

Language Differences vs. Language Disorders for English Language Learners

Decision Making for Evaluating and Treating Culturally and Linguistically Diverse Students



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

1

Getting to Know You

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



2

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Page 4

About your Presenter:

- 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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Agenda for Today

- Morning Break: 10:00-10:15
- Lunch: ~11:45-1:00
- Afternoon Break (?) 2:00-2:10
- Wrap Up: ~3:00

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School-Based SLPs: Language Disorders vs. Language Differences for English Language Learners

RESOURCE HANDBOOK

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1719-B&J

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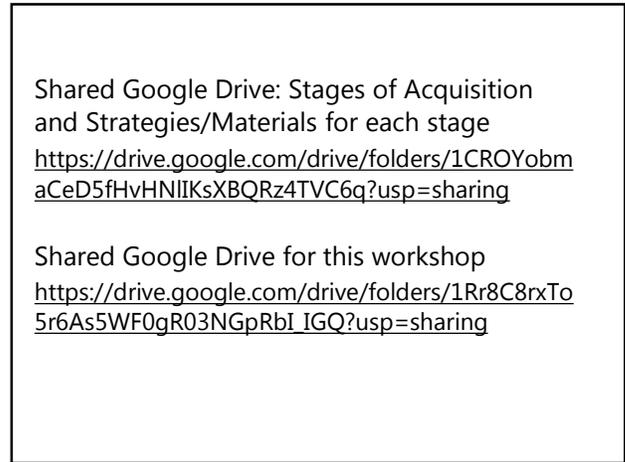
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Overview 13

Culturally and Linguistically Diverse

- Born in non-English speaking countries and/or their main home language is not English
- Cultural values and background differ from mainstream

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Overview

1. Terminology

- ✓ English Learner (EL) (United States Department of Education)
- ✓ Emergent Bilinguals (Other States and Organizations)

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Overview

United States Department of Education
 "An individual (1) was not born in the United States or has a native language other than English;
 (2) comes from environments where a language other than English is dominant; or
 (3) is an American Indian or Alaska Native and comes from environments where a language other than English has had a significant impact on the individual's level of English language proficiency"
<https://nces.ed.gov/programs/coe/glossary>.

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Other term: Emergent Bilinguals

- Better reflects students' linguistic repertoires are always emerging and acknowledge that language development takes time.
- The term refers to the potential that students learning English have to become bilingual or multilingual.
- It focuses on the students' bilingual practices and capacities instead of only focusing on learning English.

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Overview

2. Stages of Language Acquisition
3. Provisions of Culturally and Linguistically Appropriate Classroom and Educational Opportunities (ESL Services, Bilingual programs, emersion in English only classroom without other services)



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Overview

4. Understanding Language Differences
5. Identifying Signs of a Language Disorder



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Overview: The Goal

Appropriate identification of acquisition, difference or disorder.

Emergent bilingual students are often overrepresented in school districts with small EL and are often underrepresented in school districts with larger EL populations



15

Overview

The Numbers:
The number of students with disabilities that are ELs in the U.S. grew by close to 30% between SY 2012 and SY 2020. Fifty-one states saw an increase in the number of students with disabilities that are ELs while eight saw a decrease.



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Overview

- To Determine a Language Disorder
1. Speech and/or language disorder in L1
 2. Gather information about culture, background and prior knowledge, languages spoken, and language development in L1
 3. Process of language development, language loss, language dominance fluctuation, and dual language acquisition
 4. Response to intervention (RTI/MTSS)



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Overall Objectives

15

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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Turn and Share: Myth or Fact 16

Please turn to the person next to you and discuss the 9 myths or facts on page 7.

PLEASE STAY ON THIS PAGE!



19

Turn and Share: Myth or Fact #1 17

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



20

1. 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.

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Myth or Fact #2

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



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2. 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).

23

Myth or Fact #3

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

24

3. 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)

25

Myth or Fact #4

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

26

Myth or Fact Answers

- 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 superior marginal gyri, and left inferior frontal gyrus (left-IFG), regions that are also involved in cognitive control

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continued

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)

28

Myth or Fact #5

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

29

5. 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

30

Myth or Fact #6

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

31

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

32

Myth or Fact #7 & 8

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

33

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

34

Myth or Fact #9

Students are ready to learn the curriculum as soon as they enter an English speaking school.

35

X Myth Fact Students are ready to learn the curriculum as soon as they enter an English speaking school. In the early stages of a new language acquisition, students are learning vocabulary and basic interpersonal communication skills and will require modification to the curriculum.

