Slide 1

Language Disorder vs. Language Differences in English Language Learners

Margo Kinzer Courter, MBA, MA, CCC-SLP, BCS-CL

Disclosures: Author of Here's How Children Learn Speech & Language: A Text on Different Learning Strategies (Plural Publishing), Collaboration Among Teachers and Speech-Language Pathologists, and See It & Say It Visual Phonics through www.courtercommunications.com
Honorarium: Institute for Educational Development

Slide 2

Getting to Know You

- What are your successes with working with EL with language disorders?
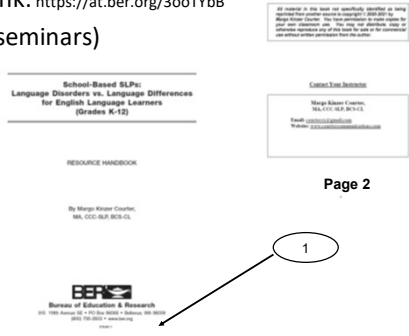- What are your struggles?

Slide 3

Agenda for Today

- Morning Announcements: 10:00
- Morning Break: after announcements until 10:20
- Lunch: ~11:45-1:00
- Wrap Up: ~3:15

Slide 4

Your Handbook

- Handbook Link: https://at.ber.org/3ooTYbB
- (password: seminars)

School-Based SLPs:
Language Disorders vs. Language Differences for English Language Learners (Grades K-12)

RESOURCE HANDBOOK

By Margo Kinzer Courter, MA, CCC-SLP, BCS-CL

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Margo's Website

Page 2: Contact Info

https://courtercommunications.com/

Courter Communication

Workshops, Presentations/Training, Consulting, Advocacy

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Margo Kinzer Courter, MBA, MA, CCC-SLP, BCS-CL

About your Presenter: Page 4
- *33 years experience PreK-12th*
- *Board Certified Specialist - Child Language and Language Disorders*
- *Specialty Areas: EL and language based learning disabilities*
- *Author of :*
  - *Here's How Children Learn Speech & Language: A Text on Different Learning Strategies (Plural Publishing)*
  - *Collaboration Among Teachers and SLPS (Courter Communications)*
  - *See It and Say It Visual Phonics (Courter Communications)*

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Overview

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When identifying a language disorder, there are a multitude of factors that can influence communication skills and must be considered.

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Factors to Consider

14

- Must have a language disorder in both languages
- Must understand student/family culture, background, languages spoken at home, prior knowledge, and development
- Must account for (English) language development, language loss, the impact of language dominance fluctuation, and dual language acquisition
- Must consider response to MTSS/RTI

Slide 11

Overall Objectives

14
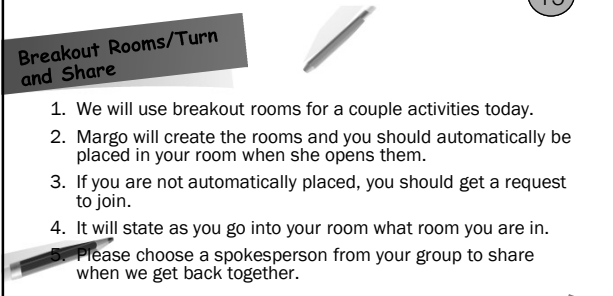
1. Increase understanding of linguistic and cultural diversity
2. Identify characteristics of language acquisition
3. Determine MTSS/RTI intervention strategies
4. Determine differences vs disorder
5. Describe intervention strategies for differences and disorders

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Slide 12

15

Breakout Rooms/Turn and Share

1. We will use breakout rooms for a couple activities today.
2. Margo will create the rooms and you should automatically be placed in your room when she opens them.
3. If you are not automatically placed, you should get a request to join.
4. It will state as you go into your room what room you are in.
5. Please choose a spokesperson from your group to share when we get back together.

Myth or Fact (16)

□ Myth   □ Fact It is better if everyone in a child's life only speaks one language to them.

13

X Myth   It is better if everyone in a child's life only speaks one language to them.

- This will lead to subtractive bilingualism which has cognitive consequences
  - Subtractive bilingualism can have negative consequences for students' academic performance, and which argues that attaining academic proficiency in each language enables students to reap the full benefits of bilingualism (Baker 2006; Cummins 2000; Valenzuela 1999)
  - Baker (2006) clarifies that native language literacy skills cannot be transferred to L2 if the L1 has not been developed sufficiently.

14

Myth or Fact

□ Myth   □ Fact Bilingualism has been shown to improve a child's ability to learn new words, identify sounds, and problem solve.

15

X Fact Bilingualism has been shown to improve a child's ability to learn new words, identify sounds and problem-solve

- Bilingualism has been associated with improved metalinguistic awareness (the ability to recognize language as a system that can be manipulated and explored), as well as with better memory, visual-spatial skills, and even creativity (Diaz & Klingler, 1991).
- To maintain the relative balance between two languages, the bilingual brain relies on executive functions, a regulatory system of general cognitive abilities that includes processes such as attention and inhibition. (Bialystok, Craik, & Luk, (2012).

16

Myth or Fact

□ Myth   □ Fact Children become bilingual just by listening to others around them speaking another language.

17

X Myth   Children become bilingual just by listening to others around them speaking another language.

- Learning a language is an active process. It requires opportunities for the child to practice communication with others. The child has to listen and respond (Ibanez, 2016)

18

Myth or Fact

□ Myth   □ Fact Bilingual children should not mix the two languages while speaking

19

Myth or Fact Answers

(16)

- X Myth   Speaking two languages to a child can confuse them and hinder English language acquisition.
- All children are capable of learning more than one language.
  - Brain regions are active when bilingual people perform tasks in which they are forced to alternate between their two languages increasing activation in the dorsolateral prefrontal cortex (DLPFC), a brain region associated with cognitive skills like attention and inhibition.
  - Along with the DLPFC, language switching has been found to involve such structures as the anterior cingulate cortex (ACC), bilateral super marginal gyri, and left inferior frontal gyrus (left-IFG), regions that are also involved in cognitive control

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X Myth   Bilingual children should not mix the two languages while speaking

- Translanguaging is defined as the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (Otheguy, García, & Wallis, 2015).
- promotes a deeper and fuller understanding of the subject matter
- helps the development of the weaker language
- facilitates home-school links and cooperation
- helps the integration of fluent speakers with early learners (Baker, 2011)

21

Myth or Fact

□ Myth   □ Fact Bilingual children who progress slower than students of similar background may indicate a language disorder.

22

 X Fact Bilingual children who progress slower than students of similar background may indicate a language disorder.
Roseberry-McKibbin (2018) lists this as an indicator of a language disorder

23

Myth or Fact

□ Myth   □ Fact Families should speak whichever language is most comfortable for them

24

X Fact Families should speak whichever language is most comfortable for them.

– Provides a more enriched linguistic environment. It also supports the student being able to communicate within their home and community environment (Ibanez, 2016)
– EL students who have the opportunity to develop and maintain their native languages in school are likely to outperform their counterparts in English-only programs and experience academic success
– Skills that students acquire in their native languages are found to transfer to English

25

Myth or Fact

□ Myth   □ Fact True communication disorders will be evident in all languages used by an individual.

□ Myth   □ Fact A language disorder affects the student's ability to learn any language

26

X Fact True communication disorders will be evident in all languages used by an individual.

X Fact A language disorder affects the student's ability to learn any language

27

Reflection and Conclusion

By starting with myths and facts, we can begin to figure out language acquisition, differences, and disorders.

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- **Resources**
  18
  – Bilingual Communication Assessment Resource (BCAR) (Mattes and Saldana Illingworth, 2009)

Bilingual Communication Assessment Resource

Tools for Assessing Speech, Language, and Learning

Larry J. Mattes
and
Cristina Saldaña Illingworth
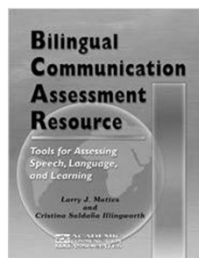
29

- **Resources**
  – Multicultural Students with Special Language Needs: Practical Strategies for Assessment and Intervention 5th Edition (Roseberry-McKibbin, 2018)

Multicultural Students WITH **SPECIAL LANGUAGE NEEDS**

Practical Strategies for Assessment & Intervention

30

- **Resources**
  - Difference or Disorder? Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students (Kester, 2004)

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- https://www.wordreference.com/ (18 languages)

- https://www.linguee.es/ (translates text from ten languages)

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Definitions

(19)

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3 Groups of EL Learners

- Literacy Oriented
- Nonliteracy Oriented
- Culturally Disrupted

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Literacy Oriented

- Books are in the home environment, and there is a focus on developing the language and cognition needed for learning.
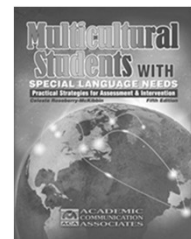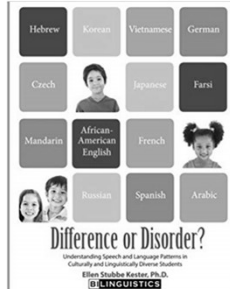- These students typically enter American school with school matched language and thinking skills needed in formal education.

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Literacy Oriented

- Students who have developed grade level or above language arts, math, science, and social studies skills in their native language develop the English language quicker (Collier & Thomas, 1998: August and Shanahan, 2006; Genesee Lindholm-Leary, Christian, W. Saunders, B. Saunders, 2006).

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Nonliteracy Oriented

• Typically, these students come to school without a strong literacy background and are not prepared for American schools.
• They specifically require programs designed to language and literacy skills needed for academic success.

37

Culturally Disrupted

• Disruptions in their lives such as poverty, war, long term stress, frequent moves, and a host of other potential problems that are not conducive to formal education.
• They have not experienced the same acculturation (a process in which an individual adopts, acquires, and adjusts to a new cultural environment as a result of being placed into a new culture) as literacy and nonliteracy oriented students have.

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Cultural Diversity

Incorporates a variety of factors, including but not limited to age, disability, ethnicity, gender identity (encompasses gender expression), national origin, race, religion, sex, sexual orientation, and veteran status. We will further explore surface, shallow, and deep culture and the impact on learning.

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Linguistic Diversity

• There are an average of over 7000 languages spoken throughout the world with many dialectical differences.
• Linguistic diversity is the differences between different languages and the ways that people communicate with each other.

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Linguistic Diversity

• Languages are systematic and bound by rules.
• Therefore, linguistic diversity covers varied types of traits including the grammar and vocabulary of various languages and dialects and the understanding and respect of each aspect of a language and dialects.

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Basic Interpersonal Communication Skills (BICS)

• Language skills needed in everyday, social face-to-face interactions.
• context embedded
• it is meaningful, cognitively undemanding, and non-specialized.
• six months to two years to develop BICS

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Basic Interpersonal Communication Skills (BICS)

- Oral language only
- For social communication
- Learned naturally in daily environments
- Supported by gestures and intonation
- Casual and informal conversations
- Short and simple sentences

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Cognitive Academic Language Proficiency (CALPS)

- Proficiency in academic language content areas.
- **abstract, context reduced**, and specialized.
- learners need to develop skills such as comparing, classifying, synthesizing, evaluating, and inferring

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Cognitive Academic Language Proficiency (CALPS)

- at least five years to develop CALP.
- Research from Collier and Thomas (1995) has shown that it may take children with no prior instruction or no support in native language development at least seven years to develop CALP

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CALP continued

- Formal oral communication, reading and written communication
- Gained primarily through school
- Taught explicitly
- Not usually supported by gestures or intonations
- Longer and more complex sentences
- Can take 5-10 years to become proficient

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The gap between BICS (6 months to 2 years to develop and CALP (5 or mor years to develop) often leads professionals to falsely assume that the children have language-learning disabilities or that language skills are higher than what the student demonstrates in the classroom because of language in social situation.

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Language Difference   21

- A rule governed language style that deviates in some way from the standard usage of the main stream culture

Language Disorder

- A significant discrepancy in language skills compared to the normative standards for a client's age or developmental level

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8

Long Term English Language Learner

- Seven or more years of attending US schools and still require language support services.
  - In 2010, LTELL students made up 1/3 of the EL population in the secondary schools in New York City.
  - In that same year, California reports ½ of the EL population was LTELL (Law passed in 1998 prohibiting bilingual education. Repealed Nov 2016)

49

Research shows that EL students who have a chance to develop and maintain their L1 in school are more likely to outperform those in English only programs.

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LTELL cont.

- LTELLs are orally proficient for social purposes in English and their native language, their skills in these languages are several grade levels below in reading and writing, resulting in poor overall academic performance (Menken, Kleyn, and Chae 2007).

51

Subtractive Bilingualism

Cummins (1984, 1998) stated that certain levels of language proficiency must be achieved in the first language before language transfer can occur and before the cognitive advantages of bilingualism can be promoted.

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Subtractive Bilingualism
The acquisition of English while losing the native language has strong consequential effects:
- (1) the child's language may resemble a language learning disability;
- (2) communication with parents may diminish;

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Subtractive Bilingualism

- It may take significantly longer to develop full academic language skills in English (Thomas & Collier, 1997); and transference of learned language skills from L1 to English will be diminished (Cummins, 1984, 1998).

- Research has demonstrated that promoting bilingualism promotes English language development and acquisition (Brice & Brice 2009; Brice & Wertheim, 2004/2005).

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Additive Bilingualism

- While learning a second language, one's first language skills and culture remains valued. Total additive bilingualism is also said to be achieved when one is consistently able to hold onto, and remain positive, in their L1 culture whilst possessing the same attitude towards their L2.

- There are greater efficiency in processing information, cognitive benefits, thus, learning benefits to additive bilingualism (Bialystok, Craik and Luk, 2012).

55

Additive Bilingualism

22

- Bilingualism is associated with improved metalinguistic awareness, better novel word comprehension, better memory, morphological awareness skills, and visual spatial skills (Roseberry-McKibben, 2018)

56

Simultaneous Bilingualism

- Two languages are developed simultaneously from infancy. Children who learn two languages simultaneously develop language milestones in the same timeframe as monolingual children.

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Sequential Bilingualism

- Exposed to a second language at a later time.
- If a student is introduced to a second language before L1 is firmly established, the first language may be arrested or may regress while the child learns the L2
- Will have greater difficulty developing CALP (Roseberry-McKibbin, 2018)

58

Codeswitching

- Alternating between two languages. This is a typical pattern for proficient bilingual speakers (Brice, 2015).

Translanguaging

- The deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (Otheguy, García, & Wallis, 2015).

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Accent, Dialect, Phonetic Patterns

- Accent and dialect influence phonetic patterns in individuals who are bilingual. Accent describes the way people sound or the pronunciation.

- Dialect describes "a rule-governed, systematic variation of a language" and includes accent as well as grammatical structures and semantics. Clinicians differentiate the influence of accent and dialect from communication disorders, including phonological disorders (Goldstein, 2000, Wolfram & Schilling-Estes, 1998).

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Learning Objective 1: Cultural Competence and Diversity (23)

- Culture and cultural diversity can incorporate a variety of factors, including but not limited to
  - age, disability, ethnicity, gender identity (encompasses gender expression), national origin (encompasses related aspects e.g., ancestry, culture, language, dialect, citizenship, and immigration status), race, religion, sex, sexual orientation, and veteran status.
- Linguistic diversity can accompany cultural diversity." (ASHA, 2017)

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Learning Objective 1: Cultural Competence and Diversity

- Cultural competence involves the ability to respect, recognize, value, and honor to the unique combination of cultural variables and the full range of dimensions of diversity that the professional and client/patient/family bring to interactions (ASHA, 2019).

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ASHA: Cultural Competency

Cultural Competence Assessment Tool
- https://learningcenter.asha.org/diweb/catalog/launch/package/eid/56626

Cultural Competence Checklist: Personal Reflection
- https://www.asha.org/uploadedFiles/Cultural-Competence-Checklist-Personal-Reflection.pdf (on the next page)

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Cultural Diversity (24)

- This is only a road map as not all members of a culture will have the same beliefs, values, or customs.

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*** Culture Tree
Illustration by
Aliza Maynard

65

Surface Culture

Surface culture includes observable and concrete elements of culture such as food, dress, music, and holidays.

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Shallow Culture

Shallow culture includes the unspoken rules around everyday social interactions such as what is seen as courtesy, attitudes toward elders, friendships, time, personal space, eye contact, touching, theories of wellness/disease, child rearing principles, how to handle emotions, and concepts of time.

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Shallow Culture

Personal Space
• Cultures also vary widely with how much space is considered necessary to feel comfortable. Erickson (2017) provides the following generalities.
  • Contact cultures requiring less personal space typically includes South America, the Middle East, Southern Europe)
  • Non-contact cultures requiring more personal space typically includes Northern Europe, North America, Asia

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Shallow Culture

Concepts of Time
• Clinicians need to be aware that some cultures do not consider arriving late to be rude or disrespectful. Thus, tardiness should not be taken as a personal offense, nor should it be interpreted as a lack of interest in treatment (Prath, 2019)
• Ro (2012) in the Business Insider provides a great chart that shows punctuality of several cultures https://www.businessinsider.com/how-different-cultures-see-punctuality-2016-7

69

Shallow Culture

Involvement
• If one member is not present for meetings or interactions, it should not be interpreted as a lack of involvement (Hanson & Lynch, 2004).
• Many cultures are very class conscious, with members of different social classes not socializing together. Because of this concern with class and status, individuals may be particularly attentive to good hygiene and physical appearance. For others, this might not be a priority.

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Shallow Culture

• Having a title or being a medical professional can be held in high regard. Some cultures see the professional as the one who interacts with the child and the parent does not "overstep their bounds."
• .For some families, if they are not explicitly taught that they can and should practice with their child, they will see this as your role and will not follow through on your suggestions.
• Some cultures see challenging a professional as proof that they care about their child

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Deep Culture

Governs how one learns
Implied knowledge and unconscious assumptions that govern worldview. Includes:
• Cosmology: View of good and bad
Guides
• Ethics
• Spirituality
• Competition vs. cooperation

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Deep Culture

• It impacts how new information is processed, interpreted, and categorized. This can be fundamental. For example, in Eastern cultures (Asia, Middle East) red may signify good luck and in Western culture (South and North America, European countries, New Zealand and Australia) may see the color red as danger.

