn.

This professional development workshop was also designed to focus on background knowledge and the experiences of teachers. In Adult Learning Theory outlined by Knowles (1977), one way to motivate adults to learn is to connect their personal experiences and background knowledge. One way this workshop accomplishes this goal is asking participants to reflect on their previous experiences. This is especially prevalent in session one due to the learning of participants' own personal language ideologies and implicit bias.

As stated above, Adult Learning Theory places the learner as a person who guides their own learning and is an active participant (Knowles, 1977). In the first session, participants are asked to leave the workshop and gather data about their students' language and cultural practices; this is done in the form of a questionnaire. This questionnaire focused on students' home language practices. Participants brought their questionnaire back to the next session, to study and look for patterns and new learning. Later in session two, participants were asked to find culturally relevant texts to use during guided reading. These texts were selected based on the cultural and language background of the students in each teachers' class.

The last theory used in the development of this workshop project is predicated on the belief that teachers learn best when they understand how their learning will impact students (Shearer et al., 2019). Shearer et al. (2019) state, "Teachers want to learn that which they can apply immediately in their own classrooms with their own students" (p. 283). Throughout all three sessions, educators gained insight on how all modifications to guided reading support the

additive-based language approach and how this approach had lasting impacts on students' literacy growth, language growth, and beliefs surrounding the importance of a first language.

The previous section states the framework and theories that guided the development of this professional development project. The next section will describe the final project in detail.

Final Project Format

The format of this project is three four-hour professional development sessions. The first session had two segments. The first segment focused on learning about standard American English and the negative aspects associated with standardizing a language, and how it impacts multilingual learners. The last segment helped participants understand their personal implicit bias.

Session one objectives provide participants the opportunity to:

1. develop an understanding of personal implicit language bias and how it can impact multilingual learners' success in the classroom.
2. retain an additive/asset based language approach in the classroom by using practical applications with students.

Session two had two segments. The first segment identified modifications used during assessment to identify the language and literacy goals of multilingual students. The second segment focused on the importance of using culturally relevant texts and how to incorporate high quality culturally responsive texts during guided reading.

The session two objectives provide participants the opportunity to:

1. provide modifications to assessments so teachers can properly assess a student's literacy needs and how they differ from a student's language development; and
2. identify high quality culturally responsive text to use during guided reading instruction.

Session three of the professional development project had three segments. The first segment focused on how monolingual teachers could infuse translanguaging during guided reading. The second segment, focused on modification used while giving feedback. In the final segment participants learned to modify peer and teacher discussion techniques to help multilingual students gain and hold the floor more equitably.

Session three objectives provide participants the opportunity to:

1. provide practical opportunities for students to use translanguaging during guided reading instruction to support multilingual students.
2. provide strategies for corrective feedback that honor a student's multilingualism and support a student's personal mindset.
3. adapt discussion techniques used by peers and teachers to support language and literacy learning of multilingual students.

Presentation Structure

A PowerPoint presentation was used to share information visually. Throughout the three sessions participants were asked to reflect on past experiences through writing and then discuss with table groups to share ideas and questions. These groups were formed with professional learning communities in mind. To end each session, a post-assessment was given on a Padlet and participants were asked to share how they would apply the new knowledge. If teachers had further questions, they could also express them in the Padlet, and this way, they could be answered in the following session.

The previous section described the project format, which was a three session professional development workshop. The next section describes the research, writing, and development timeline of the capstone and project.

Timeline

This capstone project began in the Fall of 2020 with the Research and Design class. By late September the research question was developed and stated: *How can elementary educators improve guided reading instruction, and what adaptations can support multilingual learners?* In October of 2020, chapter one of the capstone was in development, and was completed by early November.

Chapter one expressed the importance of equity in the classroom, along with the writer's professional and personal goals surrounding this topic. Construction on chapter two started at the beginning of November 2020. During the months of November through February, research and writing continued until chapter two was completed in late February 2021. During the end of November 2020, a professional development project was chosen and the construction of chapter three continued until the end of February. In the beginning of December 2020, the Research and Design class came to an end; and thus began the final class, GED 8490, which began in early February. Throughout most of February 2021 the editing and revising of chapters one through three was taking place. Beginning in early March, the professional development project was beginning to take shape. This required some revisions of chapter three as well. The writing of chapter four began in early March and was completed in late March 2021.

Summary

In this professional development workshop, participants learn how to provide equitable support to multilingual students during guided reading instruction. Specifically, participants reflect on their own bias and learn how teacher bias can impact achievement and social-emotional wellbeing. Participants discover the importance of an additive or asset-based approach to multilingualism and practical ways to implement this approach into the classroom.

In the second professional development session, participants learn modifications that can be beneficial to multilingual students during guided reading. These modifications could be made during: assessments, giving corrective feedback, supporting and engaging in teacher and student discussions, translanguaging, and utilizing culturally responsive texts. Using these modifications can support multilingual students' literacy and language development needs.

This professional development workshop was designed using Malcolm Knowles' Theory of Adult Learning (Knowles, 1977). This theory describes how adults may learn best; for example, one such principle underscores the importance of adults having an internal motivation for learning. This learning is also directly tied to the learner's environment, creating an understanding of how the learning will impact daily life. Learners must also be active decision makers in the learning process.