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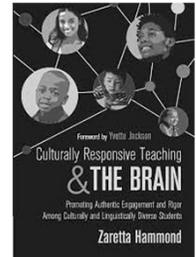
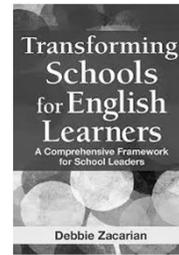
Reflection and Conclusion

1. How did you do?
2. Did you learn anything new already that will help drive your understanding and decision making?

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

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Resources

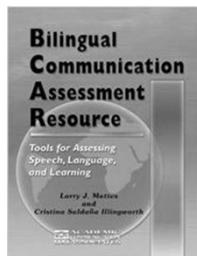


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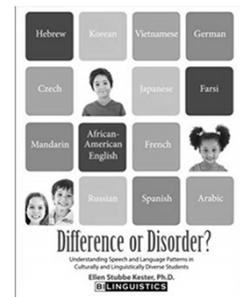
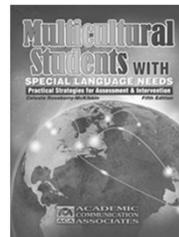
• Resources

- Bilingual Communication Assessment Resource (BCAR) (Mattes and Saldana Illingworth, 2009)

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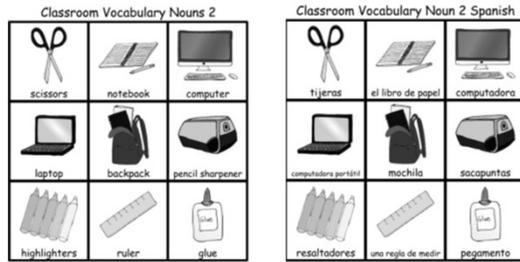
- Learn Languages
Provides information regarding sounds, vocabulary, and parts of speech in 95 different languages. <http://mylanguages.org/>
- Omniglot The Online Encyclopedia of Writing Systems and Languages <https://omniglot.com/>

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- Word Reference.com <https://www.wordreference.com/> (18 languages)
- www.onelook.com Online dictionary that provides a user friendly definition.
- <https://www.collinsdictionary.com/us/> Translates English to 8 other languages

42

- www.lessonpix.com for pictures
- <https://lessonpix.com/articles/3/223/Translation+Tool> Translates boards into 100 different languages



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- Interpreter Services
<https://www.languageline.com/>
(interpreters and translators)
APP: LanguageLine Insight
<https://dialog-one.com/>
- App: CyraCom Interpreter (Translates over 24 languages)
- Translation
<https://www.linguee.es/> (translates text from ten languages)
App: iTranslate Voice (translates 40 languages)
App: The Interpreter-translator (translates more

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Definitions

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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.

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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.

50

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.

51

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

58

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

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- 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

60

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)

61

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.

62

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, Kleyne, and Chae 2007).

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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.

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Additive Bilingualism continued

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

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Additive Bilingualism

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



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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)

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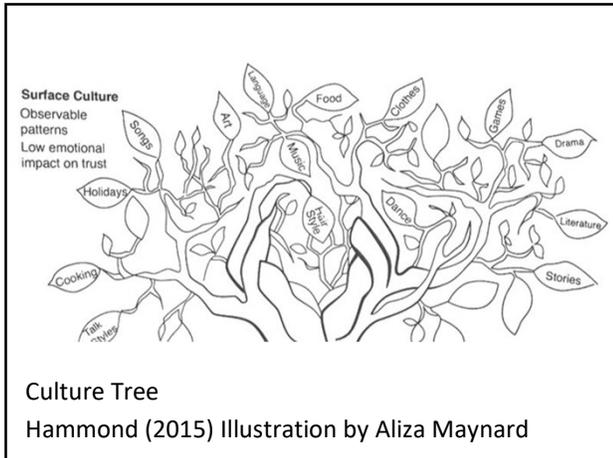
Codeswitching

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

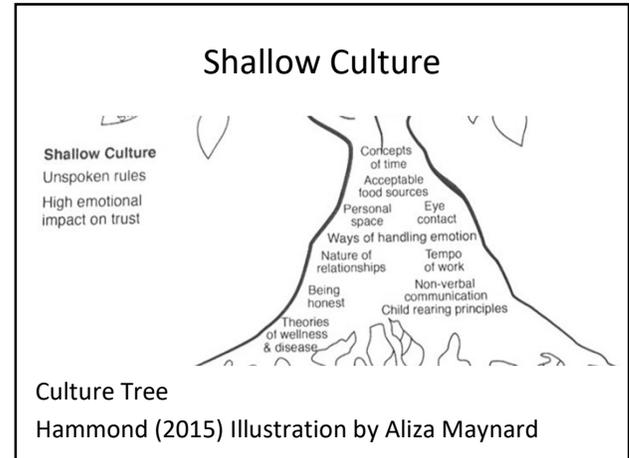
Translanguaging

- 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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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>