More to come on page 30

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Individual Society vs a Collectivistic Society

• Members of **individualistic** societies may tend to rely less on their relationships. More often than not, they pride themselves on individual traits and value this in others.

• Examples: United States, Western Europe (i.e.: Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Portugal, Spain, United Kingdom
    (from UCLA Center for European and Russian Studies)
Work better by themselves

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– A culture is **collectivistic** when great value is placed on the group and membership in the group. These societies form close ties between individuals and reinforce extended families and collectives where responsibility is shared for fellow members of the group. Decisions and actions are made that serve to support the group (Hofstede, 2001; Tomoeda & Bayles, 2002).

Prefer group activities

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• The Latino culture, as an example, is often considered collectivistic, with extended families seen as fundamental and the foundation of how the family members relate to the world. The family is considered to be the most valued institution, with extended family members typically included in decision-making and child-rearing issues (Maestas & Erickson, 1992).

• Other examples: China, Korea, Japan, Taiwan, Venezuela, Guatemala, Indonesian, Ecuador, Argentina, Brazil, and India

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Gender Roles

• Gender roles vary across cultures and influence many areas, including education, ownership, choice of profession, and decision-making authority in the family (Tomoeda & Bayles, 2002).

• In cultures where one member (typically the male) is considered to be the head of the family, clinicians should be aware that it may be considered inappropriate for the clinician to speak to the mother before addressing the father if both parents are present.

• Resource: https://www.arcgis.com/apps/MapJournal/index.html?appid=ed1166ccb05a4d84a7bda92f17c02322

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Food for Thought **

Deep culture will drive learning based on the student's background knowledge. By developing activities and strategies that supports Deep culture, greater learning can occur.

• Some students tend to learn best by observing and then doing, others by verbal instruction, and still others by using visual and written instructions.

• Some students may learn through collaborative activities and working in groups. Other students based on cultural identity may work better independently.

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Food for Thought **

- In some cultures, the teacher is always the center of class activities and the sole authority figure; students from this type of background may be reluctant to participate in class discussions and activities (Pratt- Johnson, 2006).

- In some cultures, information is gathered through research in libraries and on the Internet. These cultures appreciate evidence that can be measured and documented. However, other cultures may acquire information through non-academic sources, such as information that is passed down by elders

79

Myth or Fact: Culture and Disabilities

□ Myth □ Fact Some cultures, females are diagnosed with autism later than males.

80

X Fact

Some cultures, females are diagnosed with autism later than males.

In Saudi Arabia, it has been reported that there is a later age of diagnosis for ASD in girls than in boys. Boys are expected to be outgoing, while girls are more expected to be shy (Al-Salehi, Al-Hifthy, & Ghaziuddin, 2009)

81

Myth or Fact: Culture and Disabilities

□ Myth □ Fact Limited eye contact in some cultures is viewed as respectful

82

X Fact

Limited eye contact in some cultures is viewed as respectful

Limited ability to maintain direct eye contact is viewed differently in Asia, where direct eye contact is seen as disrespectful. . (Baker, Miller Dang, Yang, & Hansen. 2010

83

Myth or Fact: Culture and Disabilities

□ Myth □ Fact In all cultures, disabilities are embraced

84

X Myth

In all cultures, disabilities are embraced Traditional Confucian beliefs see the birth of a child with a developmental disability as a punishment for parental violations of traditional teachings, such as dishonesty or misconduct. The child's disability may also be seen as punishment for ancestral wrongdoing.

85

The wider community may feel that the parents are responsible and be less likely to provide the family with sympathy or support.
Individuals from South-East Asian cultures may believe that developmental disabilities are caused by "mistakes" made by parents or ancestors.

86

– Indian cultures offer multiple causes for a disability, ranging from medicines or illness during pregnancy and consanguinity, to psychological trauma in the mother and lack of stimulation for the infant.

– In other cultures, the will of God or Allah, karma, evil spirits, black magic or punishment for sins may be seen as causes of disability. Some cultures freely combine traditional beliefs with biological models such as disease degeneration and dysfunction.
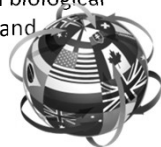
87

– Mexican, Haitian and Latin American cultures may see disability as the result of a mother (or family) being cursed (Ravindran & Myers, 2012)

88

Myth or Fact: Culture and Disabilities

☐ Myth   ☐ Fact All families will appreciate and want the services you offer

89

X Myth

All families will appreciate and want the services you offer

– In some Southeast Asian cultures, such as in Laos, a shaman—a health care and spiritual provider—is called on to perform healing, preventive and diagnostic rituals.

– African cultures also seek out traditional healers with experience in herbal remedies or healing rituals. Social relationships are often important in interpreting illness, treatment and healing

90

– Asian cultures may rely on complementary and alternative medicine (CAM), especially acupuncture, sensory integration and Chinese medicine.

– Indian families may combine yoga, Ayurveda and homeopathy with conventional medicine (Vander Geest, 1997; Kromberg, Zwane, Manga, Ventner, Rosen, Christianson, 2008)

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Clinically Competent Services

26

According to ASHA (2017), clinicians are responsible for providing competent services, including cultural responsiveness to clients/patients/families during all clinical interaction. Responsiveness to the cultural and linguistic differences that affect identification, assessment, treatment, and management includes the following:

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- Completing self-assessment to consider the influence of one's own biases and beliefs and the potential impact on service delivery
- Demonstrating respect for an individual's age, disability, ethnicity, gender identity, national/regional origin, race, religion, sex, sexual orientation, and veteran status

93

- Integrating clients'/patients'/families' traditions, customs, values, and beliefs in service delivery
- Identifying the impact of assimilation and acculturation (cultural modification) on communication patterns during identification, assessment, treatment, and management of a communication disorder/difference

94

- Assessing/treating each client/patient/family as an individual and responding to his/her unique needs, as opposed to anticipating cultural variables based on assumptions
- Identifying appropriate intervention and assessment strategies and materials that do not violate the client's/patient's/family's unique values and/or create a chasm between the clinician and client/patient/family and his/her community

95

- Using culturally appropriate communication with clients/patients, caregivers, and family so that information presented during counseling is provided in a health literate format consistent with clients'/patients' cultural values

96

- Referring to/consulting with other service providers with appropriate cultural and linguistic proficiency, including using a cultural informant or broker
- Upholding ethical responsibilities during the provision of clinically appropriate services

97

- Do you take into consideration cultural bias as you are participating in IEP meetings?
- What adjustments can you help your team make?
- How can you support family culture when you hear comments that you know are in contrast with the family culture?

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Learning Objective 2 & 3: 5 Stages on New Language Acquisition

99

Every Student Succeeds Act (ESSA) and EL   28

In December 2015, President Barack Obama signed the Every Student Succeeds Act (ESSA) into law. This new law replaced the No Child Left Behind Act (NCLB).

1965	2002	2015
The Elementary and Secondary Education Act (ESEA)	The No Child Left Behind Act (NCLB)	The Every Student Succeeds Act (ESSA)

100

ESSA Mandates for EL

Most of the information is credited to García Mathewson (2016).

- States must create a uniform process for identifying English learners, assigning them services, and, later, moving them out of EL classes and into general education.
- During the first year in the United States, EL immigrants/refugee students will need to take both math and reading assessments and have the results publicly reported but does not count toward a school's rating.

101

ESSA Mandates for EL

- Districts can use growth as a measure of academic progress for accountability purposes for students' first two years in the country. By year three, however, immigrant students must be assessed the same way as their peers.
- Schools must build English proficiency rates into their accountability framework for Title I, which provides money to support low-income students more broadly.
- If English learners are consistently not doing well in a school, that school will be flagged for targeted improvement and administrators will have to outline a plan for improving outcomes, even if the rest of the school is high-performing.

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Learning Objective 2: 5 Stages of a New Language Acquisition

29

Oliveri (2018) and Hill & Bjork (2008) offer the following 5 Stages in a new language acquisition. As noted in the definitions, there are cognitive advantages of maintaining the first language while the student is learning English.

Haynes (2005) offers suggestions for learning for each stage.

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Potential Roadblocks to New Language Acquisition

1. A **Language disorder** – a student with a language disorder in L1 will have more difficulty developing a new language.

2. **Subtractive bilingualism** has many disadvantages in the acquisition of a new language. Haynes (2005) offers the following suggestions during these stages of acquisition. These can be used in the classroom by the teachers and by the speech-language pathologist during MTSS/RTI or therapy if the student is also showing a language disorder.

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Potential Roadblocks to New Language Acquisition

3. Literacy, Nonliteracy Oriented Home Environments or Culturally Disrupted
   a.Students who have developed grade level or above academic skills in their L1 learn an L2 more quickly than younger students (Collier & Thomas, 1998: August and Shanahan, 2006; Genesee, Lindholm-Leary, Christian, W. Saunders, B. Saunders, 2006).

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Potential Roadblocks to New Language Acquisition

4. Age of Learning a New Language
   a.Collier & Thomas (1989) found that students achieved proficiency more quickly were those that entered school between the ages of 8 and 11.
     i. Achieved 50th percentile in reading within five to seven years.
     ii. 50th percentile in math in 2 to 3 years
   b. English Learners over the age of twelve usually need more time to develop stages and CALP
   c. Younger than eight or older than eleven take up to 10 years to develop English proficiency

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Potential Roadblocks to New Language Acquisition

5. Bilingual Programs
Students in bilingual programs develop academic proficiency in English in 4 to 7 years.

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Resources

ELPA 21

https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-bilingual-education/english-language-proficiency-descriptors-and-standards

WIDA

https://wida.wisc.edu/teach/can-do/descriptors

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Learning Based on Deep Culture

Deep Culture will significantly impact how students learn.

Information below was gathered through Pratt-Johnson, Y. (2006, February). Communicating cross-culturally: What teachers should know. *The Internet TESL Journal, 12*(2). Retrieved from http://iteslj.org/ Articles/Pratt-Johnson-CrossCultural.html

109

Learning Based on Deep Culture

Ways of Knowing
- Information is gathered through research in libraries and on the Internet.
- Cultures may acquire information through non-academic sources, such as information that is passed down by elders
- Learn best by observing and then doing,
- Others by verbal instruction
- Others by using visual and written instructions

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Learning Based on Deep Culture

Ways of Solving Problems
- Cultures reason differently and arrive at solutions based on their distinctive values, philosophy, and beliefs. One example is the variety of responses that members of different cultures provide to the following question

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Learning Based on Deep Culture

Scenario: Boat begins to sink, and you can save one person.

Americans: 60% would save their spouse, 40% save their children.

Asian cultures or Americans of recent Asian descent: nearly 100% of respondents state that they would save the mother.

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Learning Based on Deep Culture

Ways of Communicating Nonverbally
- Nonverbal communication varies based on culture. For example: children who will not make direct eye contact when talking to a teacher, because to do so would show lack of respect in their culture.
- Children who smile not because they are happy but because they are embarrassed or do not understand and are afraid to ask questions; others who rarely smile, such as students from Korea: "In Korean culture, smiling signals shallowness and thoughtlessness. (Dresser, 1996).

113

Learning Based on Deep Culture

Ways of Learning
- Some students may learn through collaborative activities and working in groups.
- Other students based on cultural identity may work better independently.
- In some cultures, the teacher is always the center of class activities and the sole authority figure; students from this type of background may be reluctant to participate in class discussions and activities (Pratt-Johnson, 2006).
-

114

Crosswalk to Bloom's Taxonomy 32-33
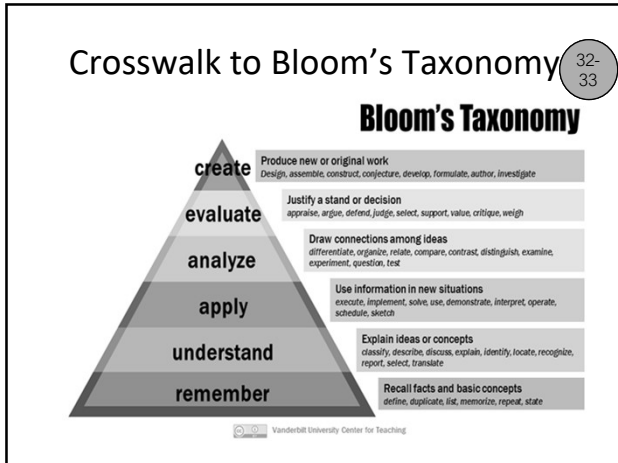
. **Remember:** Describe where Goldilocks lived.
. **Understand**: Summarize what the Goldilocks story was about.
. **Apply:** Construct a theory as to why Goldilocks went into the house.
. **Analyze:** Differentiate between how Goldilocks reacted and how you would react in each story event.
. **Evaluate:** Assess whether or not you think this really happened to Goldilocks.
. **Create**: Compose a song, skit, poem, or rap to convey the Goldilocks story in a new form.

115

116

Adapted from https://www.flickr.com/search/?user_id=47823583%40N03&view_all=1&text=Bloom

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You Decide

The student is new to the United States and only speaks Spanish. The student is very quiet in the English only classroom.

Normal Acquisition, Difference, Disorder or We Need More Information?

117

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Response

It is normal for students who are first exposed to a new language to have a silent period. This would not be indicative of a disorder.

Answer: Normal acquisition

You Decide

Student has been in the United States her entire life. Family only speaks Spanish at home. She is in the third grade and has not yet reached proficiency on the language proficiency test.

Normal Acquisition, Difference, Disorder or Need More Information?

119

120

Response

Hmmm… We probably need more information.

121

More Info Please

- What language or languages are spoken at home?
- What did language acquisition in Spanish look like? Did first words emerge on time?
- What kind of classroom is the student in?
- Has the student received any intervention?

122

34

Stages and Instruction

123

Preproduction (Silent/Receptive)

- This stage can last up to several months. The student is learning new vocabulary with up to 500 words in receptively but may not be saying many words in the language that is being acquired.

124

Instruction   34

Preproduction (Silent/Receptive)

1. Bloom's Taxonomy Level 1
2. Teachers can use multivisual input by placing words on the board, students may be able to copy words from the board.

Schedule
9:00 Math (book, paper, pencil, page 32)
9:40 Social Studies (IPAD, paper, page 64)
10:20 English (book, notes, page 35)

KNOWLEDGE
Identification and recall of information

Who _____?
What _____?
Where _____?
When _____?
How _____?
Describe _____?
What Is _____?

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3. Ask the student to respond to pictures and other visuals. www.lessonpix.com will translate your vocabulary into over 100 different languages.
  a. Make boards that include both the L1 and English. This might be two boards and one is in the L1 and the other in the L2.
    i. Have the student match the picture to see the word in L1 and English

explain	analyze	summarize	explicar	analizar	resumir
examine	demonstrate	determine	examinar	demonstrar	determinar
discuss	debate	argue	discutir	debatir	discutir

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i.Use a translator so the student can hear the word in their first language and then state the word in English.
1.Make sure that you have the correct word in the L1 for English multimeaning words. www.wordreference.com is a great resource for the correct words.

127

Instruction

4. Ask questions that permit the student to point to a picture
- **Examples:**
- Show me _____
- Circle the _____
- Where is the _____
- Who has the _____

KNOWLEDGE
Identification and recall of information

Who _____?
What _____?
Where _____?
When _____?
How _____?
Describe _____.
What is _____?

128

Instruction

5. Educators should focus attention on listening comprehension activities and on building a receptive vocabulary.

a. Vocabulary: words and phrases for social, words grouped in categories (Tier I mostly)

b. simple directions

c. BICS (Tier I and Tier II Vocabulary, social words and phrases)

129

From Beck, McKeown, & Kucan (2013)

Tier III: Curriculum Based Vocab (400,000 words)

Vocabulary (7, 000 words) High Content/Low Frequency

Tier I: Basic Vocabulary (8,000 words) Low Content/High Frequency
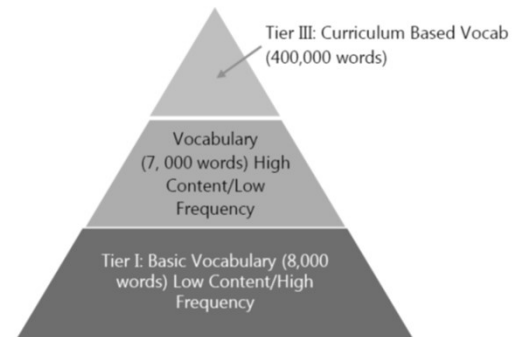
130

Early Production

35

- This stage can last from 6 months to 1 year. The student will typically develop up to a 1000 words receptively and/or expressively at this state. They will begin to form words and phrases but not necessarily grammatically correct.

131

Instruction

KNOWLEDGE
Identification and recall of information

Early Production
1. Bloom's Taxonomy Level 1
2. Ask yes/no and either/or questions.

Who _____?
What _____?
Where _____?
When _____?
How _____?
Describe _____.
What is _____?

Preference Based Yes/No

Preference based questions allows the student to accept or reject.

o Ask "want" type questions again based on vocabulary you have targeted (i.e.: Do you want a pencil?)
o Questions can be based around vocabulary for basic concepts (Is it full? Is it empty? Are you hot? Are you cold?)

132

Fact Based

Fact based questions require the student to affirm or deny information.

- Begin with easy questions based on vocabulary that you have targeted (Is this a chair? Is this a whiteboard.
- Think about personal questions (Are you a boy? Are you _____ years old? Do you live in an apartment? Do you go to school?)

3. Ask questions that can be answered in one or two words
- Who _____ ? (Who came in the three bears house?
- What _____? (What ?)
- How many _____? (How many bears are there?)

133

Instruction

Early Production

4. Use pictures and other visual information to support questions.

5. Modify content information

6. Build vocabulary using pictures

  a. Make sure the vocabulary is content rich that will initially support basic interpersonal communication and Tier I (basic concepts, Dolch and Fry words) vocabulary.

  b. Then target Tier II (high content but lower frequency words) next. (i.e.: explain, describe, report).