Chapter four of this capstone is a reflection on the capstone as a whole. The reflection will return to the question: *How can elementary educators improve guided reading instruction, and what adaptations can support multilingual learners?* The reflection includes limitations, connections, benefits to the profession, and recommendations for future research.

CHAPTER FOUR

Conclusion

Introduction

The idea for this project was created out of reflection and this is how it will conclude. Being reflective is an important part of any practice, be it personal or professional. I believe real growth happens when honest and thoughtful contemplation occurs. This chapter is a reflection of the entire capstone and project. This capstone began in chapter one, by reflecting upon two main areas: guided reading and multilingualism. As I contemplated my own professional and personal need for growth, I realized the importance of creating a classroom environment that celebrates multilingualism and is continually guided by equity.

Chapter two dove into research around the structure of guided reading. This research created an understanding of protocols and principles informing how many teachers have come to meet the diverse literacy needs of the students in their classroom. By building this foundation it allows educators to build modifications that help language and literacy development. Many of these supports are adaptations made through assessment, student discussions, culturally responsive text selection, and the use of translanguaging. Teachers can also adapt their behavior during guided reading through teacher participation, corrective feedback, and embracing an additive or asset based language approach to best support multilingual students. This capstone contends that adapting guided reading instruction with these supports is the beginnings of an equitable classroom.

The project seeks to answer the question: *How can elementary educators improve guided reading instruction, and what adaptations can support multilingual learners?* The next section reflects on the research, development and design of the capstone.

Reflections on the Capstone

Through the research, develop, and design process of this capstone I have gained many new insights around multilingual students. So much of my past perceptions regarding multilingualism was focused around a deficit discourse. This capstone highlights the importance of empowering students to use their full linguistic backgrounds, with the hope that teachers will adopt an additive discourse in the classroom and ultimately impact student achievement, self acceptance, and a positive identity. This capstone has guided me to support my students' multilingualism, by infusing an additive discourse throughout the school day and shown the importance of modifying guided reading to support both language and literacy development. It has also assisted in my goal to create a more equitable classroom for multilingual students through the modification in assessment, feedback, peer and teacher discussions, and the use of translanguaging.

Revisiting the Literature Review

One of the most influential sections of the literature review discusses an additive based approach to language. This asset based approach is a theme that guides almost every suggested modification in chapter two. For example, during an assessment Ascenzi-Moreno (2018) suggests asking follow up questions around miscues. Asking extra follow up questions is not normally done because it is not being "faithful to the assessment" (Ascenzi-Moreno, 2018, p. 357), but educators who use follow up questions may better understand the difference between a student's language needs and a student's literacy needs. This assessment modification follows an additive approach to language because it recognizes a student's unique language needs.

Another modification discussed in chapter two is translanguaging, which asks students to use their entire linguistic repertoires therefore supporting an additive discourse. The research

underscores the importance of valuing all previous literacy experiences especially those that occurred in another language (Garcia & Kleifgen, 2010). Another modification that supports the additive discourse is the way teachers participate in group discussions. Asking multilingual students open-ended questions, instead of repeating the question, can help the student feel valued and can open the discussion and encourage interaction (Lewis & Zisselberger, 2019). These adaptations when used with guided reading allow for multilingualism to be valued and previous language and literacy experiences to be shared.

Valuing the backgrounds and experiences of multilingual learners is a major theme that began to stand out especially when researching the connection between text selection and below-grade-level reading. Research from the National Center for Educational Statistics (2015) shows that nationwide only 40% of students are considered proficient in reading and 25% are proficient in writing. This is strikingly low. Multilingual students make up part of this group of students who are not proficient in reading or writing (National Center for Education Statistics, 2015). I see a connection to below-grade-level reading and culturally responsive text selection, Sharma and Christ (2017) their research shows many positive benefits of using text that aligns with the cultural background of a student. These benefits include a higher internal motivation, connection to personal schema and background knowledge, and increased use of comprehension strategies which include making predictions, asking questions, and inferring. There is also a direct increase in a student's literacy performance when using culturally responsive texts (Gary, 2009). Creating classrooms with diverse books that showcase backgrounds from across the world creates a more equitable learning environment. This is why the professional development workshop builds in time where teachers can reflect on the background of their students, and it also allows for teachers to find culturally responsive texts.

The previous section highlights the literature review by making connections between the additive approach to language and modifications that can be used in guided reading. It also connects the importance of culturally responsive text selection and academic achievement. The next section discusses the implications of this research to create an understanding of how this capstone and project will impact many stakeholders.

Implications and Limitations

There are many stakeholders that will be impacted by this capstone and cumulative project. These stakeholders include general education teachers and multilingual students, and carry professional implications to districts with regard to possible future policy changes to teacher preparatory programs.