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Shallow Culture

Involvement

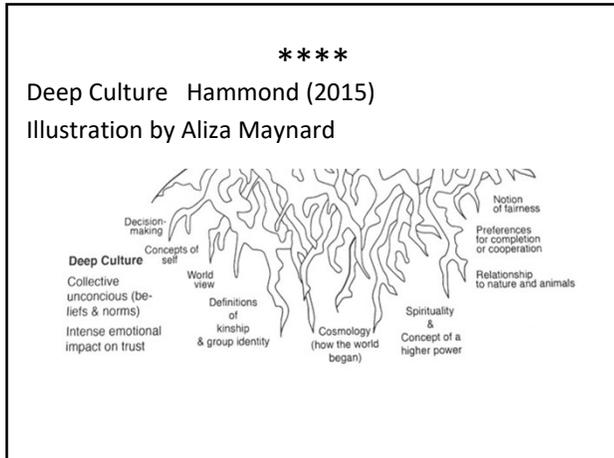
- If one member is not present for meetings or interactions, it should not be interpreted as a lack of involvement (Hanson & Lynch, 2004).
- Many cultures are very class conscious, with members of different social classes not socializing together. Because of this concern with class and status, individuals 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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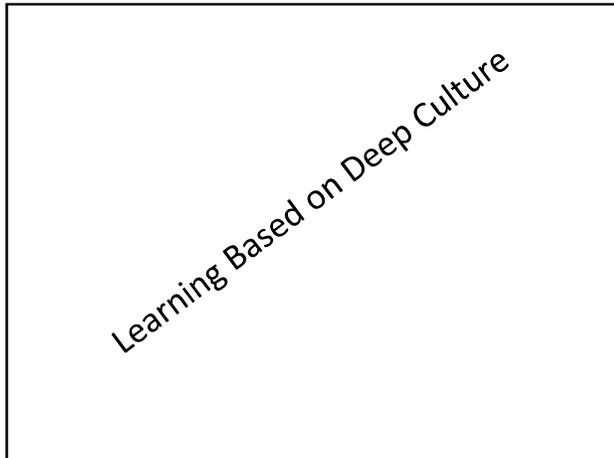


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Deep Culture

- 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.

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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

89

- 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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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>

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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

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).

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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).
-

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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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Myth or Fact: Culture and Disabilities

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

97

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)



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Myth or Fact: Culture and Disabilities

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

99

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



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Myth or Fact: Culture and Disabilities

- Myth Fact In all cultures, disabilities are embraced

101

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.



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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.



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- 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.



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



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Myth or Fact: Culture and Disabilities

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

106

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

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- 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: Cultural Responsiveness

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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:

- 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

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- 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

- 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

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- 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

- 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

113

114

- 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?

115

30

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

116

Every Student Succeeds Act (ESSA) and EL

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).



117

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.

118

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.

119

Learning Objective 2: 5 Stages of a New Language Acquisition

31

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.

120

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.

121

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).

122

Potential Roadblocks to New Language Acquisition

4. Age of Learning a New Language

A study performed at Massachusetts Institute of Technology (2018) showed that a student ten years and younger is more likely to achieve native like knowledge of English grammar.

123

Potential Roadblocks to New Language Acquisition

5. Dual Immersion Language Programs

- Provides instruction in two languages
- ELs in a bilingual environment demonstrate faster academic growth in ELA
- Study in Portland Public Schools, EL students were 3 percentage points more likely to reach English proficiency by 6th grade (14% more likely if native language matched the partner language (the non-English language of the DLI)

124

Resources

ELPA 21

https://www.oregon.gov/ode/educator-resources/assessment/Documents/elpa21_achievementlevel_descriptors_K-12.pdf

WIDA

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

125

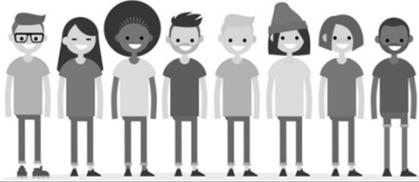
New Language Acquisition

<https://drive.google.com/drive/folders/1CROYobmaCeD5fHvHNIiKsXBQRz4TVC6q?usp=sharing>

126

Question #1

- From the 2019 census bureau report, what are the five most frequently spoken languages other than English in the US?



127

Table 1.
Five Most Frequently Spoken Languages Other Than English (LOTE) in U.S. Homes: 2019

Language	Estimate	Percent of LOTE population
Spanish or Spanish Creole	41,757,391	61.6
Chinese	3,494,544	5.2
Tagalog	1,763,585	2.6
Vietnamese	1,570,526	2.3
Arabic	1,260,437	1.9

Source: U.S. Census Bureau, 2019 American Community Survey, 1-year estimates.

128

Questions #2

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



129

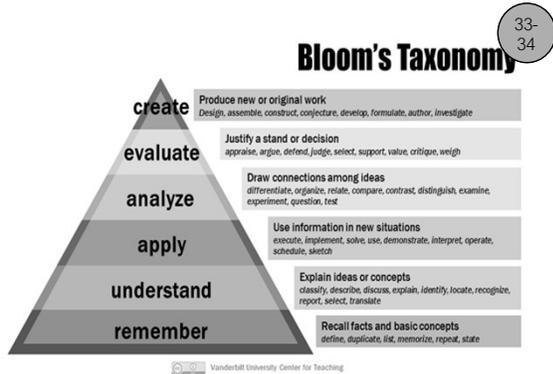
Answer: Questions #2

- Approximately 1 in 5
- 68 million people



130

Crosswalk to Bloom's Taxonomy



131

- 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.