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7. Use simple books with predictable text.

  a. Information about predictable books

https://www.superduperinc.com/handouts/pdf/278_PredictableBooks.pdf

  b. Predictable Book Lists

https://bilinguistics.com/predictable-books/

https://imaginationsoup.net/picture-books-predictable-repetitive-text/

https://www.nationalservice.gov/sites/default/files/olc/moodle/sc_learns_tutor_tranning/view1499.html?id=3254&chapterid=2540

https://www.goodreads.com/shelf/show/predictable-text

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8. Use graphic organizers, charts, and graphs

Who	The sealion	
What	The biggest sealion races.	
Where	The sealion races in the sea.	
When	At sunset, the sealion races in the sea.	
Why	At sunset, the sealion races in the sea because he is the fastest sea animal.	

136

Speech Emergence

37

This stage may emerge and last from 1-3 years. The student will have about 3000 words. Comprehension will increase during this stage. The student will begin to use sentences and begin to read and write in the new language.

137

Instruction

Speech Emergence

1. Bloom's Taxonomy Level I and II

2. Use phonetically regular books

3. Use short, modified texts in content area subjects.

4. Use graphic organizers with word banks.

138

139

Instruction

Speech Emergence

5. Answer why and how questions with a short answer
Why did the second pigs house blow down?
How did the wolf get into the pig's house?

140

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6.   Understand and answer questions about charts and graphs.

Examples

- Where can you get dietary fiber?
- What are the three classes of carbohydrates?

141

---

7. Use brief explanations and two-step directions.

- a.   Begin with 2 step related directions
- b.   Move to 2 step unrelated directions

142

Intermediate   (39)

- This stage will emerge at the 3 year mark and last up to 5 years. The student will have approximately 6000 spoken words and begin using more complex sentences. The student will begin to read and write in the new language.

143

Instruction

Intermediate

1. Bloom's Taxonomy Level 3
2. Target Making Inferences

Students begin to synthesize what they have learned and to make inferences from that learning.

144

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Other Worksheets for Ideas in manual

https://www.classroomnook.com/blog/anchor-charts-to-teach-inferring

What the Text Says	What I Can Infer

https://onestopteachershop.com/2014/06/guided-reading.html

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Slide 146

Instruction

Intermediate

3. Educators should focus on learning strategies.

4. More complex concepts should be introduced

5. Wh- ? That require more than 1 sentence to complete

What would happen if _____?

Why do you think _____ ?

146

Slide 147

Language Development and Fluency (40)

This stage will emerge typically around the 5 year mark with up to 10 years for mastery.

147

Slide 148

Instruction

Language Development and Fluency

1. Bloom's Taxonomy Level 5

2. Continue to support content areas (Tier III vocabulary and concepts)

3. Continue to focus on increasing written language

148

Slide 149

- 4. Answers prompts such as:

Decide if _____

Retell _____

Explain _____

Analyze _____

Justify _____

149

Slide 150

(41)

Supporting Translanguaging

Here are some examples of ways translanguaging can be purposefully used to support students in the French immersion program: (Baker, 2011)

- Students research a topic in L1, report on it through L2
- Student using L1 at home to work through a topic with parent
- In classes taught via L1 (or L2), terminology also taught in L2 (or L1)
- Allowing the use of the L1 in group work to increase student-to-student verbal interaction

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- Teacher using L1 after L2 explanation has failed
- Students orally translating a term from L2 into L1
- Multiple L1s: supporting use of L1 as a resource in learning L2 to validate L1 language and culture, and to expose other classmates to the different languages and cultures.

151

Resources/Reflections/Conclusion

- Explanation of Why question acquisition

- Your Role in ESSA requirements
- How and when do you get involved in Stages of Acquisition?

As we think about differences vs. disorders, we must also consider the Stage of Acquisition.

152

Learning Objective 4: Characteristics That May Indicate a Disorder (42)

- It is important to know the similarities and the differences between the first language (L1) and the second language (L2). When errors occur in speaking and writing, one must decide if these are language differences or something that may indicate a language disorder. Roseberry-McKibbin (2018) provides the following characteristics that indicate a language disorder instead of a language difference.

153

Indications of a Language Disorder (42)

☐ Significant birth history	☐ Difficulty with code switching
☐ Difficulty learning language at a normal rate which also occurred in L1	☐ Heavy reliance on gestures*
☐ Communication difficulties at home	☐ Significant slowness in responding to questions
○ Following directions provided in L1	☐ General disorganization and confusion
○ Difficulty responding to questions	☐ Need for frequent repetition
○ Difficulty commenting	☐ Inappropriate grammar and sentence structure
○ Difficulty carrying on a conversation in L1	☐ Lack of organization and sentence structure
☐ Difficulty conveying thoughts	☐ Imprecise vocabulary (thing, stuff)
☐ Family history of learning or reading disorders	☐ Deficits in vocabulary
	☐ Inappropriate social language*
☐ Slower development than siblings	☐ Poor sequencing skills
☐ Shorter sentences and less grammatically complex than what would be expected for age	☐ Progressing slower than students of similar background
	☐ Overall communication skills that are substantially poorer than peers

154

Case Study 1 page 43

You Decide

- The student is in 1st grade
- First language: Spanish
- Spanish spoken in the home (Older siblings speak English at home as well
- Been is US since newborn
- Did not attend preschool
- In school beginning in K
- First words emerged around 1 year
- 2 word combination around age 2
- Birth history is normal
- Vocabulary in Spanish appears to be age appropriate

155

You Decide

STAR Early Literacy Results:
- Difficulty with past tense -ed and possessives
- Difficulty with final sounds b, p, hard k, f, and v
- Difficulty with CVC words with short vowels
- Difficulty with CVC for onset and rhime

Normal Acquisition, Difference, Disorder, or Need More Information?

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Case Study 1: Discussion

- The student is in 1st grade
- First language: Spanish
- Spanish spoken in the home (siblings speak English)
- Been is US since newborn
- Did not attend preschool
- In school beginning in K (So 2 years or less of English = Speech Emergence pg. 14)
- First words emerged around 1 year
- 2 word combination around age 2

157

STAR Early Literacy Results:
- Difficulty with past tense -ed and possessives (Not in Spanish)
- Difficulty with final sounds b, p, hard k, f, and v (These sounds are not present in the final position in Spanish)
- Difficulty with CVC words with short vowels (most Spanish vowels are equivalent to English long vowel sounds)
- Difficulty with CVC for onset and rhime (No word families in Spanish)

Normal Acquisition

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Case Study 2

You Decide

- The student is in 4th grade
- First language: Spanish
- Spanish and English both spoken in the home
- Been is US since newborn
- Started in the district in preschool
- Late talker (first words around 2 years in Spanish)
- Slower than siblings
- Difficulty with English verb tense (irregular past tense, conditional would have, could have)
- Family history of language and learning difficulties
- Difficulty with multistep directions in L1 and L2

159

You Decide

ELA STAR Results: Difficulty with ....
- Asking and answering wh- questions (2nd grade standards)
- Recount stories from diverse cultures (2nd and 3rd standards)
- Reading and comprehending grade level literature (2nd-5th)
- Prefixes, suffixes, Latin roots (3rd)
- Letter/sound correspondence, syllabification, and morphology for unfamiliar words

Normal Acquisition, Difference, Disorder, or Need More Information?

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Conclusion Discussion

- Reflect on cultural diversity and your comfort level when situations arise that appear to be due to culture.
- At what stage of acquisition should you be involved and why?
- What should your involvement be?
- What can you do to support or participate in RTI/MTSS in your school(s)?
- How will become involved or more involved in RTI/MTSS?

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Learning Objective 4: Assessment Strategies
45

- Assessment strategies to determine language difference or disorder
- 5 areas of language and supralinguistic skills
- Strategies can be used for therapy or through MTSS/RTI

162

Decision Making: Testing in L1 & L2

Question

"Case history forms indicate that at home the student is exposed to Spanish from their mother and father (he speaks English decently) and English from their older sister. Dad states, that the student does not speak/know Spanish, and that they communicate with mom through older sister. In addition, the most recent SLP data indicates that when asked to generate a language sample in Spanish they were hesitant/did not produce enough of a sample for analysis. Based on the pretty recent information that they were eligible for CD as well as parent/teacher report, and my own testing which places them very low, is it necessary to test them in Spanish?"

163

Response

If a student is exposed to Spanish on a consistent basis, I think it is important to explore their Spanish skills. I would explain to the parents that it is important to explore all languages the child has been consistently exposed to in order to understand their whole language system. I would also describe to the father that ***often*** *children have receptive language abilities in a language even when they do not speak it often.* I would use one of the wordless picture books by Mercer Mayer and tell a story to the student then ask her to retell the story and follow it up with some story comprehension questions.

164

Question #2

Our state mandates that in order to be eligible for services, a child must score below the 10th percentile on two comprehensive tests. But, if you read the fine print, not only is a classroom or other functional observation acceptable, but a well-analyzed language sample will also do the trick.

165

Response 1

The current statute, IDEA 2004, continues to emphasize the need for appropriate evaluation procedures for CLD students. The regulations emphasize the allowance of variance from standard testing procedures when necessary to appropriately evaluate a student. Use of non-standardized testing procedures, such as portfolio assessments or spontaneous language samples, can provide valuable qualitative information on the child's communication skills.

166

Response 2

IDEA and Section 504 regulatory provision at 34 C.F.R. 104.35(c) requires that school districts draw from a variety of sources in the evaluation process so that the possibility of error is minimized. The information obtained from all such sources must be documented and all significant factors related to the student's learning process must be considered. These sources and factors may include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior.

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IDEA Information Regarding Testing

The IDEA outlines the required procedures for evaluations and eligibility determinations.12 Initial evaluations can be requested by a parent, the state, or the local educational agency (LEA).

- An LEA must use a variety of assessment tools and strategies.
- Not use a single measure or assessment as the sole criterion for determining whether a child has a disability.
- Use technically sound instruments that may assess the contribution of cognitive, behavioral, physical, and developmental factors.

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Ensure that assessments or other evaluation materials:
- (1) Are not discriminatory on a racial or cultural basis.
- (2) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer
- (3) are administered in accordance with any instructions provided by the producer of such assessments.

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Learning Objective 5: 5 Domains & Supralinguistic Skills (47)
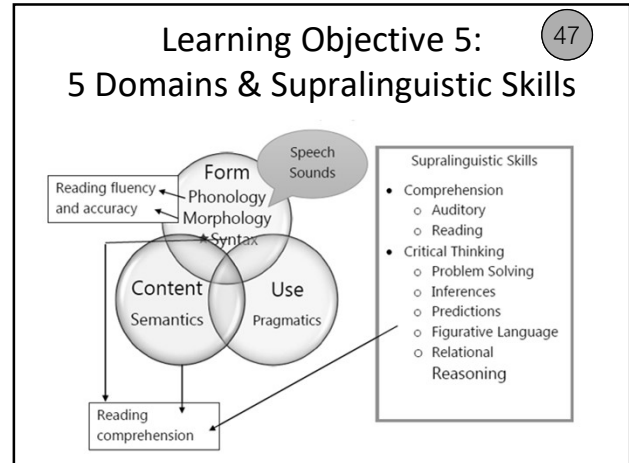
170

Research

- Development of skills in the L1 is viewed as a process that will facilitate the learning of an additional language. Experience in either language can promote development of the proficiency underlying both languages (Cummins, 2017)

- Promoting early literacy skills in a child's first language promotes development of skills in the second language (Brice, 2015, Goodrich, Lonigan, and Farver, 2013, Schwigne, 2017)

- Students who struggle academically may be due to other issues rather than a language disorder such as limited skills in the first language, lack of opportunity for further development, limited formal schooling, etc. (Roseberry-McKibben, 2018).

171

Researchers have identified four potential factors that may contribute to the misidentification of special education needs, and learning disabilities in particular, among students who are ELs:
- (1) the evaluating professional's lack of knowledge of second language development and disabilities.
- (2) poor instructional practices.
- (3) weak intervention strategies; and
- (4) inappropriate assessment tools
  (Sánchez, Parker, Akbayin, & McTigue, 2010).

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Resources

United States Department of Education TOOLS AND RESOURCES FOR ADDRESSING ENGLISH LEARNERS WITH DISABILITIES
https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf

(Includes specific learning behaviors and indicators of differences vs. disorders. Also includes a checklist for IEP team members.)

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Systematic Framework for Evaluation

Curriculum Based Measures/Content Knowledge	Performance Based: Participation
MTSS/RTI	Dynamic Assessment (test, teach, retest)
Narrative Assessment	Standardized Test when culturally and linguistically appropriate
Other: Rapid Automatic Naming Information Processing Phonemic Awareness	

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Systematic Framework for Evaluation

(48)

Curriculum Based Measures/Content Knowledge

- Classroom Assessments
- Standardized Assessments
  - WIDA Language Proficiency Test used in 39 states
  - ELPA21 Language Proficiency Test used in 11 states
  - STAR Early Literacy and STAR English
  - NWEA
  - DiBels
  - Developmental Reading Assessment (DRA)/Benchmark
  - STAMP Spanish Proficiency Assessment

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Analyze and Interpret Date Points

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Slide 181

Student is ready to DEVELOP these skills (161-170):

- Understands precise connotations of words with similar meanings
- Uses context to determine the meaning of idioms
- ..;.. Decodes words with the prefix re•
- **Decodes words with the suffix -tion**

Student is ready to DEVELOP these skills (161-170):

- Divides printed words into syllables

Phonics: Vowels

Student is ready to DEVELOP these skills (161-170):

- Distinguishes single-syllable words with the /a/ sound
- Matches the letter i to the initial sound of spoken words
- Understands the sound of the use vowel team

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Phonological Awareness

Phonemic Awareness: Ending Sounds

Student is ready to DEVELOP these skills (161-170):

- Distinguishes spoken words with different ending sounds
- Matches ending sounds in three-phoneme spoken words

Awareness: initial Sounds

Student is ready to DEVELOP these skills (161-170):

- Distinguishes spoken words with different initial sounds
Phonemic Awareness: Vowels

Student is ready to DEVELOP these skills (161-170):

- Distinguishes spoken words with the /a/ sound
- Matches *vowel* sounds in three-phoneme spoken words

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https://www.transparent.com/language-resources/?link_source=t_header#tests

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Performance Based: Participation

- Observe in real time (classroom, recess, etc.)
- Review assessment/work portfolios in the classroom
  o Learning in home language and English
  o Interdependence between oral language and literacy development
  o Integration of language and content
  o Higher level thinking through extension tasks
  o Technology
  o Written work (i.e.: stories)
  o Drawings showing content knowledge
  o Videos of oral work (i.e.: role playing, presenting)
  o Formal tests and quizzes
  o Personal reflection and self assessments

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Portfolio Example

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Slide 186

Performance Based: Participation
- Oral reports/Presentations
- Demonstrations
- Written Assignments
- Other ways to demonstrate learned knowledge (i.e.: pictures/drawings, projects)

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MTSS/RTI

- Provide Tier II and/or Tier III instruction with considerations for language differences
- Support or implement strategies that are pertinent to EL

187

Dynamic Assessment (test, teach, retest)

- Dynamic assessment (DA) is a method of conducting a language assessment which seeks to identify the skills that an individual child possesses as well as their learning potential. The dynamic assessment procedure emphasizes the learning process and accounts for the amount and nature of examiner investment. It is highly interactive and process-oriented (ASHA, n.d.)

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Materials Available

- School-age Language Assessment Measures (SLAM) (Questions translated into Bengali, Chinese, French, and Spanish)
- These cards are meant to elicit a language sample that can be analyzed in the context of typical language development as well as the child's background (e.g., educational experiences, family, linguistic and cultural background, etc.)

  https://www.leadersproject.org/2015/03/18/slam-lost-cellphone-school-aged-language-assessment-measures/

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Language Skills Associated with Content Lessons

(55)

Listening	Speaking	Reading	Writing
draw a picture	name	preview and predict	create complete sentences
role play	discuss	find specific information	summarize
answer questions	explain	read fluently	list
listen and retell	ask and answer questions	identify main idea	compare
follow directions	summarize	determine fact vs. opinion	explain
demonstrate	evaluate	scan	create a poem
distinguish between	clarify	identify vocabulary	write questions and/or answers
record	justify	infer	diagram

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Narrative Assessment

SALT
SOFTWARE

Story elicitation in English & Spanish
(bilingual English/Spanish
Monolingual Spanish

https://www.sugarlanguage.org/downloads

SUGAR

HOME   ABOUT   DOWNLOADS   PUBLICATIONS

WELCOME TO
SUGAR
Sampling Utterances and
Grammatical Analysis Revised

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Cultural Variations in Storytelling

- The features of initiating events, attempts to solve the problem, consequences of those attempts, and resolutions are episodic features that are common to most languages.
- the uses of an internal response, discourse markers, or acting as either a listener or participant, are all culturally specific

https://bilinguistics.com/story-telling-elements/

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Gather a Language Sample through Story Retell

- Wordless books on website (under products)

a boy, a dog, and a frog by Mercer Mayer

JOURNEY

RAINSTORM

CHALK

Snowman's Story

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Narrative Development Checklist

☐ **Heaps:** Unrelated story elements with no seeming organization (2 years). The topic changes quickly typically with present progressive verbs. Examples would include: "The boy is running." "The dog is barking."

☐ **Sequences:** Story elements are topically related, but not causally linked (2-3 years). Story elements may be arbitrarily linked together. A sequence may include a central character, a topic, or a setting. Examples would include: "They are at the park." "The dog is by the playground." "The children are swinging."

☐ **Primitive Narratives:** Concrete theme but little interrelation between story components (3-4 years). It may include a central character, a topic, or a setting but differs from sequences in that the child discusses a character's posture or facial expressions. Examples would include: "The girl cried and tears came from her eyes."

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☐ **Unfocused Chain:** Related from one part to the next; not from beginning to end (4-4 ½ years). There is a sequence of events or a cause-effect relationship. It may include conjunctions such as and, but, or because. Examples would include: "The brown dog, Rusty, got on the train because the little white puppy was on the train. They rode on the train for an hour. The train stopped, and they got off."

☐ **Focused Chain:** Good connections between story parts, all related to a central theme (5 years). There is a central character and a logical chain of sequences. The student is able to describe an adventure. There may not be a conclusion or end of the story. An example would include: "Once upon a time, there was a farmer. She had two children. Their names were Poppy and Sam. She also had a dog named Rusty. Poppy and Sam were helping Mr. Ted in the barn. Poppy heard Rusty bark, and they all ran."