Implications for Education

Many educators have created guided reading groups to be responsive to students' literacy needs. This capstone project focuses on helping teachers modify their own instructional guided reading practice. The professional development workshop empowers teachers to identify an additive approach in the literacy classroom by first asking participants to reflect on their personal implicit bias. When educators understand their own personal biases, they begin understanding how modifications can be used to provide equity within the classroom. The hope is that through personal reflection and learning about modifications that can be used in guided reading, educators are empowered to continue the important work of replacing a deficit discourse in the classroom with an additive discourse that positively impacts student achievement.

Implications for Multilingual Students

This capstone project will have far-reaching impacts on the multilingual student population. One of the most influential impacts comes when schools value all the linguistic

resources a student has. Educators who better understand a student's background, culture, and language experiences are valuing a student's linguistic and personal identities. Students will be impacted by an increase in academic success and have positive beliefs around their first language. Another positive benefit to multilingual students occurs when guided reading has been modified using assessment techniques, student discussions, culturally responsive texts and the use of translanguaging. Using these modifications can help students connect to text, show their understanding, receive better scaffolds, and increase academic growth (Ascenzi-Moreno, 2018).

Implications for Districts

When districts support the use of translanguaging and an additive discourse, there are many positive implications. Multilingual students may have a better chance of meeting literacy goals and the national tests because of the adaptations described in this capstone. Also, districts that invest in culturally responsive texts will see an increase in literacy growth (Gary, 2009). This growth is important to districts because many multilingual students do not meet the common core standards. When adopting these practices district-wide, it can help increase academic achievement and meet growth goals.

Limitations

The professional development workshop was developed for a specific school district with specific challenges. The challenges in this district are: no common first language, lack of culturally responsive texts, a largely deficit view of multilingualism, and the majority of teachers identifying as being white, female, middle class, and monolingual. This workshop may not be suitable for districts who have differing school challenges.

Another limitation of this capstone and project is the absence of word development strategies integrated into guided reading. Word development is an important aspect in learning a

language, and this project does not discuss research on word development. Future research projects should include strategies to support word development.

Communicating Results and Benefits to the Profession

As an educator, I recognized in myself how unprepared I was to teach and support multilingual students literacy and language development. Now I understand the importance of supporting a student's complete linguistic repertoire by adapting guided reading. This has impacted my teaching because I now understand the complexities of new literacy learning and multilingualism. This capstone benefits the overall profession by: aiding in the understanding of implicit bias, the importance of using an additive discourse, and using culturally responsive modifications with multilinguals. Drawing upon the literature review the professional development workshop outlined the importance of understanding our implicit bias. This benefits the profession due to the need for all educators to look inward to better understand themselves and their own personal bias. Creating reflective teachers can support a culturally responsive education for students.

Another benefit to the field of education is the use of an additive discourse within the classroom. The professional development workshop taught teachers the importance of replacing subtractive language practices with a more asset-based approach. The workshop gave teachers a practical way to implement this discourse which created a more equitable environment. Lastly, much of the research within the literature review provided specific adaptations to support multilingual students during guided reading. The professional development workshop taught educators how to implement the modifications during guided reading. Therefore, providing support to multilingual students' language and literacy development.

Answering the Inquiry Question

From the beginning, the goal was to create an equitable environment for multilingual students, specifically in the literacy classroom. The inquiry question: *How can elementary educators improve guided reading instruction, and what adaptations can support multilingual learners?* This question has been answered through the additive discourse and the modifications that are made during the guided reading lesson.

First, creating a solid foundation is one of the building blocks to success. Empowering students to understand their unique language abilities is the first step toward building this foundation. Having an additive discourse supports a student's full linguistic repertoire; but this asset-based approach also creates classrooms where all identities are valued, too. Remember that an additive discourse asks teachers to dig deeper, as knowing a student's home language is only the first step. The next step is understanding a student's past literacy experiences that happened in their home language. Ask questions such as: "Can a student read or write in their home language?" and "How can I support a student's English development and their home language development simultaneously?" Elementary educators who know their student's culture, background, and language are building a foundation for future guided reading adaptations.

Once an additive approach to language has been developed, then more specific modification to guided reading can be made. There have been many modifications discussed throughout this capstone including assessment, text selection, and translanguaging. All these modifications aid in answering the inquiry question. Modifying assessments can help teachers understand the difference between language and literacy needs and therefore, teachers are better able to scaffold literacy instruction during guided reading. When teachers use culturally responsive texts, multilingual students can build off their previous schema and create deeper

understandings, and are better able to use comprehension strategies. Finally, when students use translanguaging to support their understanding of the text, this values all their linguistic repertoires and ultimately their identity.

Summary

Educating future generations is my life's work. I have dedicated my career to serving the students and families within my community. Although I am the teacher who brings new learning, curiosity, and excitement to the classroom, in so many ways my students are returning the favor. My students motivated me to investigate the inquiry question: *How can elementary educators improve guided reading instruction, and what adaptations can support multilingual learners?* Through this project I have gained new perspectives and insights on how to provide an equitable environment for my multilingual students. Learning new literacy skills and multiple languages is a complex process that requires modifications. Creating a place where differences are celebrated, equity is honored, and social justice is a priority; creates a bright future for all students.

Keywords: Multilingual students, English language learners, adaptations, guided reading, literacy small groups, modifications, literacy,

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