132

34

CRITICAL THINKING SKILLS

1 Remember and recall of facts	define list the parts of list identify	locate match select identify	recall list select identify	write list select identify
2 Understand and understand of facts and ideas	explain describe summarize compare contrast	translate interpret analyze synthesize	evaluate compare contrast analyze synthesize	create synthesize evaluate compare contrast
3 Apply use the skills and knowledge	apply analyze synthesize evaluate compare contrast	analyze synthesize evaluate compare contrast	analyze synthesize evaluate compare contrast	analyze synthesize evaluate compare contrast
4 Analyze analyze the parts or elements of	analyze synthesize evaluate compare contrast	analyze synthesize evaluate compare contrast	analyze synthesize evaluate compare contrast	analyze synthesize evaluate compare contrast
5 Evaluate discussing and evaluating arguments, or solutions	analyze synthesize evaluate compare contrast	analyze synthesize evaluate compare contrast	analyze synthesize evaluate compare contrast	analyze synthesize evaluate compare contrast
6 Create produce new or original work	analyze synthesize evaluate compare contrast	analyze synthesize evaluate compare contrast	analyze synthesize evaluate compare contrast	analyze synthesize evaluate compare contrast

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

133

You Decide

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

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

134

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

135

You Decide

Student has been in the United States her entire life. Parents 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?

136

Response

Hmmm... We probably need more information.

137

More Info Please

- What language or languages are spoken at home? (ie: siblings)
- What languages are spoken within the community that the family associates with?
- 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?

138

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Stages and Instruction

139

Stage 1: 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.

140

Instruction

35

Preproduction (Silent/Receptive)

- Bloom’s Taxonomy Level 1
- 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 _____ ?

141

- Ask the student to respond to pictures and other visuals. www.lessonpix.com will translate your vocabulary into over 100 different languages.
 - 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.
 - Have the student match the picture to see the word in L1 and English

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

142

- Use a translator so the student can hear the word in their first language and then state the word in English.
 - 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.

143

Instruction

- 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 _____ ?

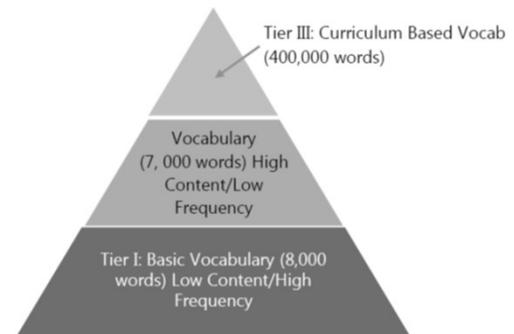
144

Instruction

5. Educators should focus attention on listening comprehension activities and on building a receptive vocabulary.
- simple directions
 - BICS (Tier I and Tier II Vocabulary, social words and phrases)

145

From Beck, McKeown, & Kucan (2013)



146

Stage 2: Early Production

36

- 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.

147

Instruction

Early Production

- Bloom's Taxonomy Level 1
- Begin to target common phrases
- Ask yes/no and either/or questions.

Preference Based Yes/No

Preference based questions allows the student to accept or reject.

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



148

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?)
4. 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?)

149

Instruction

Early Production

- Ask questions that can be answered in 1-2 words
- Use pictures and other visual information to support questions.
- Modify content information
- Build vocabulary using pictures
 - Make sure the vocabulary is content rich that will initially support basic interpersonal communication and Tier I (basic concepts, Dolch and Fry words) vocabulary.
 - Then target Tier II (high content but lower frequency words) next. (i.e.: explain, describe, report).

150

8. 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://imaginationoup.net/picture-books-predictable-repetitive-text/>
https://www.nationalservice.gov/sites/default/files/olc/moodle/sc_1_earns_tutor_training/view1499.html?id=3254&chapterid=2540
<https://www.goodreads.com/shelf/show/predictable-text>

151

9. 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.	

152

Stage 3: Speech Emergence 38

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.

153

Instruction

KNOWLEDGE
Identification and recall of information

Who _____
 What _____
 When _____
 How _____
 Describe _____
 Which _____

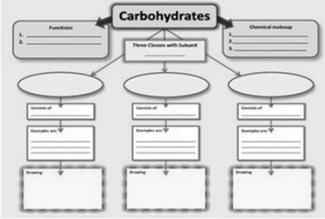
COMPREHENSION
Organization and selection of facts and ideas

Explain _____ in your own words.
 What is the main idea of _____?
 What differences exist between _____?
 Can you write a brief outline?

Speech Emergence

1. Bloom's Taxonomy Level I and II
2. Continue targeting common phrases
3. Use phonetically regular books
4. Use short, modified texts in content area subjects.
5. Use graphic organizers with word banks.