☐ **True Narrative:** Well-developed story with internal plans, morals, and forward motion to all elements (6 years). The story is centered on an incident that occurred in the story. There is a problem (conflict) that is resolved in the end. An example would include: "One day, a girl came into the house. She saw a little boy's rocking chair. When she sat down on the chair, it broke. The little girl was in trouble because she broke the chair. She was able to get a hammer and a nail. She fixed the chair. The little boy was happy because his chair was fixed."

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□ **Narrative Summaries:** Brief generality that provides a broad overview; telling the story in whatever way makes sense (7-11 years). The student retells the story in whatever way makes sense to him. The reader's experiences come through in the story retell. An example would include: Once upon a time, there was a girl and three bears. The girl just knocked on the door. No one was there, so she just walked in and saw all of the rooms on the main floor. She stopped in the kitchen because there was food. She tried three bowls of food. Her favorite was the smallest bowl. She spent some time looking around the kitchen. She opened doors and drawers. She thought it was a great room."

□ **Complex Narratives:** Includes use of flashbacks, fantasy, stories within stories, divergence from central plot (11-12 years). A student understands when reading and retelling a story that certain scenes in the story occurred earlier in time than the main story. A story within a story may disclose the background of a character or events, or a myth or legend that influence the plot or could be a diversion from the central theme.

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□ **Analysis:** Breaking down the plot, characters, conflict, conflict resolution, etc. (13-15 years). The student is able to provide a detailed examination of the story elements.

□ **Generalization:** Generalize to other narratives or situations (16 years to adulthood). Students can take something specific and apply it more broadly taking one or two facts and making a broader more universal statement.

200

Other Assessments

59

- With the new dyslexia laws passed in most states, RAN and phonological awareness skills are listed as one of the universal screeners for all students in K-2.

201

Rapid Automatized Naming (RAN)

- Naming letters, numbers, colors or familiar objects

Students who struggle with RAN show:
- Retrieval issues
- Substitution errors
- Slow oral responders
- Slow written language expression

Kilpatrick, 2015

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Rapid Automatized Naming (RAN)

- Rapid Automatized Naming (RAN) was examined in a longitudinal study across Grades 1 and 2 with 1,120 children acquiring one of five alphabetic orthographies with different degrees of orthographic complexity (English, French, German, Dutch, and Greek). RAN was a consistent predictor of reading fluency in all orthographies,

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- RAN taps into a language-universal cognitive mechanism that is involved in reading alphabetic orthographies (independent of complexity). (Landerl, K., Freudenthaler, H., Heene, M., Peter F. De Jong, P., Desrochers, A., Manolitsis, G., Parrila, R., & Georgiou, G. (2019).

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34

The AR-RAN Practice Page, Form A, and Form B should be printed on a quality color printer. Before administering the screener, the examiner should check the quality of the colors. If red looks like orange, or blue appears purple, the scores may be skewed because 1) students will unintentionally give the incorrect answer 2) the words orange and purple have more than one syllable and it takes more time to say them; and 3) students will spend extra time contemplating which color to say.

Items needed to complete the screener are: a separate score sheet for each student, the rapid naming color sheet (practice, Form A, and Form B) and a stop watch/timer.

Follow the directions on the scoring sheet. Items said to the student are in italics and quotes. Do NOT show any of the forms to the student prior to the timed screening. You will start the timer once you reveal the colors to the student.

This is a timed screener. You will need a stopwatch/timer for this screener. You will start the timer once you reveal the colors and tell the student to begin and stop the timer when the student reads the final color.

To get a score administer Form A and Form B* then combine the times to calculate a score. To identify a student struggling with rapid naming, student data for each grade level within a school should be compiled and ranked in order for shortest to longest time to determine the students performing at the "at risk" and "at some risk" level.** The suggested cut-score for "at risk" students, is those scoring in the bottom 20 percent and for "at some risk" in the bottom 30 percent. Please see the AR-RAN FAQ document for instructions on how to put students' scores in rank order.

*Discontinue rule: If a student makes more than four errors on Form A, discontinue the screener. The student would automatically filter to the bottom of the ranking and be "at risk" in this category.

** If a student is colorblind DO NOT administer the screener. Consider using an alternative IDOE approved rapid naming screener or omit this score when evaluating the student if they "at risk" or "at some risk" for characteristics of dyslexia.

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Form A
Read Colors Left to Right and Top to Bottom
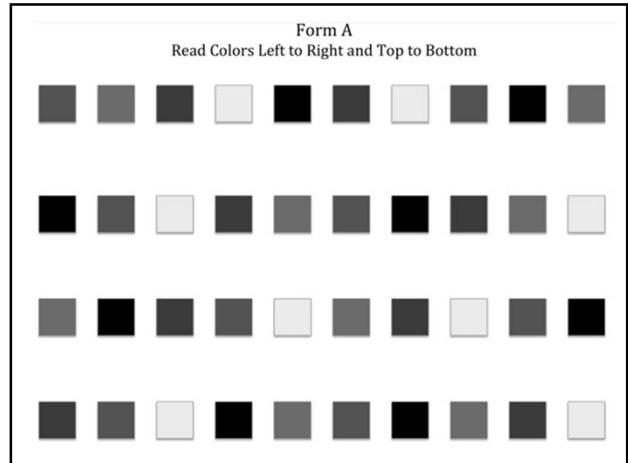
206

Phonemic Awareness

Students must be able to discriminate English vowels in listening in order to be able to then apply these to speaking, reading, and writing. Discrimination may be impacted by vowels and consonants that are dissimilar between language as well as word position.

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Phonemic Awareness Includes:

- Auditory discrimination (ability to distinguish specific sounds
- Auditory analysis (segmenting a word into sounds)
- Auditory synthesis (blending sounds together)
- Auditory manipulation (perceiving phonemes correctly in order to distinguish changes in a word)
- Auditory sequencing (auditory memory in specific order)

208
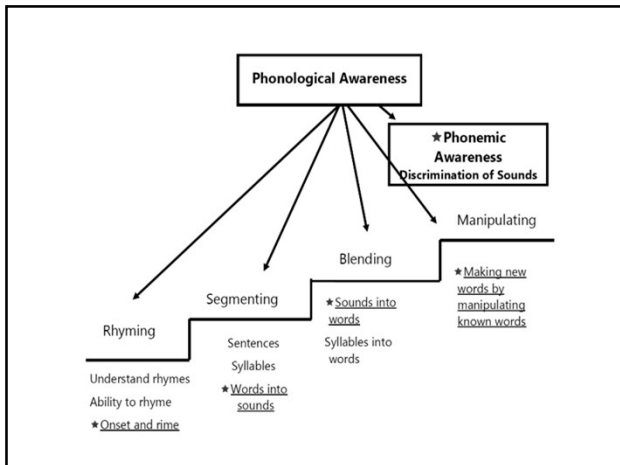
209

The Research
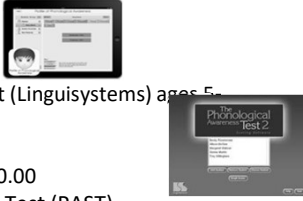
- Bullets 1, 2, and 3: Students perceive long vowels before short vowels (IN English!)

- Link from L1 to L2 Resources listed (Mandarin, Cantonese, and Korean)

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Phonemic/Phonological Awareness Assessments

(61)

- LAC 3
- APP: Profile for Phonological Assessment (ProPA) SmartyEars $29.99
  - Generates a report
  - % of correct
- Phonological Awareness Test (Linguisystems) ages 5-9;11 $179.00
  - Standards scores
  - Computerized scoring $90.00
- Phonological Awareness Skills Test (PAST)
- Test of Phonological Awareness in Spanish (TAPAS)

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Information Processing Task for English Language Learners

An information processing test which relies more on processing of information and working memory instead of language (specifically vocabulary) and background knowledge can circumvent testing bias (Pieretti & Roseberry-McKibben, 2016).

Processing based measures have been found to be more accurate in distinguishing between language differences and language disorders than information based assessment instruments (Campbell, Dollaghan, Needleman, & Janosky, 1997; Dollaghan & Campbell, 1998; Jacobs, & Coufal, 2011; Windsor, Kohnert, Lobitz, & Pham, 2010).

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Information Processing Task for English Language Learners

Roseberry-McKibbin (2018) provides an information processing/working memory task in her book, Multicultural Students with Special Needs: Practical Strategies for Assessment and Intervention.

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Information Processing Task for English Language Learners

Reproducible Form 12.1
INFORMATION PROCESSING TASKS FOR ENGLISH LANGUAGE LEARNERS
Celeste Roseberry-McKibbin, Ph.D.

Child's Name: _____ Date of Birth: _____ Age: _____ Grade: _____
Date of Testing: _____ Primary Language: _____ Dominant Language: _____

If the student speaks only the first language (L1), present these tasks in L1 only. If the student speaks L1 and English, administer the tasks in L1 first. Approximately one week later, administer the tasks in English and compare the results in the two languages. It is important to wait at least a few days between L1 and English administrations to reduce the likelihood of "practice effects" that might influence performance. Several typically developing peers should be selected from the classroom of the child who is being evaluated. Administer these same tasks to the peers and compare the performance of the child in question with that of these peers. If the child in question has substantially more difficulty than peers, there is a high probability that the child has some type of language impairment that underlies both L1 and English.

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On Margo's website

NONSENSE SYLLABLES
Instructions: Start by having the child repeat two nonsense syllables.

Example: dee — fay

Gradually increase the number of syllables to determine how may syllables the child is able to repeat in sequential order in a 10-item task. Sample syllables are listed below:

gah	ko	mo	vay
tay	kah	ni	vo
tah	dee	nu	beh
kay	fay	po	wu
ki (as in *kite*)	fi (as in *fight*)	sah	wah

Repeats 2 syllables	Repeats 3 syllables	Repeats 4 syllables	Repeats 5 syllables
___ 1.	___ 1.	___ 1.	___ 1.
___ 2.	___ 2.	___ 2.	___ 2.
___ 3.	___ 3.	___ 3.	___ 3.
___ 4.	___ 4.	___ 4.	___ 4.
___ 5.	___ 5.	___ 5.	___ 5.
___ 6.	___ 6.	___ 6.	___ 6.
___ 7.	___ 7.	___ 7.	___ 7.
___ 8.	___ 8.	___ 8.	___ 8.
___ 9.	___ 9.	___ 9.	___ 9.
___10.	___10.	___10.	___10.

Total Correct : _____   Total Correct : _____   Total Correct : _____   Total Correct : _____

This reproducible assessment form is from *Multicultural Students with Special Language Needs: Practical Strategies for Assessment and Intervention* by Celeste Roseberry-McKibbin. Copyright © 2018 by Academic Communication Associates, Inc.

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Word Repetition Task

Instructions: Ask the child to repeat sequences of real words, ranging in length from two words to five words. Do not present words containing sounds that are difficult for the student to produce. For example, do not present words containing /r/ if the student has not mastered production of this sound.

hill	ball	cat	shoe	dog	sun
hair	nose	face	bus	book	pen
fish	cup	bike	desk	chair	swing
slide	box	coat	car	lock	sky
wall	foot	sock	bread	ring	watch
grass	horse	pig	tree	sand	pants
dress	light	door	teeth	ear	mouth
heart	plate	spoon	fork	fence	yard
nurse	boat	mouse	glass	box	bed
phone	hat	pear	duck	pan	foot

Repeats 2 words	Repeats 3 words	Repeats 4 words	Repeats 4 words
___ 1.	___ 1.	___ 1.	___ 1.
___ 2.	___ 2.	___ 2.	___ 2.
___ 3.	___ 3.	___ 3.	___ 3.
___ 4.	___ 4.	___ 4.	___ 4.

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Picture Pointing Task

Instructions: Ask the student to point to picture sequences consisting of two pictures, three pictures, four pictures, five pictures. Use only pictures that the child can name. Say, "Point to _____." ("Point to car, bath:" "Point to spoon, ring, desk," etc.)

Repeats 2 words	Repeats 3 words	Repeats 4 words	Repeats 5 words
___ 1.	___ 1.	___ 1.	___ 1.
___ 2.	___ 2.	___ 2.	___ 2.
___ 3.	___ 3.	___ 3.	___ 3.
___ 4.	___ 4.	___ 4.	___ 4.
___ 5.	___ 5.	___ 5.	___ 5.
___ 6.	___ 6.	___ 6.	___ 6.
___ 7.	___ 7.	___ 7.	___ 7.
___ 8.	___ 8.	___ 8.	___ 8.
___ 9.	___ 9.	___ 9.	___ 9.
___ 10.	___ 10.	___ 10.	___ 10.
Total Correct:	Total Correct:	Total Correct:	Total Correct:
_____	_____	_____	_____

Summary of Observations:

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Case History

- A thorough case history must be completed in order to determine a language difference vs a language disorder. This case history must include information regarding language and other development in the first language, health issues, vision, hearing, any history of learning disabilities, gaps in formal education, etc.

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Available in Spanish

- https://ctserc.org/documents/resources/CT-ELL-and-Special-Education.pdf provides a case history form that can be used. This also includes *Is a Special Education Referral Appropriate* (pages 17-19).
- MacArthur Inventario Del Desarrollo de Habilidades Comunicativas (Inventario)
- Spanish Ages and Stages Questionnaire

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Standardized Tests

Page 62-63

220

Roseberry McKibbins Assessment (2018)

- Portfolio assessment
- Narrative assessment
- Dynamic assessment
- Language Proficiency Test
- Information Processing (working memory- including nonword repetition, digit span, sentence repetition, & RAN)
- Informal assessment (language sample)
- RTI/MTSS information
- Thorough case history

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Other Possibilities

- Benchmark assessment student report
- Phonological awareness skills
- Describing similarities and differences
- Formulate questions
- Executive function

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Other Considerations

- Age of student
  - Add assessment for early language acquisition
    - Ability to follow one step, 2 step related, 2 step nonrelated, 3 step directions
    - Colors, shapes, letters
    - Nouns, verbs, adjectives
    - Basic concepts
    - Inflectional morphology
    - Answer questions (yes/no, can/will/do, wh-)

223

- Length of time in the US
  - If less than 5 years, use the Stages of Acquisition instructional information to add to assessment
- Classroom setting
  - Dual emersion
  - English only
- Type of EL services

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Case Study 3

You Decide

- Student is in third grade and just moved to your district.
- First language is Arabic
- Arabic spoken in the home by parents.
- Has been in the United States since 7 years of age
- Parents report that the student was a late talker in Arabic with first words emerging around age 2 years.
- Language skills developed slower than siblings
- Student uses very simple sentences with only 3-5 words/sentence
- There is a family history of learning difficulties
- Student has difficulty following directions in Arabic and in English
- Student has difficulty reading and writing in both languages
- Has not yet reached proficiency on the WIDA

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Questions

- Acquisition, Difference, Disorder?
- What other information do you need to gather?
- How would you assess?

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Conclusion

For students who are English Language Learners, it is important to understand as much about the first language as we can. Making connections between the first language and English can lead to increased neural path pathways to gain command of English faster. When working with a student who is both an English Language Learner and has a language disorder, understanding the morphology, phonology, syntax, and semantics in the first language will help bridge the gap to language acquisition in both languages.

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Learning Objective 5: Intervention Strategies   65

- This section will go through the 5 areas of language as well as supralinguistic skills that all students need mastery of for academic success. The strategies provided can be used through multi-tiered systems of support as well as therapy through special education services if the student qualifies as having a language disorder.

228
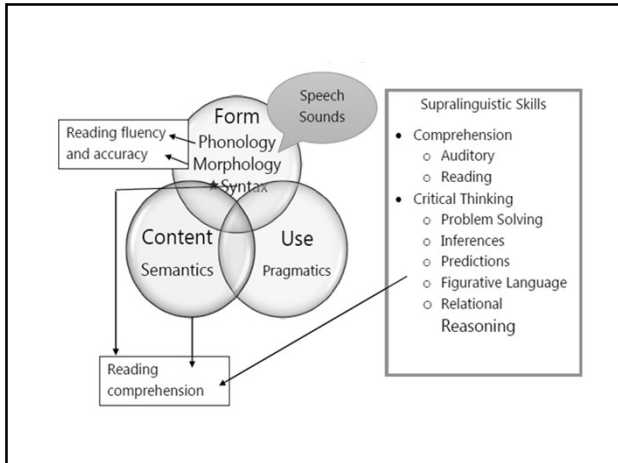
229

Resources

Multiple Languages

- www.lessonpix.com (will translate your boards into over 100 languages using Google Translator) Try it for free @ https://lessonpix.com/articles/3/223/Translation+Tool

- Dabbling Speech Dual Language Learners "Cheat Sheet" Guide (Articulation and Language Inventories in 28 languages $10.00)
- https://www.teacherspayteachers.com/Product/Dual-Language-Learners-Cheat-Sheet-Guide-593232

- Unite Literacy (translates books into 50 different languages) file:///C:/Users/court/Downloads/1030-Gutierrez-Clellen%20(1).pdf
- Free books for Bilingual kids (27 languages) https://boxy.minddo.com/website/en/#/blog/root.blog/main.blog

- Boom Cards in 5 languages https://wow.boomlearning.com/

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Greek
- Acquisition of Greek Phonology https://core.ac.uk/download/pdf/141194256.pdf?fbclid=IwAR34IqzJd93 ZImZaEbhAaYvTRDbgH8L_-RAknhirdLaquMJGU0s9uRgNqPs

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Spanish
- Bilingual Speechie Boom Cards (Spanish) https://wow.boomlearning.com/store/authorId/Pwwhzi2K7t425S6iD/?c ollection=Decks&sort=publishDate&order=-1

- Bilingual Speechie website https://bilingualspeechie.com/?fbclid=IwAR0Fpumyl5p708ej0S6BP7aiIlv TBnodO5l0yLzRxBYjcfj-ZBzzdQgv02E

- Vocabulary, Oral Language, and Academic Readiness (VOLAR) - vocabulary and oral language intervention activities for Latino preschoolers (Gutierrez-Clellen, Simon-Cereijido, and Restrepo, 2014) https://www.amazon.com/gp/product/1597565199/ref=as_li_tl?ie=UTF 8&camp=1789&creative=9325&creativeASIN=1597565199&linkCode= as2&tag=mywebsit08ef9-20&linkId=211017237b13a44fd74872a53ed7c34a

232

Objectives and Goals

- Goal: Annual goal
- Objectives: benchmarks
- Smart Goals: (Specific, Measurable, Achievable, Relevant and Time-bound)

233
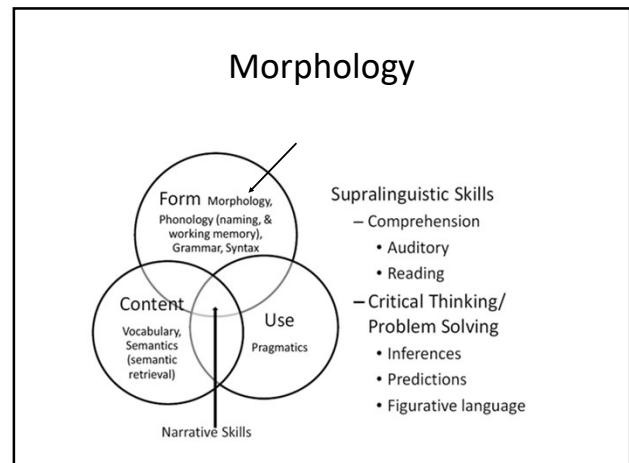
Morphology

234

Morphology Evidence

- Important for reading and reading comprehension
- For EL, explicit instruction on morphemes and function in English

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Morphology Affixes/Greek and Latin Roots

- CCSS: Morphology are included under Language Standard 4

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240

241

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243

Morphology Research

- Important for reading and reading comprehension

244

Morphology Research

- For EL students, teachers and clinicians must be explicit and clear about how morphemes function and behave in English (Hickey and Lewis, 2013).
  - Romance languages (Spanish, French, Portuguese, Italian, Romanian, and Catalan) are based in Latin as a linguistic ancestor.
    - Instruction in Latin based morphemes (Tier I may share roots with Tier II and Tier III words)
    - Instruction in cognates (share a common root)

245

Morphology Research

- A morphological intervention program for grades 5-10 English Language Learners that included 12 units that systematically teach sets of derivational morphological endings through word, sentence, and paragraph activities. Gains were noted after 8 weeks. Morphological usage increased by at least 24% and spelling by at least 30%(Green, Garza, Hauck, Ruiz, Siordia, 2011).

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Understanding Morphology in the Native Language

- Native language ? Inflectional and/or Derivational
  - This may impact how you target English morphology

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Inflectional Example: Spanish & English

(69)

- Both have a plural –s
- Both have a marker for –ing
What is different?
- Pronunciation of the plural /s/
- Spanish does not have the past tense-ed ending
- Spanish does not mark 3rd person singular verbs with –s
Comparative and superlative are marked differently
- Normal: Spanish speakers may leave off or mispronounce endings while reading in English!

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Compound Words
- Most compound words in Spanish are masculine and are formed by taking the verb and then adding the plural noun (very rarely is it in singular).

- Verb + Noun (plural)
  Parar + aguas = el paraguas (umbrella)

- A lot of compound words also end with a **'s'** however this does not mean that they are in the plural form; most do not change in the plural and singular form. A way to know if a compound word is plural is by looking at the article.

249

Resources

- Morphology for 5 languages

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Compound Words, Inflectional & Derivational Morphology

(70)

Compound Words

In English, joining together of 2 or more free (can stand alone) words

Inflectional Morphology

In English, includes plural, verb tense, possessive, and comparative/superlative adjectives and adverbs

Derivations

Affixes/roots

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Compound Morphemes (71)

3 Ways to Write a Compound Word

Open Compound – ice cream

Closed Compound – doorknob

Hyphenated Compound – mother-in-law

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Inflectional Morphemes (71)

- Inflectional morphology aspects of the grammatical function of a word and includes number, tense, person, case, and gender.
- All inflectional morphology usually produces different forms of the same word rather than different words (leaf/leaves, write/writes).

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Order of Acquisition in English

Inflectional Morpheme	Age of Acquisition	Example	CCSS
Present progressive (-ing)	27-30 months	Baby cry**ing**.	1st grade
Plural regular (-s)	27-30 months	I want car**s**.	Kindergarten
Possessive ('s)	31-34 months	Sam**'s** ball.	1st grade
Past regular (-ed)	35-40 months	She walk**ed** home.	Kindergarten-1st
Third person regular (-s)	35-40months	Malcolm play**s**.	1st grade
Past participle (-en) (Uncontractible and contractible aux. verbs)	41-46 months	She has spoken. It is written.	2nd grade (irregular past tense)

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Inflectional Morpheme	Grade Level Standard
Comparative (-er) and Superlative (-est)	3rd grade

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Derivational Morphemes

Derivational morphology includes base (root) words to which affixes (word beginnings or endings) are applied. Adding affixes that include prefixes and suffixes can change meaning (leaflet, writer, rerun). Derivational morphology usually has its own dictionary definition.

256

Steps in Morphology Intervention (72)

The following provides the steps we use in therapy for an English speaking student with a language disorder in morphology. Based on what we know about the L1 for English Language Learners, we may not follow this same progression.

- Introduce the concept of morphology and provide many relevant examples.
- Discuss importance of morphology (understanding the smallest unit of meaning)

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Explain of target patterns and examples
- *** Compound – two or three words that mean something different when combined
- Inflectional - number, tense, person, case, gender, and others, all of which usually produce different forms of the same word rather than different words (leaf/leaves, write/writes).
- Plural, possessive, third-person singular, present tense, past tense, present participle, comparative degree, and superlative degree
- Rule of thumb: Not given their own words in the dictionary and doesn't change the basic meaning of the word

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Derivational- base (root) words to which affixes or word beginnings or endings, can be added to change meaning (leaflet, writer, rerun) and

- There are base words to which affixes can be added to which change the meaning
- Have separate dictionary headings
- Affixes and roots are also known as bound morphemes.

259

Intervention then focuses on identifying the regularities or patterns of morphology in language.

- Word sort and pattern identification activities are excellent avenues for discovering and applying rules such as these (Wolter and Green, 2013).

260

Morphology Strategies

261

Compound Words 74

- In English, 2 free morphemes (sun light= sunlight)
- English-speaking children show an understanding of compound words in the preschool years, with age-related increases until approximately 5 years (Clark, Hecht, & Mulford, 1986).

262

Examples & Resources

Examples in your handbook for Chinese, German, Dutch, Greek, and Hungarian

Resources for Arabic, Spanish, and Chinese

263

Specific Compound Strategies

- Compound Creation

side	mower
fire	walk
lawn	fighter

Note: You may want to start with words where one of the parts of the compound word stays the same. For example: work - workbench workbook workday workhorse workhouse, workout, workroom, workshop, worktable

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Meet a Friend

Tooth + Brush = Toothbrush

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Compound Puzzles

house

tree

tree → house → treehouse
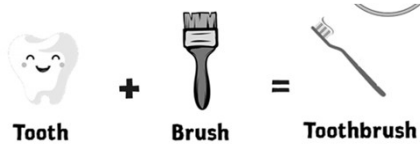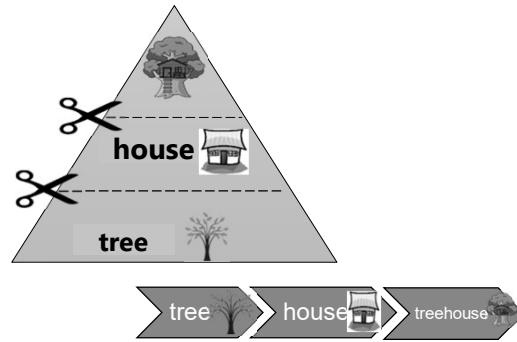
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Resources

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Inflectional Morphology Strategies

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- **Inflectional Morphology (-ing, plural –s and -es, possessive –s, 3rd person singular –s, past tense –ed, -er, -est)**

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Inflectional Morphemes
- **Today (Present Progressive):** She is splash<u>ing</u> in the puddle.
- **3rd Person Singular:** She splash<u>es</u> in the puddle
- **Yesterday (Past Tense):** She splash<u>ed</u> in the puddle.
- **Possessive:** It is the girl<u>'s</u> umbrella.
- **-er and –est:** The mommy bird is big<u>ger</u> than the baby bird<u>s</u>.
- (Discuss plants). The grass is big<u>ger</u> than the flower<u>s</u>. The tree is the big<u>gest</u> plant in the picture.

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Highlighting Inflectional Endings

Step 1: The speech-language pathologist or teacher highlights the inflectional endings. May only begin with the inflectional morphemes that are present in both languages.

Step 2: The student's finger goes under the words and the SLP or teacher's finger goes above the word.

Step 3: The student reads the words and sentences.

Step 4: If the student is able to read the words and include the inflectional endings, the student continues to read.

Step 5: If the student leaves it off, the SLP or teacher keeps his or her finger above the word. The student has to come back to that word and add the ending.

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Activity

Johnny and Sally are walking to the park. Johnny stops and he smells the yellow flowers. He says, "I have never smelled flowers sweeter than these." As they are walking again, Sally stops and looks at two beautiful butterflies. She says, "These are the prettiest butterflies I have ever seen." Johnny says, "I think my flowers are prettier than your butterflies." Sally says, "My butterflies are bigger than your flowers." The two then decide that both the flowers and the butterflies are the sweetest and prettiest things they have seen all day. At the park, Sally and Johnny played, jumped, and laughed all day long!

272

Targeting Differences (77)

The following example demonstrates languages that have a /s/ sound that is always produced as the same sound whereas in English, the /s/ can be pronounced as /z/. The second example is for past tense and the three pronunciations in English.

Source:
http://www.colorincolorado.org/article/capitalizing-similarities-and-differences-between-spanish-and-english

273

/s/ is pronounce /z/ when the word ends with….

Final Letter	Plurals	He/She/It
b	mobs	grabs
g	bugs	brings
v	caves	loves
d	parades	slides
m	jams	slams
n	vans	bans
l	dolls	calls
r	doors	stars
w	cows	sows

274

Pronounce /s/ when the word ends with…

Final Letter	Plurals	He/She/It
p	caps	stops
k	tasks	asks
t	dots	pats
f	puffs	stuffs

275

Pronounce /ez/ when the word ends with…

Final Letter	Plurals	He/She/It
s	glasses	passes
ch	matches	watches
sh	dishes	washes

276

Past Tense
-ed pronounce /d/ when the word ends with….

Final Letter	Past Tense
P	stopped
K	asked
S	passed
F	stuffed

277

-ed pronounce /t/ when word ends with…

Final Letter	Past Tense
P	stopped
K	asked
S	passed
F	stuffed

278

Derivational Morphology (80)

While differences in L1 and L2 (target language) morphology can create opportunities for morphological instruction, similarities in morphological structure between languages can also generate teaching points.

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Examples from Spanish

The following presents suffixes that are similar in Spanish and English. It will also present near perfect and perfect cognates.

- Suffixes/prefixes that do not exist in Spanish include: un, over, under, ly, ness, ful, est, ness
  – Ex. He is the tallest = El es mas alto.

  Resource: www.realfastspanish.com/vocabulary/spanish-cognates

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Similar Prefixes/Suffixes in Spanish

Prefixes
de, im, re, pre, anti

Suffixes
-ous (ioso)
-tion (ción)
-ary (ario)
-ic (ico)
-ct (cto)

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Examples

English	Spanish
-tion	-cion
action	acción
attention	attención
celebration	celebración
constitution	constitución
exposition	exposición
fiction	ficción
-ary	-ario
anniversary	aniversario
glossary	glossario
primary	primario
vocabulary	vocabulario

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-ic	-ico
academic	académico
characteristic	característico
democratic	democrático
economic	económico
geometric	geométrico
poetic	poético
-ous	oso
curious	curioso
delicious	delicioso
numerous	numeroso
-ct	-cto
abstract	abstracto
act	acto
conflict	conflicto
correct	correcto
insect	insecto
perfect	perfecto
product	product

284

Common Greek and Latin Roots

82

Romance language, meaning that it has Latin as a linguistic ancestor (French, Portuguese, Italian, Romanian, and Catalan) have cognates in English.

- **Cognates** are words in two languages that share a common ancient root.
- **False cognates** are words in two languages that look similar but have very different roots and meanings (i.e.: sano in Spanish means healthy but looks like the English word "sane".)

285

Cognates from Spanish and English

Root	Meaning	Origin	English examples	Spanish examples
aud	hear	Latin	auditorium audition	auditorio audición
astir	star	Greek	astrology astronaut	astrología astronauta
bio	life	Greek	biography biology	biografía biología
dict	speak, tell	Latin	dictate dictator	dictar dictador
mit, mis	send	Latin	mission transmit	misión transmitir
ped	foot	Latin	Pedal pedestal	pedal pedestal
phon	sound	Greek	phoneme microphone	fonema micrófono
port	carry	Latin	transport portable	transportar portátil

Common Greek and Latin roots that are cognates in English and Spanish from blogs.svvsd.org/

286

Matching or Memory

287

Greek and Latin Roots (if a Romance language): Root Tree

- Begin by writing a Greek or Latin word element and a few words that have this root.
- Discuss what the example words have in common and support students as they hypothesize the meaning of the Greek roots before revealing the definition,
- .Next, challenge students to brainstorm other words that are morphologically related to add to the chart
- Have the students create their own charts and make illustrations to help them remember new words.

288

Flashcards

Front:

auto

She wrote an autobiography about herself

Back:

Self

LIFE STORY

Front:

therm

The thermostat was turned up to heat up the room

Back:

Heat

289

Goals and Objectives

85

Inflectional Morphology Goal

(Timeframe), _____ will use (list the inflection to be targeted) in (phrase/sentence/conversation) in 8/10 of the opportunities with (minimal / moderate / maximal cues/)

290

Objectives

• At the 9 week grading period (or the specific date), ____ will use regular plural markers in phrases in 8/10 of the opportunities with moderate cues.

• At the end of the second grading period (or a specific date), ____ will use regular plural markers in phrases and sentences in 8/10 of the opportunities with minimal cues.

• At the end of the third grading period (or a specific date), ____ will use regular plural markers in oral and written sentences in 8/10 of the opportunities with moderate cues.

• At the end of the academic year, ____ will use regular plural markers in phrases in 8/10 of the opportunities in conversation, reading, and writing with minimal cues.

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Goals and Objectives

85

Derivational Morphology Goal

At the end of the second semester, student will increase English prefixes and suffixes skills in order to understand and express -list derivations based on grade level standards or state most common prefixes and/or suffixes in 8 out of 10 opportunities with minimal cueing in conversation as demonstrated through speaking, reading, and writing in the classroom.

292

Objectives

• At the 9 week grading period (or the specific date), ____ will use known words with prefixes applied in phrases in 8/10 of the opportunities with moderate cues.

• At the end of the second grading period (or a specific date), ____ will use known words with prefixes applied will in phrases and sentences in 8/10 of the opportunities with minimal cues.

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• At the end of the third grading period (or a specific date), ____ will use will use known words with prefixes applied in oral and written sentences in 8/10 of the opportunities with moderate cues.

• At the end of the academic year, ____ will use will use known words with prefixes applied in phrases in 8/10 of the opportunities in conversation, reading, and writing with minimal cues.

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Reflection and Review:

- What are the morphology structures of the languages that you serve?

- Would you begin with inflectional morphology or derivational based on the L1 structure?

- What are some strategies you can use in therapy?

295

Conclusion

It is important to understand the morphology in the L1 in order to support acquisition in L2 for students with language disorders that we would see in therapy.
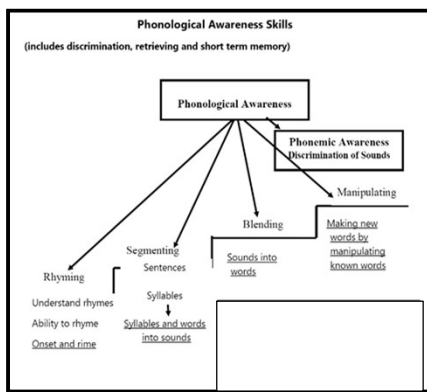
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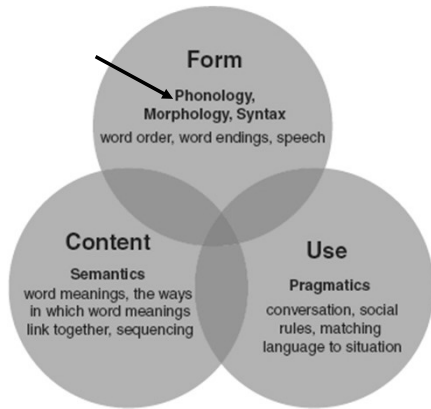
297

Phonology

87

Knowing which sounds are presents in both language as well as the discrimination of the production is an important element to understanding when these phonemes are placed in words. The number of syllables present in the first language is highly important as well.

298

Phonology

87

299

Evidence

1. EL students with strong phonological awareness skills in English demonstrated a higher potential for reading achievement in later years (Genesee, Lindholm-Leary, Suanders, Christian, 2005)

2. Phonological awareness skills transfer back and forth between the native language and second language (Dickinson, McCabe, Clark-Chiarelli, & Wolf, 2004; Cardenas-Hagan, Carlson, Pollard-Durodola, 2007).

300

Phonemic And Phonological Awareness Instruction (Irujo, 2015)

8. ELs must be able to hear and reproduce English sounds with a degree of accuracy commensurate with their pronunciation abilities, before they are taught to make associations between those sounds and particular letters.

301

9. It is helpful to explicitly point out different letter combinations that have the same sound, and provide extra practice with them. Multiple spellings of the same sound can be very confusing for ELs, particularly if they have had some reading instruction in a language such as Spanish, which has almost completely regular sound-symbol correspondences.

302

When Skills Are Typically Mastered   In English

Although children develop their PA skills at different rates, it is helpful to have a general window of when specific skills are typically mastered. The following is a suggested timeline.

Skill	Typically mastered
Concept of spoken word (sentence segmentation)	Preschool
Rhyme recognition	Preschool
Rhyme completion	Preschool/kindergarten
Rhyme production	Kindergarten
Syllable blending	Preschool/kindergarten
Syllable segmentation	Kindergarten
Syllable deletion	Kindergarten
Phoneme isolation of initial sound	Kindergarten
Phoneme isolation of final sound	Kindergarten/first grade
Phoneme blending (onset and rime)	First grade
Phoneme blending (all phonemes)	First grade
Phoneme segmentation	First grade
Phoneme deletion of initial sound	First grade
Phoneme deletion of final sound	First grade
Phoneme deletion of first sound in consonant blend	Second grade
Phoneme substitution	Second grade (some first)

From: Phonological Awareness Screening Test (PAST) https://www.thepasttest.com/

303

Biliteracy

Biliteracy is the ability to effectively communicate or understand written thoughts and ideas through the grammatical systems, vocabularies, and written symbols of two different languages https://www.colorincolorado.org/glossary/biliteracy.