154



<p>word bank</p> <p>Dietary fiber Sugar Starches Sprouted grains Fructose sucrose</p>	<p>Providing energy and regulation of blood glucose Sparing the use of proteins for energy Breakdown of fatty acids and preventing ketosis Biological recognition processes Flavor and Sweeteners</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

155

Instruction

Speech Emergence

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

156

7. Understand and answer questions about charts and graphs.

Examples

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

157

8. Use brief explanations and two-step directions.

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

158

Stage 4: 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.

159

Instruction

Intermediate

1. Bloom's Taxonomy Level 3 & 4
2. Target Making Inferences

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

ANALYSIS

Separating a whole into component parts

What are the parts or features of ___?

Classify ___ according to ___

Outline / diagram / web / map ___

How does ___ compare / contrast with ___?

What evidence can you present for ___?

APPLICATION

Use of facts, rules, principles

How is ___ an example of ___?

How is ___ related to ___?

Why is ___ significant?

Do you know of another instance where ___?

Could this have happened in ___?

160

MAKING INFERENCES

Focus skill or strategy: _____ **Title:** _____ **Fiction**

Directions on how to complete the activity:

1. Select a text. Underline several things you know about what the text is normally trying to tell you without looking at the topic. Before they read you to share out something about a character's **background** information, and the place the author lives or well on your own knowledge, to make a guess about the story. Organize your thoughts below!

2. Read the text. Underline several things you know about what the text is normally trying to tell you without looking at the topic. Before they read you to share out something about a character's **background** information, and the place the author lives or well on your own knowledge, to make a guess about the story. Organize your thoughts below!

3. Read the text. Underline several things you know about what the text is normally trying to tell you without looking at the topic. Before they read you to share out something about a character's **background** information, and the place the author lives or well on your own knowledge, to make a guess about the story. Organize your thoughts below!

Background knowledge = **My Inference**

Text Clues + **Background knowledge** = **My Inference**

Text Clues + **Background knowledge** = **My Inference**

Text Clues + **Background knowledge** = **My Inference**

Pair each sheet with any Fiction text and provide your students with guiding questions.

What the Text Says	What I Can Infer

<https://www.classroommook.com/blog/anchor-charts-to-teach-infering>

Other Worksheets for Ideas in manual

<https://onestopteachers.com/2014/06/guided-reading.html>

161

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 _____?

162

Stage 5: Language Development and Fluency

41

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



163

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

EVALUATION

Developing opinions, judgments, or decisions
 Do you agree that _____? Explain.
 What do you think about _____?
 What is most important?
 Possible _____ according to _____?
 How would you decide about _____?
 What criteria would you use to make _____?

CREATE

Produce original work
 Expand your findings
 Tie your learning to information from another class
 Prepare a flow chart
 Rewrite a familiar story
 What questions still need answers?

164

- 4. Answers prompts such as:

Decide if _____
 Retell _____
 Explain _____
 Analyze _____
 Justify _____

165

Supporting Translanguaging

41

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

166

- 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.

167

Reflection and Review

- What is your role to support the requirements of ESSA?
- If you are a team member suspect a language disorder, how could you be involved during these stages?
- When is the appropriate time to get involved?

168

Conclusion

We must know the stage of acquisition and are the students progressing in the timeframes indicated?

If they are not, what could be the causes?

169

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.

170

Indications of a Language Disorder 43

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> □ Significant birth history □ Difficulty learning language at a normal rate which also occurred in L1 □ Communication difficulties at home <ul style="list-style-type: none"> ○ Following directions provided in L1 ○ Difficulty responding to questions ○ Difficulty commenting ○ Difficulty carrying on a conversation in L1 □ Difficulty conveying thoughts □ Family history of learning or reading disorders □ Slower development than siblings □ Shorter sentences and less grammatically complex than what would be expected for age | <ul style="list-style-type: none"> □ Difficulty with code switching □ Heavy reliance on gestures* □ Significant slowness in responding to questions □ General disorganization and confusion □ Need for frequent repetition □ Inappropriate grammar and sentence structure □ Lack of organization and sentence structure □ Imprecise vocabulary (thing, stuff) □ Deficits in vocabulary □ Inappropriate social language* □ Poor sequencing skills □ Progressing slower than students of similar background □ Overall communication skills that are substantially poorer than peers |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

171

Case Study 1 page 44

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 in 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

172

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 rhyme

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

173

Case Study 1: Discussion

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

174

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 rhyme (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 in 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

176

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?

178

**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

179

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?"

180

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.

181

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.

182

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.

183

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.