304

- Literacy gained in the stronger language then serves as a foundation for skill transfer between languages, which also facilitates the mastering of literacy in the weaker language (Cummins, 1991, 1996).

305

- Secondly, transfer also largely depends on language distance, which is known as the similarity between the orthography (i.e., writing systems) and language structure (i.e., grammar) of two languages. Two languages written in an alphabetic system (e.g., English and Spanish) are generally considered more amenable to skill transfer than would an alphabetic and ideographic language (e.g., English and Chinese) (Bialystok, McBride-Chang & Luk, 2005).

306

- Studies have also reported positive transfer of phonological or morphological processing in non-alphabetic languages such as Chinese (Bialystok, McBride-Chang & Luk, 2005; Chan & Siegel, 2001; Chen et al., 2004; Gottardo, Yan, Siegel & Wade-Woolley, 2001; Wang, Cheng & Chen, 2006; Wang, Yang & Cheng, 2009)

307

Determining a Phonological Difference vs a Phonological Disorder

- We have to know sounds (phonemes) that are similar and sounds that are different between the L1 and the L2. We also have to understand if there are rhyming words between the two languages as well as if the L1 is more of a single syllable or multisyllable language. These distinctions aid in our understanding of a phonological difference vs. a phonological disorder.

308

Phonemic Awareness

90

309

Rhyming

91

Casa	House
Tasa	Rate
Masa	Mass or dough
Grasa	Grease or fat
Escasa	Scarce
Taza	Mug or cup
Raza	Race
Terraza	Terrace or balcony
Mostaza	Mustard
Tenaza	Pliers or pincer

310

Spanish

91

Spanish	Examples
Final consonants are often devoiced	The word frozen may be pronounced frose.
The "h" is sometimes silent in Spanish, particularly at the beginning of words.	For example, the word hold may be read or spelled 'old
The sound "ch" in English may be substituted by "sh"	For example, shoe may be read or spelled as chew or choe
Letter "j" (i.e., judicial) does not exist in Spanish	For example, judicial may be read or spelled as yudicial.

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The sound of the voiceless "th" (like "thin") doesn't exist in Spanish.	For example, think may be read or spelled as tink
The sound of voiced th (that) does not exist in Spanish	For example, that may be read or spelled as dat or zat.
The v in Spanish is pronounced with the /b/ sound	For example, very may be read or spelled as berry
The schwa sound is inserted before initial consonant clusters	For example stay may be read or spelled estay or skate may be read or spelled eskate

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Resources

Difference or Disorder?
Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students
Ellen Stubbe Kester, Ph.D.
BILINGUISTICS

SANTA BARBARA PAPERS IN LINGUISTICS

VOLUME 6:

ASPECTS OF NEPALI GRAMMAR

Edited by Carol Genetti

Dept. of Linguistics
University of California, Santa Barbara

1994
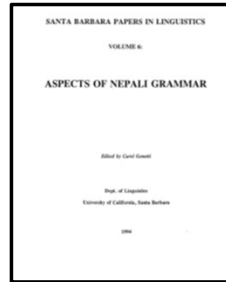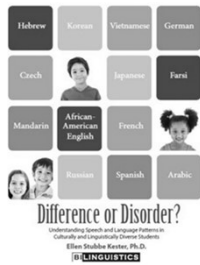
313

Activities for Phonological Awareness

• The following activities will support increases in overall phonological awareness skills.

314

Phonemic Awareness

93

• Use visual cues, especially for English vowels, so the student can learn the cues to support discrimination and production.
• The following cues can be used to provide visual support for English sounds (Courter, 2011)

315

Pam's Place Cues – Vowels (Pam Marshalla)

• Pam Marshalla provides English vowel cues.
• https://www.youtube.com/watch?v=4te9DY1jTc8

316

Phonemic Awareness/Segmenting/Blending

• The following strategy is an inexpensive but effective way to work on discrimination of sounds, segmenting sounds and syllables, and blending. It can also be used to target written words as well. For EL, begin with phonemes that are in common in the L1 and L2.

317

Phonemic Awareness/Segmenting/Blending

93

318

Target Minimal Pairs

Sample from Comtap Communication Activities
https://en.commtap.org/site-search/resources/1?classification=1-no_type-no_group&keys=Minimal%20pairs

Back sounds to front sounds (/k, g/ and /t, d/)	/s, z, f/ and /t, d, p/ (Stopping)
• car/tar • Kim/Tim • key/tea • come/tum • cap/tab • coffee/toffee	• four/paw • fan/pan • cuff/cup • half/harp • sea/tea • sail/tail
f, s, sh' and 'b, d,' (Stopping and voicing fricatives)	**Final sounds**
• fatman/batman • phone/bone • funny/bunny	• car/cart • tar/tart • bee/bean • no/nose • moo/move/moon/moose
Simplifying blends	**Context sensitive voicing**
• pay/play • goo/glue • fat/flat • go/grow • door/drawer	• pea/bee • pear/bear • tear/deer • curl/girl • fan/van
/w, r/ and /l, y/	**/t/ final versus vowel**
• rich/witch • ring/wing • yapping/lapping • fight/white • tire/wire	• cart/car • note/no • fort/four • shoot/shoe • start/star

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Margo's Word List

Margo's Word List for vowel + /l/, vowel + /n/, & vowel + /m/

eel	il	el	al (short)	al	ail	ile	uel	oil	owl
	bill	bell		ball	bail	bile		boil	
	built	belt							
deal	dill	dealt		dull		dial			
feel	fill	fell		fall	fail	file	fuel	foil	fowl
heal	hill	hell	Hal	hall	hail				howl
	kiln	kelp							
eel	**il**	**el**	**al (short)**	**al**	**ail**	**ile**	**uel**	**oil**	**owl**
kneel				null	nail				
peal	pill		pal		pail	pile			
real					rail	rile		roil	
seal	sill	sell	Sal		sail			soil	
steel	still			stall	stale				
	spill	spell						spoil	

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Bingo Boards

Free download from Ms. Jocelyn TeachersPayTeachers
https://www.teacherspayteachers.com/Product/Minimal-Pairs-BINGO-FREEBIE-440150

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Example of Therapy Boards
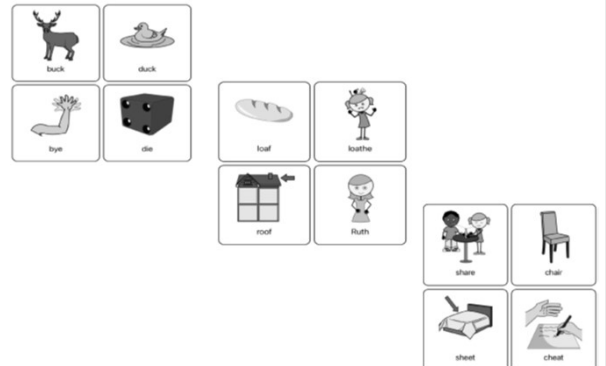
322

Silly Words

97

- Provide each child with a toy that has connecting pieces (e.g., Legos, pop-beads, trains). These connected pieces will represent each sound or syllable in a word.
- State the word (single and/or multisyllable). This could be consonant (C)-vowel (V), VC, CVC, CVCV, etc.
- Have the student segment the word into sounds or syllables.

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- The students connect the blocks to represent the sounds in the word or the syllables in a multisyllable word.
- State the word again and ask the student to drop off a sound or syllable (i.e.: say "cat", say it again and take off the "c".
- The student would take off the connector as they manipulate the word.
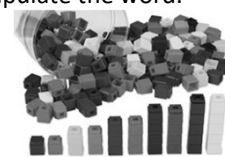
324

English	Spanish
hamburger	hamburguesa
bumble bee	abejorro
triangle	triángulo
circle	circulo
elefant	elefante
television	televisión
refrigerator	refrigerador
computer	computadora
bicycle	bicicleta

325

Goals and Objectives

Goal
• At the end of the second semester, student will increase phonological awareness skills in order to understand and express -chose: rhyming, blending, segmenting, manipulation in 8 out of 10 opportunities with minimal cueing in conversation as demonstrated through speaking, reading, and writing in the classroom.

Objective
(Timeframe), _____ will use (phonological awareness skill to be targeted) in (words/phrase/sentence/reading/writing) in 8/10 of the opportunities with (minimal / moderate / maximal cues/)

326

Reflection and Review:

• What are the phonemes that are the same and which are different between the languages you serve and English?

• Where would you begin with your phonological awareness instruction?

• What are some strategies you can use in therapy?

327

98
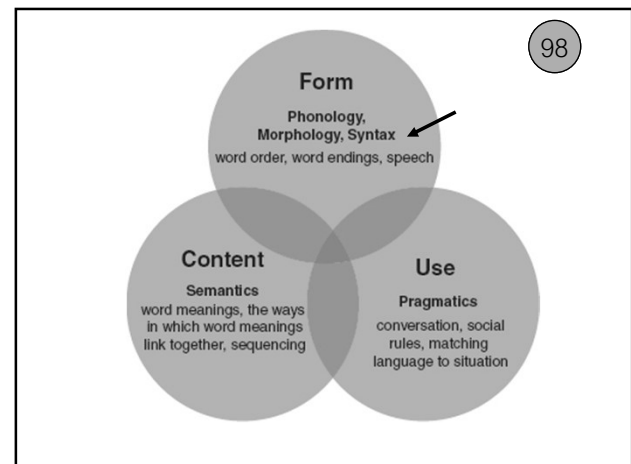
328

Sentence Structure and Grammar (Syntax)

98

• Research tells us the importance of understanding syntax for auditory and reading comprehension. In order for the student to understand syntax in English, we must understand the syntax in the native language.

329

Research

1.The Role of Syntax in Reading Comprehension: A Study of Bilingual Readers older children (mid-elementary and above) who were identified as poor (reading) comprehenders were tested on oral sentence-level semantic and syntactic tasks and were found lacking compared to those with better reading comprehension (e.g., Catts, Adlof, & Ellis Weismer, 2006).

330

Research

2. In addition to verb voice, clause structures—structures that contain a subject and a verb—affect comprehension and recall. Readers recall independent clauses ("He used the help system") faster than dependent clauses—clauses containing a subordinating conjunction ("Before he used the system, . . .") (Townsend, Ottaviano, and Bever 1979).

331

3. Readers show poorer comprehension of important information in dependent clauses than of important information in independent clauses (Creaghead and Donnelly, 1982).

332

4. Inflectional morphology, particularly verb tense and agreement, is one such area. Sentences that feature long distance dependencies (e.g., reflexive pronouns, object relative clauses, passive voice) are also problematic (Rice, 2003) .

5. In 2004-2005, only 51% of students taking the ACT scored at the benchmark (C equivalency) for understanding complex text needed for college readiness.

– The clearest differentiator was students' ability to answer questions associated with complex texts (complex syntactical structure) NOT critical thinking skills.

333

6. Native English speakers learn syntax through repetition before they learn the parts of speech and rules of grammar. Many children begin learning English by memorizing words and phrases; it's your responsibility as the teacher to ensure the students understand the meaning and usage (Lubin, 2019).

334

Understanding Syntax in the Native Language

• The following provides a comparison in syntax between Spanish and English as an example of understanding the syntax in L1 to support L2.

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Spanish	English	
Structure	Possible Miscue	Structure
Negative		
a. 'no' before the verb A ella no le gusta el arroz.	a. She **no** like rice.	a. She **doesn't** like rice.
double negative format may be used A Jorge no le gusta nada.	b**.** Jorge **don't** like **nothing**.	b. Jorge doesn't like anything.

336

Morphosyntax Strategies

(100)

- Once we understand the sentence structure and grammar from the L1, we can use this information to understand why word order and grammar does not translate well from the L1 to the L2. We can then design activities to support the syntax of English.

337

Diagram Sentences

Diagraming Sentences (Kellog and Reed System)
   Two main lines
      Long horizontal line holds the subject, verb, certain objects and complements (part of the predicate of a sentence and describes either the subject of the sentence or the direct object.)

338

Diagram sentences

- The basic sentence structure (noun, verb, direct object) is the same in Spanish and English with exceptions for pronouns which do not need to be stated but are implied by the conjugation of the verb. The following provides examples of similarities and differences between Spanish and English *****
- http://www.spanish411.net/Spanish-Sentence-Structure.asp

339
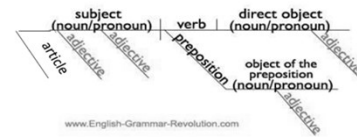
340

Replace the Word

- Have students replace a word in a sentence
- I have a red notebook
- I have a red bag.
- I have a green notebook
- I have a blue notebook.

341

Add a Word

- Have students replace a word in a sentence
- I have a red notebook
- I have a red bag.
- I have a green notebook
- I have a blue notebook.

342

57

Correct the Sentence Game

- Form teams of students or individually in a small group
- Write a sentence incorrectly on the board (words out of order)
- Have the students rewrite the sentence in the correct order on a dry erase board.
- Have the student hold up the board when he/she thinks it is correct
- The first person or team to get it correct, gets a point

343

Sentence Frames: Benefits

- Sentence frames clarify the instructions.
- ELs may not understand every word of the instructions, so the sentence frame gives them a better idea of the response you are expecting.
- Students can focus on learning the content.
- With sentence frames, students can focus on the content because the correct sentence structure is already written for them.
- Students learn English sentence structure and grammar.
- Students will be able to pick up on correct English grammar and sentence structures to use in the future.

344

Classroom conversation is enriched.
- Sentence frames are a helpful tool when you are looking to get discussions moving in the classroom because they give students a place to start conversation and share opinions.

Example for younger students
- I can _____ .
- I will _____ .
- I need _____ .
- I want _____ and _____
  _____ .

345

Example: Mercer Island Schools

346

347

Compare and Contrast

348

Underlining and Highlighting

Following Written Directions or Reading Paragraphs:

- Step 1: Read the direction
- Read each sentence below.
- Circle the subject and underline the verb. Then write a prepositional phrase on the line to complete the sentence.
- Step 2: Reread and underline or highlight key words
- Read each sentence below. Circle the subject and underline the verb. Then write a prepositional phrase on the line to complete the sentence.

349

Read each sentence below. Circle the subject and underline the verb. Then write a prepositional phrase on the line to complete the sentence.

350

Goals and Objectives

Goal

- At the end of the second semester, student will increase (clause structure: compound sentences/complex/compound-complex, adverb, preposition, relative clauses) skills in order to understand and express in 8 out of 10 opportunities with minimal cueing in conversation as demonstrated through speaking, reading, and writing in the classroom.

351

Objective

(Timeframe), _____ will use (list the specific clause structure i.e.: use of coordinating conjunctions, relative clause embedded in a sentence, etc.) in (sentence/conversation) in 8/10 of the opportunities with (minimal / moderate / maximal cues/)
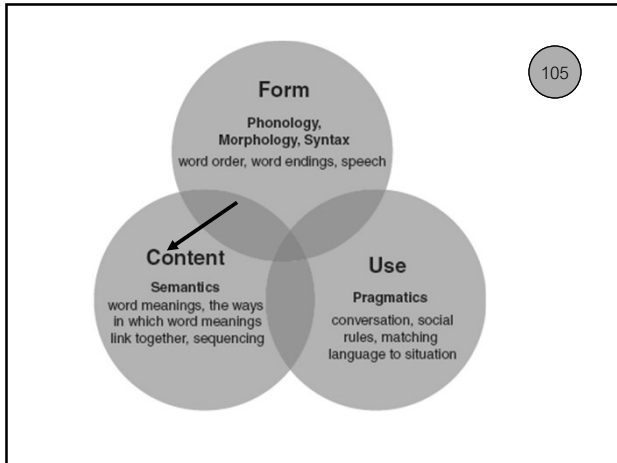
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Reflection and Review:

- What is the sentence structure of the languages you serve?

- Where would you begin with your syntax in English instruction?

- What are some strategies you can use in therapy?

353

Conclusion

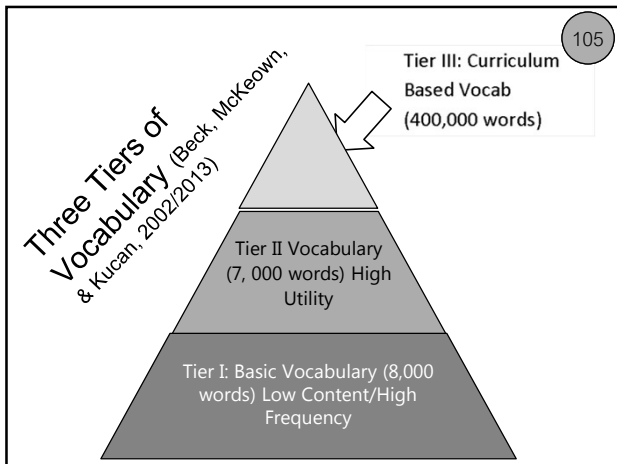Critical for Auditory and Reading Comprehension

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355

Semantics (Vocabulary)

English is complex regarding it multiple meaning of words (homonyms) that are spelled and pronounced the same but have different meanings (homographs) as well as words that are sound the same but are spelled differently and have different meaning (homophones).
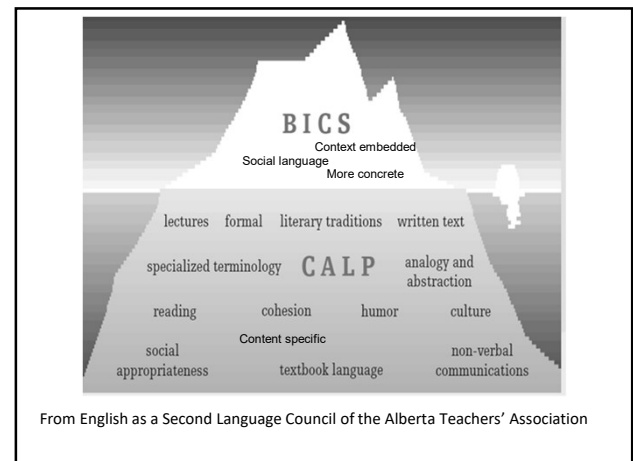
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357

Research

- Explicit and Implicit instruction
  - Tier II taught in both L1 and L2
  - Concrete, hands on experiences
  - Thematic
- Study with preschool low SES showed significantly greater vocabulary growth than English only

358

Definitions

- **Basic Interpersonal Communication Skills (BICS)** needed for day to day social interactions relies on Tier I and Tier II.
- **Cognitive Academic Language Proficiency (CALP)** –speaking, listening, reading, and writing needed for academic success -relies more on Tier II words that have a different meaning in Tier III (i.e.: factor) and Tier III.

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From English as a Second Language Council of the Alberta Teachers' Association

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Resources

- https://www.wordreference.com/
- https://www.linguee.es/ (translates text to 10 languages

361

Teaching Semantics (Vocabulary) (107)

Teach vocabulary in an explicit, systematic way

- Choose the vocabulary that your students most need to know in order to support their reading development and content area learning. Plan for repeated exposures to ensure mastery. When introducing new vocabulary be sure to provide student-friendly definitions for words important to the task at hand.

362

Teach vocabulary thematically

- Organize vocabulary around a common theme, and choose reading materials that reinforce that vocabulary in context.

363

Teach vocabulary by focusing on common root words and affixes to expand word knowledge

- Learning about roots, prefixes, and suffixes is a great way to reinforce and expand ELs understanding of English words. Breaking the words down into smaller pieces makes unfamiliar words more comprehensible.

364

Capitalize on cognates

- Teach students to make the connection between words that are the same or similar in English and in their primary language. This is an easy way to improve both vocabulary and reading comprehension.

365

Example from Spanish

ELA: English/Spanish

actor	chocolate	literal	principal
animal	decision	manual	revision
agenda	drama	material	television
auto	idea	oral	
carbon	irregular	original	
central			

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Slide 367

Math/Science: English/Spanish

area	dimension	gas	metal
carbon	error	horizontal	probable
circular	experimental	lateral	total
diagonal	factor	kilo	vertical
	formula	multiple	

Social Studies: English/Spanish

colonial	electoral	global	municipal
control	federal	industrial	noble
criminal	festival	invasion	social
cultural		medieval	
debate			

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Slide 368

Use Memory Tools

• Use songs, videos, etc. to support acquisition of new vocabulary

POWER WORD	MEANING
Trace	List in steps
Analyze	Break apart
Infer	Read between the lines
Evaluate	Judge
Formulate	Create
Describe	Tell us about; Use details
Support	Back up with details
Explain	Tell how
Summarize	Give me the short version
Compare	All the ways they are alike
Contrast	All the ways they are different
Predict	What will happen next

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Slide 369

Example of Memory Tools: Larry Bell's   (109)

12 Powerful Words

https://youtu.be/4-yERHSS2t4

POWER WORD	MEANING
Trace	List in steps
Analyze	Break apart
Infer	Read between the lines
Evaluate	Judge
Formulate	Create
Describe	Tell us about; Use details
Support	Back up with details
Explain	Tell how
Summarize	Give me the short version
Compare	All the ways they are alike
Contrast	All the ways they are different
Predict	What will happen next

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Slide 370

Teach the Dimensions of a New Word

• The ability to define a word (*** resources: www.onelook.com, https://www.collinsdictionary.com/us/

• The ability to recognize when to use that word

• Knowledge of its multiple meanings

• The ability to decode and spell that word

370

Slide 371

Here We Go: Tier I   (109)

• Approximately 8,000 words at this level
• Students learn to identify or decode with instruction.
• They learn to identify them in print because they are already in their speaking vocabulary.

371

Slide 372   (110)

			Adjectives:			
Colors	Spatial Concepts	Quantity	Quality	Shape	Weight/ volume	Location
orange	on			square	empty/full	top/bottom
green	off	two	open/closed	round	big/little	outside/inside
yellow	under	three	dirty/clean	oval	tall/short	in front/behind
blue	over	all/none	hard/soft		fat/thin	heavy/light
black	next to	one/1 more	old/new		large/small	up/down
white	behind	full/empty	wet/dry		wide/narrow	there/here
orange	beside	half/whole	used/new		thick/thin	top/bottom
pink		less/more	rough/smooth		heavy/light	under/over
purple			messy/neat			first/last
red			noisy/quiet			above/below
			weak/strong			second/third
			dark/light			through/around
			straight/crooked			left/right

Adjective: Emotion	Basic Nouns	Verbs	Pronouns	Time	Sight Words
good/bad	book	go	he	finished/start	Dolche
happy/sad	boy	stop	she	night/day	Fry
same/different	girl	come	his	first	
ugly/pretty	house	run	hers	second	

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Ways to Increase Vocabulary: Tier I

(111)

Story-based vocabulary instruction is the only proven method of increasing vocabulary in primary grades. This involves reading books aloud two or more times, and explaining some word meanings on each reading. Children can acquire 8-12 word meanings per week at school-enough to maintain average vocabulary gains during the primary years. No other methods of building vocabulary in the primary years have been empirically demonstrated/evaluated (Biemiller & Boote, 2006).

373

Research has shown that children who read even 20 minutes a day outside of school experience substantially higher rates of vocabulary growth between second and fifth grade than children who do little or no reading (Anderson & Nagy, 1992).

Known as: Sustained Silent Reading (SSR)

374

• story boards to go with the story

(111)

a boy, a dog, and a frog by mercer mayer
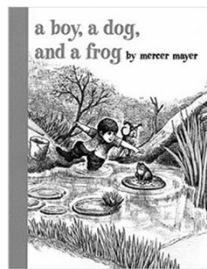
boy	dog	bullfrog
fish net	sand bucket	tree branch
cowboy boots	sad	bath

375

• After story time, students draw a picture to go along with the book.
  • Discuss the picture (with targeted vocabulary)

376

Dolch and Fry Word Boards

red	green	blue
orange	yellow	purple
black	white	brown

in	out	up
down	under	moon lander hover
on	behind	next to

he	she	they
his	hers	theirs
him	her	them

377

Build High Frequency/Low Content Words Around High Content words

The dog is brown.
The dog is in the bucket.
The brown dog is in the bucket.

378

379

Tier II: High Frequency Words (112)

Tier II High Frequency Words (straddles BICS and CALP)	Tier III Low Frequency Content Specific (CALP)
• Approximately 7,000 words that occur in mature language situations and literature • Important for reading comprehension • Contains multiple meaning words • Used across a variety of environments • Characteristics of mature language users • Descriptive words • Our speaking and reading vocabulary • Most important to teach because they are assumed that the students know them • Affixes and root words should be taught for Tier II as well Examples: describe, explain, analyze, compare, contrast, review, comment, summarize	• Approximately 400,000 words • Academic subjects • Hobbies • Occupations • Geographic regions • Technology • Weather

380

Vocabulary Instruction (113)

1. Must encounter words in context more than once to learn them
2. Instruction in new words enhances learning those words in context
3. Best way to learn a new word is to associate an image
4. Direct vocabulary instruction works
5. Direct instruction on words that are critical to new content produces the most powerful learning

381

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(113)

Knowledge Rating Scale

Word	Know It Well	Have Seen or Heard It	Have No Clue	Recognize it in context as having something to do with …	What It Means

Blachowicz & Fisher, 2004

382

Marzano's 6 Step Approach to Teaching New Vocabulary

*****Students have a vocabulary notebook

• Provide a description, explanation, or example of the word
• Ask students to restate the definition in their own words
• Ask the students to construct a picture, symbol, or graphic representation
• Engage students in activities to increase knowledge
• Periodically discuss the terms
• Engage in games to practice the terms

383

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(114)

Level of Intelligence IQ Required Exposures

Significantly Above average	120-129	20
Above average	110-119	30
Average	90-109	35
Slow learner	80-89	40
Mild cognitive impairment	70-79	45
Moderate cog impairment	60-69	55

(Gates, 1931; McCormick, 1999)

384

Strategies for Tier II and III
Sentence Frames for Vocabulary

Word	Meaning	Example

Question:
Sentence Frame

Picture

385

Word	Meaning	Examples
Snake	A noun that describes a reptile with a long, slender body but no arms or legs.	Snakes are found throughout the _____ (world) except for _____ and _____ poles.
	Snakes are closely related to _____ (lizards).	Most snakes live on the _____ (ground) but some prefer _____ (trees).
	There are _____ (2,900) different species or kinds.	

Question: What kind of snakes should you avoid?

Sentence Frame:

I should avoid _____ snakes because
_____.

Picture

386

Frayer Model: Steps

(116)

Vocabulary Worksheet

Name: _____   Class: _____   Score: ___ /

Definition Facts/Characteristics	Picture
Synonym	Antonym

Use in a sentence

387

Vocabulary Worksheet

Name: _____   Class: _____   Score: ___ /

Definition Facts/Characteristics	Hacer algo más comprensible dando ejemplos	Picture
Make something more understanding by giving examples		
Synonym	Explain Explicar	Antonym
Describe (describer)		Confuse (confundir)

Sentence: Please explain why you left the classroom.
Por favor, explique por qué dejó el aula

388

Strategies for EL

(117)

• Match English to native language pictures.

explain	analyze	summarize	explicar	analizar	resumir
examine	demonstrate	determine	examinar	demonstrar	determinar
discuss	debate	argue	discutir	debatir	discutir

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389

• Provide the same audiobooks in native language and English for the students to listen to

LES TROIS PETITS COCHONS THE THREE LITTLE PIGS IN FRENCH with SLOW AUDIO

LOS TRES CERDITOS THE THREE LITTLE PIGS IN SPANISH with SLOW AUDIO

Three little pigs English

390

Literature:
Computer Based Applications

118

button to hear it read aloud. Talking. Dictionary. Provides definitions which can be speech enabled to improve comprehension and writing. Highlight a word to look up in the dictionary and click on this icon

391

Multiple Meaning of Words

bat (murciélago)	bat (bate)	(batear)
Trunk (tronco de arbol)	Trunk (maletero del carro)	(trompa)

392

Categories: Around the House

393

Around the School

394

Building Vocabulary Connections
Synonyms for Answer

119

395

Building Vocabulary Connections
Synonyms for Answer

119
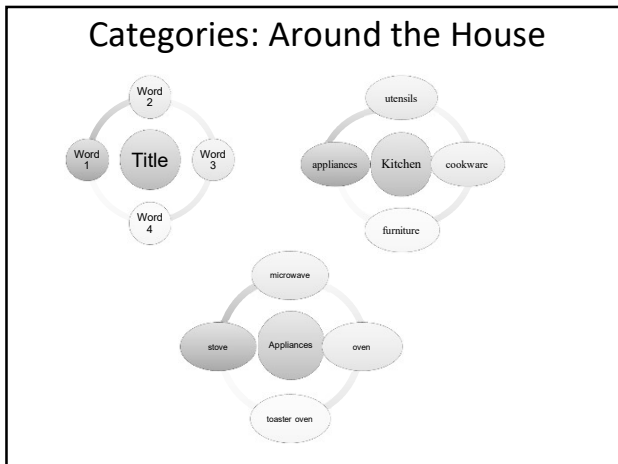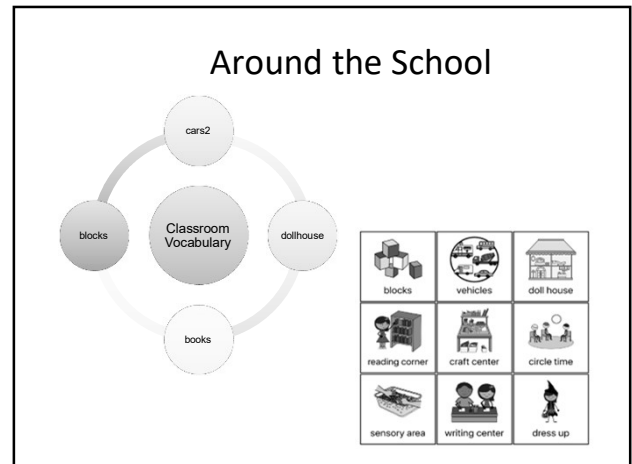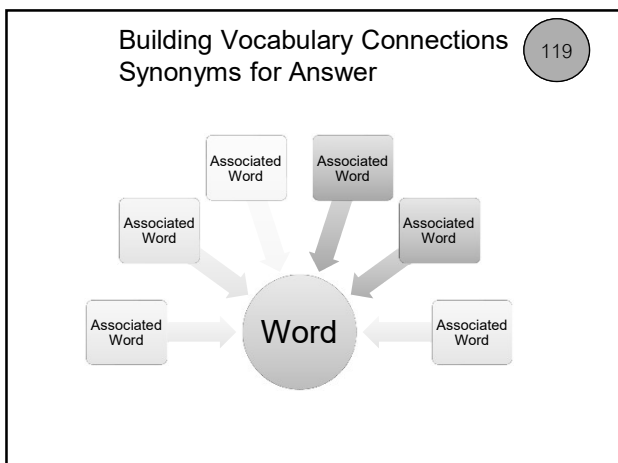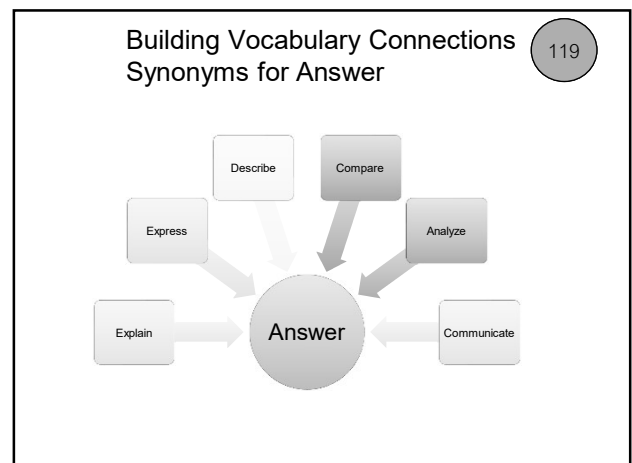
396

Overall Guidelines

- Build on Prior Knowledge
- Use advance organizers
- Develop learning strategies (i.e.: ask questions for clarification, seeking help from peers)

397

Preview, preview, preview!

- Before reading, pre-teach essential vocabulary and preview the content. "Walk" through the book or chapter, looking at the pictures and demonstrating how the previewed vocabulary is used in context since vocabulary is learned best through meaningful associations.

398

Teach and build academic vocabulary

- English language learners need continued instruction in academic vocabulary as they encounter new subjects and new ideas at the high school level. Work with colleagues to identify and teach the vocabulary that ELs need in order to be successful readers and learners in each of their other classes.

399

Teach vocabulary specific to content

- A student's maximum level of reading comprehension is determined by his or her knowledge of words. Teach key words that children will need to comprehend texts, learn the content in those texts, and pass tests.

400

Conversation Competition

The Rules:

Materials needed: • Unit's word list for each student (can also use index of book)

121
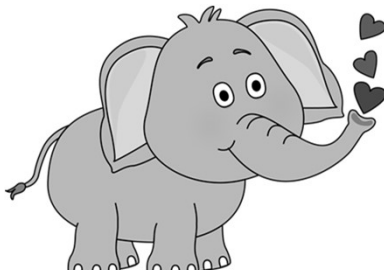
401

Conversation Competition
The Rules:
- Assign each student a partner.
- When the teacher says go, the students stand up and have a specific amount of time to talk with their partners on any appropriate subject.
- They must use at least 10 of the unit's words in their conversation and check them off as they use them.
- When they've used all 10, they sit down.
- The first students to finish win a prize, but only if they share their conversation with the class and used the words correctly.

402

Modifications for EL

- Partner with English speaker
- Shorter list
- Give specific topics to discuss

403

Word List

Early Elementary	Elementary	Middle/High
Next to Above Mountain Valley River	Habit Arrange Gradual Risk Clever	Adjacent Barren Disrupt Available Customary

404

Goals and Objectives

(122)

Goal

(Timeframe), _____ will use (Tier I low content/high frequency basic vocabulary including basic concepts (adjectives), nouns, verbs, Tier II high content/low frequency, Tier III curriculum based) in (phrase/sentence/conversation) in 8/10 of the opportunities with (minimal / moderate / maximal cues/)

405

Objective Examples

At the 9 week grading period (or the specific date), _____ will use common nouns and verbs in 8/10 of the opportunities with moderate cues.

At the end of the second grading period (or a specific date), _____ will common nouns and verbs in phrases and sentences in 8/10 of the opportunities with minimal cues.

At the end of the third grading period (or a specific date), _____ will use common nouns and verbs in oral and written sentences in 8/10 of the opportunities with moderate cues.

At the end of the academic year, _____ will use common nouns and verbs in 8/10 of the opportunities in conversation, reading, and writing with minimal cues.

406

Reflection and Review:

- Are there multiple meaning words in the L1?
- Are there any cognates?
- Where would you begin with your semantic instruction?
- What would be your systematic approach?
- What are some strategies you can use in therapy?

407

Conclusion

Acquisition of vocabulary relies heavily on stages of acquisition and basic interpersonal communication (Tier I and II) and Cognitive Academic Language Proficiency (Tier II and Tier III). As we assess a student, we must determine stage of acquisition and the part this is playing in vocabulary acquisition when determining a language disorder.

408

Pragmatics (123)

Pragmatics is the most complex aspect of linguistic functioning, as it requires integration of information across numerous cognitive systems (Martin & McDonald, 2003). Consequently, for intervention to yield effective long-term outcomes, clinicians need to approach pragmatics as an integrative domain combining **neurocognitive abilities** (i.e., **working memory, inference, predictions, background/world knowledge, attention, and executive functioning**) and linguistic knowledge.