184

IDEA Information Regarding Testing

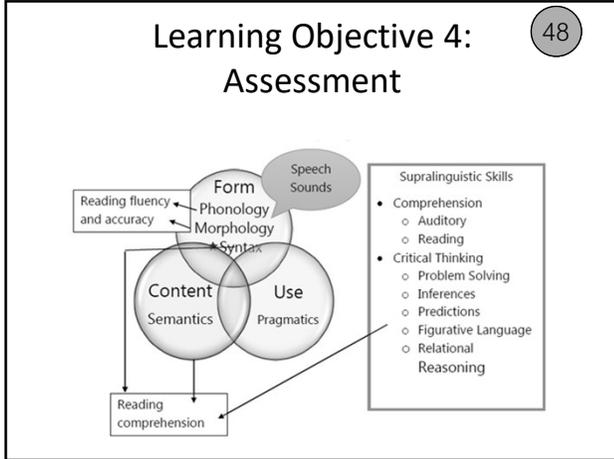
The IDEA outlines the required procedures for evaluations and eligibility determinations.¹² Initial evaluations can be requested by a parent, the state, or the local educational agency (LEA).

- 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.

185

- 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.

186



187

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).

188

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.)

190

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 49

Curriculum Based Measures/Content Knowledge

- Classroom Assessments
- Standardized Assessments
 - WIDA (ACCESS) 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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Example 2 NWEA MAP

map StudentProfile Expired by 08/11/2018

READING 167 * Winter 2017-18 167 *

COMPARISONS	INSTRUCTIONAL AREAS	GROWTH GOALS
Norms Percentile Achievement for this item, ranked against NWEA 2015 Norms Study 77th	163 Reading: Vocabulary	SPRING 2018 Customize the growth target for this student by setting a growth goal Past Goals There are no previous goals for this student.
	167 Reading: Foundations	
	167 Writing	
	170 Reading: Literature and Nonfiction	

193

INSTRUCTIONAL AREAS

Group by: Topic Concepts to Dev

Reading: Vocabulary

Vocabulary Building _____

Academic and Content Vocabulary _____

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

- Locates words that describe a picture

Verbs, Affixes _____

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

- Understands how the prefix re- changes the meaning of a word
- Understands that the suffix -est creates the superlative
- Uses definitions of roots and affixes to determine word meaning

Unknown and Multiple-Meaning or ds _____

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

- Uses context to determine the meaning of a phrase

Word Categorization, Classification _____

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

- Categorizes common people, places, or things
- Describes picture s with words
- Sets words into a named category
- Word Nuances and Shades of Meaning _____

194

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

195

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

Phonemic 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

196

Analyze and Interpret Data Points

STAR Reading Instructional Planning Report for _____

Printed Friday, October 20, 2017 9:29:42 AM

School: _____ Class: 5D _____ Grade: 5

Report Options Use Trend Score: Use trend score for student's suggested skills

STAR Reading Test Results

Current SS (Scaled Score): 443 Test Date: 10/03/2017*
 IRL: 3.7 ZPD: 3.0-4.4 Lexile® Measure: 530L Lexile® ZPD: 510L-710L
 Projected SS for 06/05/18: 532 Based on research, 50% of students at this student's level will achieve this much growth.

Current Performance

Suggested Skills

STAR Reading scaled score(s) suggest these skills from Core Progress Reading built for IN learning progressions would be challenging, but not too difficult for her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress Reading built for IN learning progressions to see how these skills fit within the larger context of the progression.

197

Reading: Vocabulary

GR Vocabulary Building

This score suggests Marina is ready for instruction and practice with the following skills.

- 5 » Use knowledge of word relationships (e.g., antonyms/synonyms, homographs) to clarify the meanings of words in text
- 5 Produce analogies with known antonyms and synonyms
- 5 Use knowledge of grade-appropriate Latin and Greek affixes (e.g., mid-, pre-, -able, -ible, -ant, -ent, -ous, -ation) and roots to predict the meanings of unfamiliar words and content-area language (e.g., agri-/agriculture, agrarian; phon-/microphone, symphony)
- 5 » Use grade-appropriate general academic vocabulary, including transition and connective words (e.g., however, although, nevertheless, in addition) correctly in context as well as grade-appropriate content-area vocabulary when working within specific subject areas (e.g., chemical, congress, liberty, plot)
- 5 Determine through context the correct pronunciations of homographs (e.g., the effect of stressed/unstressed syllables as in present)
- 5 Use the correct homophones (e.g., load/load/towed) and use context to determine the meanings of homographs (e.g., separate, bore) and multi-meaning words (e.g., agent) in grade-appropriate texts
- 5 Identify the relationships between words and concepts in comparisons such as metaphors, similes, and analogies

198

GP Vocabulary in Literature and Nonfiction Texts
This score suggests Marina is ready for instruction and practice with the following skills.

5 » Explain the meanings of common idioms (e.g., everything but the kitchen sink), adages (don't count your chickens before they hatch), and other sayings

5 Use a range of strategies to determine or clarify the meanings of general academic words and phrases in grade-appropriate literary texts, including cause-and-effect relationships, comparisons, Latin and Greek roots, and reference materials

5 Use a range of strategies to determine or clarify the meanings of general academic and content-area specific words and phrases in grade-appropriate informational texts, including cause-and-effect relationships, comparisons, Latin and Greek roots, and reference materials

5 Describe different feelings or images associated with words that have similar dictionary definitions (e.g., slim vs. bony; victory vs. conquest)

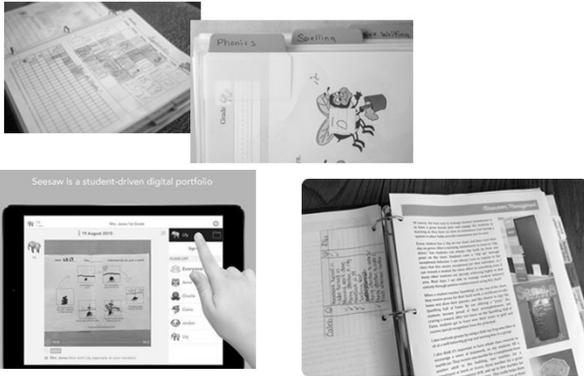
199

Performance Based: Participation

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

200

Portfolio Example



201

Performance Based: Participation

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

Resources:

ELPA 21

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

WIDA

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

202

ELPAC

- Newly enrolled students whose primary language is not English
- Designated as EL
- Given annually until they meet their local education agency (LEA)s reclassification criteria

203

MTSS/RTI

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

204

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.)

205

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/>

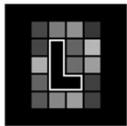
206



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Crowley and Baigorri SLAM (School-Age Language Assessment Measures) Lost Cellphone
Translated into Bengali by Suhashini Sarkar

Directions: Can you put these in order? [Eygulo thik bhabe rakte parbe? Konta prothom, konte tar pore itaddi.]

- Tell me the story of what happened. [Ki holo ekhane bolo?]
- How did the boy lose his cellphone? [Chheleta ki kore 'phone' haaralo?]
- Why did he leave his cellphone? [Chheleta keno 'phone' haaralo?]
- What made him remember he forgot his cellphone? [Chheleta ki kore mone korlo je shey 'phone'-ta haariyechhe?]
- What is he thinking here? [Chheleta ekhane ki bhachhe?]
- What does he think will happen when he goes back to the store? [Jokhon chheleta dokane pherot jabe, shey ki bhaabchhe hobe tokhon?]
- Did anything like this ever happen to you? [Emon ghotona tomar shathe aage kokhono hoyechhe?]

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Language Skills Associated with Content Lessons 56

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

210



Narrative Assessment

Computerized Language Analysis (CLAN)

<https://www.sugarlanguage.org/downloads>

SALT
SOFTWARE
Story elicitation in English & Spanish
(bilingual English/Spanish
Monolingual Spanish)

SUGAR
LANGUAGE

SUGAR
Sampling Utterances and
Grammatical Analysis Revised

211

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.

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

212

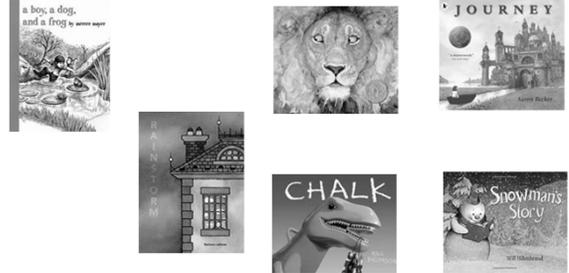
Based on Culture

- Uses of an internal response
- Discourse markers (well, then, now),
- Acting as either a listener or participant
- Embedded stories (flashbacks of information or editing cues while retelling)
- Causal relationships (relationship between an event and the second event)
- Causal chains (series of events from the beginning to the end of the story)
- Identification of protagonist

213

Gather a Language Sample through Story Retell

- Wordless books on website (under products)



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- For younger students or those in Stages I-III of new language development, preview the book
- For older students who are in Stage IV or V of new language acquisition, state that you want all of the story elements that are appropriate based on culture
- Then have them tell the story.
- After the student tells the story, go through, and add to their story as you move through the book.
- Then have the student retell a story and determine if the narrative level.

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- 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 (culturally dependent)** 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."

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- **True Narrative:** Well-developed story with **internal plans** (culturally dependent), 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."
- **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."

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- **Complex Narratives:** Includes use of **flashbacks (culturally dependent)**, 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.
- **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.

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Other Assessments

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- 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.

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Rapid Automated 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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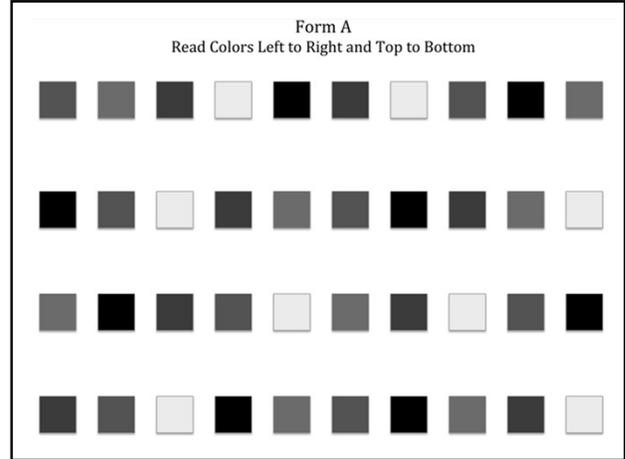
Rapid Automated Naming (RAN)