409

Executive Skills to Guide Behavior

- Response Inhibition
- Emotional Control
- Sustained Attention
- Task Initiation
- Flexibility
- Goal Directed Persistence

410

Thinking Skills to Plan and Achieve Goals

- Planning
- Organization
- Time Management
- Working Memory
- Metacognition (hold information in mind while performing complex tasks. Ability to draw on past experiences to apply to situation at hand or project into the future). The ability to take a look at oneself in a situation, observe how you problem solve, self-monitoring and self-evaluation. (Dawson and Guare, 2018)

411

- Research demonstrates that students who are bilingual demonstrate better executive functioning skills.
  - Metalinguistic awareness, which is the ability to focus on and direct attention to particular aspects of language, to reflect upon language and to evaluate it (as opposed to direct language use) (Dillon, 2009).
  - Problem-solving that requires attentional control (Baddeley, 1996; Bialystok, 1999, 2006a, 2006b, 2007, 2009),

412

- Inhibitory control in languages and working memory capacity (Engle, 2002; Kane, Bleckley, Conway & Engle, 2001; Ransdell, Barbier & Niit, 2006; Ransdell, Arecco & Levy, 2001)
- Cognitive flexibility between two languages and perspectives (Cummins, 1976; Peal & Lambert, 1962; Ricciardelli, 1992).

413

Pragmatics and Figurative Language

- Many students who demonstrate difficulty with pragmatics demonstrate difficulty with figurative language. This is especially true for EL. Combine a second language with a pragmatic language disorder and the meaning of figurative language can significantly impact the student's ability to participate with peers and in the classroom. Idioms and current expressions are used both by peers and teachers. The understanding of these two types of figurative language can support pragmatic skills.

414

Targeting Figurative Language

Give it a shot - Try

Speak your mind - Say what you really feel

A piece of cake - Very easy

Slipped my mind - I forgot

Cross your fingers - For good luck

Be in hot water - Be in trouble

It cost an arm and a leg - It was expensive

It's in the bag - It's a certainty

Get cold feet - Be nervous

A rip off - Too expensive

A basket case - A crazy person

Get a kick out of - Enjoy

Read between the lines - Find the hidden meaning

Have mixed feelings - Unsure how you feel

Draw a blank - Can't remember

Have a change of heart - Changed your mind

Be second to none - Be the best

Get your act together - Behave properly

Play it by ear - Improvise

Have second thoughts - Have doubts

415

Current Expressions (125)

- Hit me later
- Ditch/cut class
- I'm broke
- Let's Go Fifty- Fifty
- I Messed Up

- I flunked
- Dude
- You've got to be kidding
- Have the guts
- It's a Long Story

416

How to Teach Idioms (125)

- Sit in on some of the students' classes and listen for the idioms being used by the teachers. Target these first.
- Introduce Amelia Bedelia
- Use a theme and present the idioms within the context of the theme
- Teach idioms with pictures
- Be sure to explain how the individual words have different meanings each
- Idioms should be presented in spoken form (do not just provide a list in writing)

417

Increasing Classroom Participation

Use shorter directions and known vocabulary

This will provide the student with a greater understanding of the content and expectations.

Rephrase or clarify

This will allow the opportunity to hear the directions more than once, thus, facilitate student comprehension.

418

Create wait time for students to consider a question and formulate a response

Students may require more time to process the information presented. Wait time gives them the time without the educator stating the information again which just stacks on top of the information they are already trying to process.

419

Use Visual Supports

Visuals provide an avenue for explaining concepts to students, and provide learners an additional way of accessing the information they may not have the language proficiency to understand in its written or spoken form alone.

Ideas:

- photos
- graphs
- gestures
- real-life objects
- quick drawings
- clipart and other images added to definitions, directions, and reading passages

420

Ask the students to explain the directions or activity to a partner

- This provides an opportunity for the students to share what the activity is about. Students could share in L1 or L2.

421

Repetition of Content

- Repetition is essential for ELs to be able to acquire new vocabulary, content concepts, and sentence structures. It's unrealistic to expect that language learners will be able to process and retain new information that's introduced only one time.
- Replay videos
- Replace longer videos with shorter clips that can be replayed for students more than one time.

422

Repetition of Content

- Review with students at the end of class. Dedicate the last 5-10 minutes of class every day to leading the students in some type of quick review activity of the information you covered in the day's lesson.
- Play daily and weekly review games.
- Plan for student interaction.
- Use an interaction strategy like Inside-Outside Circle that requires students to answer the same question aloud multiple times to different partners.

423

Inside Outside Circle
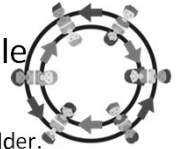
1. Students number off 1-2.
2. ONES make a line, shoulder-to-shoulder.
3. TWOS make a line facing the ones.
4. Teacher/SLP places a question on the board.
5. At the signal, ONES step forward. Students share answer to the question.*
6. When finished sharing, ONES step back and shares with the next person.
7. TWOS step to the left for a new partner.
8. One student at the end moves down the line to their new partner.
9. Repeat 1-7 with a new question

424

Respect the culture of the student

- Students may come from cultures that do not expect students to ask or answer questions during classroom discussions. These students often perceive the teacher to have elevated status and think that, as students, they should respectfully listen — rather than talk — in the company of their teachers

425

Reflection and Review:

- How is pragmatics impacted in your EL students?
- What can you do to support your students with interaction with peers?
- What can you do to support your students with classroom participation?

426

Supralinguistic Skills

128

- Relevance
- Pique Curiosity and Creativity
- Multimodality Learning
- Use consistent strategies across teachers and grade levels
- Link to what the student knows
- Preread and take notes before class
- Provide visual strategies

427

Therapy Strategies: Sentence Frames

Expressing an Opinion
- I think/believe that… It seems to me that… In my opinion…

Predicting
- I guess/predict/imagine that… Based on…, I infer that… I hypothesize that…

428

Individual Reporting
- I discovered from _____ that… I found out from _____ that… _____ pointed out to me that… _____ shared with me that …

Acknowledging Ideas
- My idea is similar to/related to _____'s idea. I agree with _____ that… My idea builds upon _____'s idea.

429

Highlighting Strategy for Main Idea and Details

Highlight the main idea in one color.
Highlight supporting details in another color

John Robert Lewis (February 21, 1940 – July 17, 2020) was an American politician and civil-rights leader who served in the United States House of Representatives for Georgia's 5th congressional district from 1987 until his death in 2020 from pancreatic cancer. Lewis served as the chairman of the Student Nonviolent Coordinating Committee (SNCC) from 1963 to 1966.

Lewis was one of the "Big Six" leaders of groups who organized the 1963 March on Washington and the last surviving one at the time of his death. He fulfilled many key roles in the civil rights movement and its actions to end legalized racial segregation in the United States. In 1965, Lewis led the Selma to Montgomery marches across the Edmund Pettus Bridge. In an incident which became known as Bloody Sunday, armed Alabama police attacked unarmed civil rights demonstrators, including Lewis, Hosea Williams, and Amelia Boynton.

A member of the Democratic Party, Lewis was first elected to Congress in 1986 and served for 17 terms in the U.S. House of Representatives. Due to his length of service, he became the dean of the Georgia congressional delegation. The district he represented includes the northern three-quarters of Atlanta.

He was a leader of the Democratic Party in the U.S. House of Representatives, serving from 1991 as a Chief Deputy Whip and from 2003 as Senior Chief Deputy Whip. Lewis received many honorary degrees and awards, including the Presidential Medal of Freedom.

430

Compare & Contrast

Compare and Contrast Chart   readwritethink
Item #1 _____   Item #2 _____
How are they alike?

How are they different?

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431

Use a Descriptive Mind Map

Category → Function → Size/Shape/Color

Conclusion ↔ Main Idea   Location

Extra Information ← Components (parts) ← Composition (what is it made of)

432

Category
The season of fall, or autumn, can be so much fun.

Function
There are many fun things to do in the fall.

Size/Shape/Color
It is gets colder in the fall and the leaves change colors to red and

Conclusion
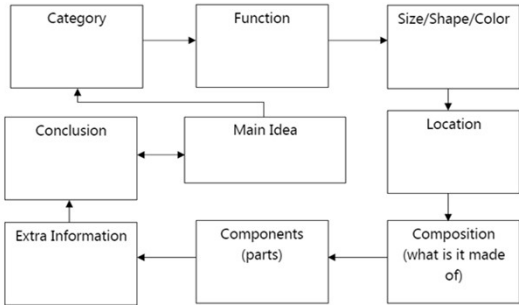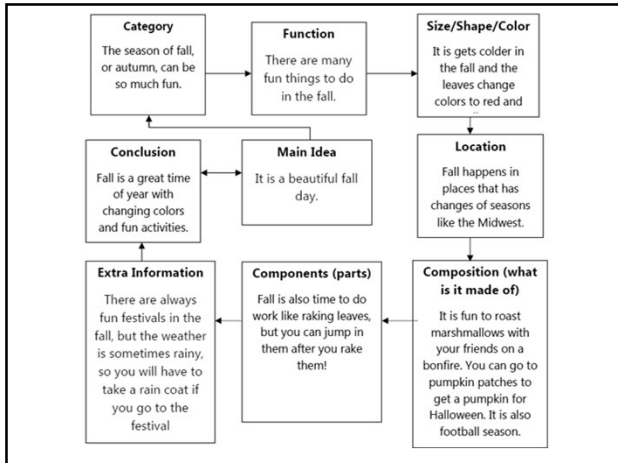Fall is a great time of year with changing colors and fun activities.

Main Idea
It is a beautiful fall day.

Location
Fall happens in places that has changes of seasons like the Midwest.

Extra Information
There are always fun festivals in the fall, but the weather is sometimes rainy, so you will have to take a rain coat if you go to the festival

Components (parts)
Fall is also time to do work like raking leaves, but you can jump in them after you rake them!

Composition (what is it made of)
It is fun to roast marshmallows with your friends on a bonfire. You can go to pumpkin patches to get a pumpkin for Halloween. It is also football season.

433

Fall is Fun!

It is a beautiful fall day. The season of fall, or autumn, can be so much fun. There are many fun things to do in the fall. It is gets colder in the fall and the leaves change colors to red and yellow. Fall happens in places that has changes of seasons like the Midwest. It is fun to roast marshmallows with your friends on a bonfire. You can go to pumpkin patches to get a pumpkin for Halloween. It is also football season. Fall is also time to do work like raking leaves, but you can jump in them after you rake them! There are always fun festivals in the fall, but the weather is sometimes rainy, so you will have to take a rain coat if you go to the festival. Fall is a great time of year with changing colors and fun activities.

434

Goals and Objectives

These goals will mostly be in the 3rd -12th grade standards. The following key words in Reading Literature, Reading Informational Text, and Composition will indicate standards that require supralinguistic skills.

Summarize Explain Analyze	Determine Integrate Compare/Contrast	Describe Apply

435

Reflection and Review

Reflection and Review:
How can you support supralinguistic skills for speaking and listening that will easily carry over to the reading and composition standards?

What visual graphic strategies can you implement that can be used across multiple teachers and multiple grade levels to support EL students?

What can you do to support the students with classroom participation?

What new strategies that we discussed will your try or current strategies that you use that you will adapt?

436

Supralinguistic Skills Conclusion

Supralinguistic skills allow the student to access the curriculum that leads to academic success. The ability to determine the main idea of information, understand the important details, make predictions and inferences, and reason through a problem or situation are critical skills for all aspects of the student's life

437

Take Aways

- Deep culture provides the root for a student's background knowledge and what is most important in one's culture. This should always be at the forefront when setting therapy goals and strategies.

- Students must be given time to learn a new language. This process can take up to 10 years.

438

Take Aways

- If the student is not progressing through the stages of a new language acquisition, questions need to be asked to determine when and if we get involved.

- We must understand the differences that may exist between L1 and L2 to determine if what we are observing are due to language differences.

439

Take Aways

- If the development indicates a possible language disorder, the assessment must be culturally sensitive and provided in a way to get the total picture of language in both languages.

- Whenever we can begin with what should be similar in both languages and then move to what is English only, the student can make connections between both languages.

440

Conclusion

For students who are English Language Learners, it is important to understand as much about the first language as we can. Making connections between the first language and English can lead to increased neural path pathways to gain command of English faster. When working with a student who is both an English Language Learner and has a language disorder, understanding the morphology, phonology, syntax, and semantics in the first language will help bridge the gap to language acquisition in both languages.

441

It is imperative to do our research before serving an English Language Learners.

- Understand stages of acquisition and strategies to support each state
- Understand the morphology, phonology, syntax, and syntax of the L1
- Determine patterns that appear to be differences
- Know the red flags to determine a disorder

If we attempt to link L1 and L2 together, we can significantly impact outcomes.

442
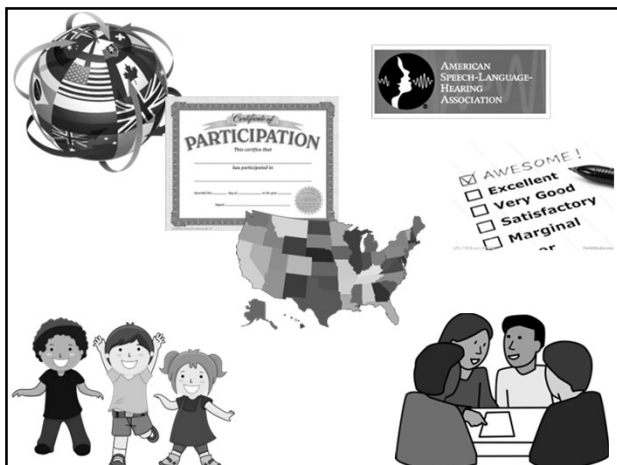
443

Why we do what we do

444

Why we do what we do

I was born to be a ☐
speech-language
pathologist
To teach, to love, to
guide, to encourage.
It is who I am. It's my
passion & my calling.

445

My goal: Exceed Your Expectations

Please complete your evaluation

☑ AWESOME!
☐ Excellent
☐ Very Good
☐ Satisfactory
☐ Marginal

446

You Decide

The student is new to the United States and has only spoken Spanish. The student is very quiet in the English only classroom.

Normal Acquisition, Difference, Disorder, or Either?

447

Response

It is normal for students who are first exposed to a new language to have a silent period. This would not be indicative of a disorder.

Answer: Normal acquisition

448

You Decide

Student has been in the United States her entire life. Family only speaks Spanish at home. She is in the third grade and has not yet reached proficiency on the WIDA.

Normal Acquisition, Difference, Disorder, or Either?

449

Response

Hmmm... We probably need more information.

Answer: Either

450

More Info Please

- What language or languages are spoken at home?
- What did language acquisition in Spanish look like? Did first words emerge on time?
- What kind of classroom is the student in?
- Has the student received any intervention?

451

You Decide

The student code switches between Spanish and English. Meaning, the student says words or phrases in the other language then he is currently using.

Normal Acquisition, Difference, Disorder, or Either?

452

Response

Normal Acquisition

453

You Decide

The student has difficulty with code switching.

Normal Acquisition, Difference, Disorder, or Either?

454

Response

This is a characteristic that may indicate a language disorder. It may indicate that the student is having difficulty with vocabulary acquisition as well as sentence development in both languages.

455

You Decide

The student demonstrates the following speech sounds when speaking English

- Uses an /sh/ for a /ch/
- Uses a /b/ for a /v/
- Puts an /e/ sound before /st/ blends
- Substitutes a long /e/ for a short /i/ sound

Normal acquisition, Difference, Disorder, or Either

456

Response

These all represent a language difference and miscues between Spanish and English.

457

You Decide

The student is in 3rd grade and has been in school since kindergarten. Family is bilingual and speak both Spanish and English in the home regularly.

The student demonstrates the following:

- Drops the plural /s/ at the end of words
- Does not use –ing
- Sentences in Spanish and English are simple
- Demonstrates difficulty with information that occurred in the past or will occur in the future

Language Acquisition, Difference, Disorder, or both?

458

Response

This student is demonstrating errors in English that may indicate a language disorder – especially if these are also seen in Spanish. Plural –s and present progressive –ing exist in both languages so these structures would be expected to be present in both language. Past and future tense are also marked by verb tenses in both languages and should be marked by 3rd grade.

459

Summary

For English Language Learners, explicit and consistent instruction provides us with great information in making decisions on language differences vs language disorders. By knowing the student's background (cultural and linguistically), providing a solid phonological awareness foundation, teaching in context, targeting vocabulary, and gathering a portfolio of word, using assessments, and gathering data, decisions can be made more readily regarding what is normal language acquisition, a language difference, and/or a language disorder.

460

Question #1

- From the 2013 census bureau report, the largest increase in the US from 2010 are what 3 languages?

461

Questions #2

- How many US residents speak a different language at home?

462

Question #3

- Nationally, out of every 5 students, how many speak a different language at home?
  - How many in Massachusetts ?

463

Question #4

- Which states have the highest percent of the population who speak at least one other language? (Hint: 14)

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Learning Objective 6: Data Points

Case Studies: You Decide
- L2 acquisition
- Difference
- Disorder
- Need more information

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- When are EL students being referred to you?
- What research do you need to do?
- What, from what we talked about today, do you want to add to your intervention?

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Myth or Fact

☐ Myth   ☐ Fact Bilingualism has been shown to improve a child's ability to learn new words, identify sounds and problem-solve

☐ Myth   ☐ Fact Children become bilingual just by listening to others around them speaking another language.

☐ Myth   ☐ Fact Bilingual children should not mix the two languages while speaking

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Myth or Fact

☐ Myth   ☐ Fact Students who have a language difference should receive special education services.

☐ Myth   ☐ Fact Bilingual children who progress slower than students of similar background may indicate a language disorder.

☐ Myth   ☐ Fact Families should speak whichever language is most comfortable for them

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Myth or Fact

☐ Myth   ☐ Fact True communication disorders will be evident in all languages used by an individual.

☐ Myth   ☐ Fact A language disorder affects the student's ability to learn any language

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Myth or Fact

☐ Myth   ☐ Fact Speaking two languages to a child can confuse them and hinder English language acquisition.

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Before We Get Started
1. Today is for You!
2. Please change your name to first/last name and grades you serve)
3. Please consider turning on your Video (I don't care if you are in your jammies with your coffee. I hope you are, so you are comfy.)

Zoom Meeting
Audio only   With video

This is how you will look to me regardless!

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Agenda for Today

- Morning Break: 10:30-10:40 (10 minute break)
- Lunch: ~12:00-12:45 (45 minute break)
- Wrap Up: ~3:15
-

  Logistics/Technical Questions: Private message through chat to the Program Manager.
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  EL ?: Chat to everyone (if it is a topic I will get to, I will wait to respond, if OK)
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