- Rapid Automated 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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Phonemic Awareness

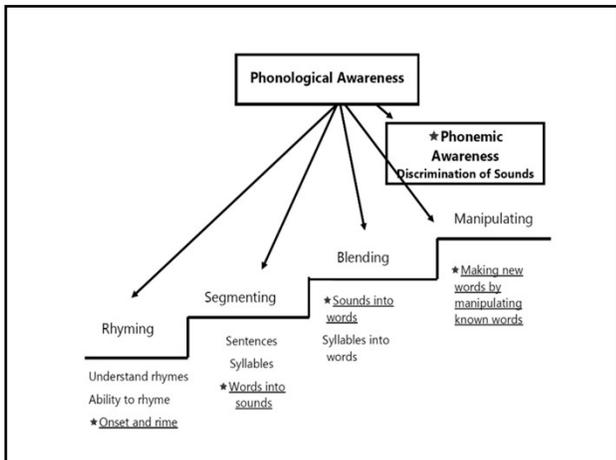
Students must be able to discriminate English vowels in listening in order to be able to then apply these to speaking, reading, and writing. Discrimination may be impacted by vowels and consonants that are dissimilar between language as well as word position.

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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)

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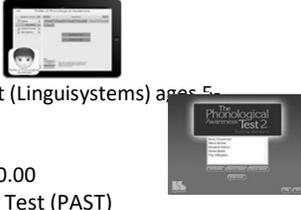
The Research

- 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

- LAC 3
- APP: Profile for Phonological Assessment (ProPA) SmartyEars \$29.99
 - Generates a report
 - % of correct
- Phonological Awareness Test (Linguistics) 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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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 many syllables the child is able to repeat in sequential order in a 10-item task. Sample syllables are listed below:

gsh	ko	mo	vay
tzy	kah	ni	vo
tah	dee	mu	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 © 2010 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



Available on the google drive

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Roseberry McKibbin's 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-)

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- 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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Decision Making Guidelines

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Languages Spoken	
L1	L3
L2	L4
Who is each language spoken with?	
L1	L3
L2	L4

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Decision Making Guidelines

- When did the student first learn English?
- Do they speak English with anyone outside of school? (Explain)
- Stages of a New Language Acquisition (Oliveri, 2018 & Hill and Bjork, 2008)
- Stage 1: Preproduction (can last up to several months) ~ 500 words receptively
 - Stage 2: Early Production (6 months to 1 year) ~ 1000 words receptively/expressively
 - o Forms words and phrases but not grammatically correct in L2
 - Stage 3: Speech Emergence (Years 1 to 3) ~ 3000 words
 - o Uses sentences
 - o Begins to read and write in L2
 - Stage 4: Intermediate (Years 3-5) ~ 6000 words
 - o More complex sentences in L2
 - o Increases in reading and writing in L2
 - Stage 5: Language Fluency (Years 5-10)

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Decision Making Guidelines

- Background** (Levine & McCloskey, 2009 & Pransky, 2008)
- Literacy Oriented – (Books or oral story telling rich in home) Students typical enter American schools with matched language and learning skills.
 - Nonliteracy Oriented – Will require programs designed for language and literacy acquisition
 - Culturally Disrupted – Disruptions due to poverty, war, long term stress, frequent moves that are not conducive to a formal education
 - The student was U.S. born.
 - Student is from another country or commonwealth outside of the continental United States. Specify: _____

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Decision Making Guidelines

- What is the student's educational history?
- Student has received consistent instruction in school
 - Student has received inconsistent instruction (Explain)
- Student has received additional support previously (Explain)
- Yes Explain
 - No
- What kind of school did the student have in his or her home country?
- Student has experienced trauma. If so, what type?
- Culture** (See Appendix A for list of Countries)
- Student is from an individualistic culture (self-interest, personal preference, self-sufficiency is important)
 - Student is from a collectivist culture. (Equality in status, interdependency)

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Decision Making Guidelines

Considerations for Testing

- Length of Time in US _____
- Familiarity and Exposure to English _____
- Does family travel back and forth _____ Amount of time _____
- Age of Student _____
- Classroom Setting _____
 - English only
 - English only with interpreter
 - Dual Immersion
 - Amount of time in L1 _____ (Native language instruction)
 - Amount of time in L2 _____
 - Other _____
- ESL Support _____
 - How Often _____
 - Program used _____
 - Is effective for this student _____

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Decision Making Guidelines

- MTSS/RTI Interventions
 - Tier I _____
 - Tier II _____
 - Tier III _____
- Instruction is effective for this student
 - Linguistically
 - Culturally
- Vision has been screened
 - Passed
 - Did not pass
- Hearing has been screened
 - Passed
 - Did not pass
 - Health concerns

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Decision Making Guidelines

If Referral for Special Education Evaluation: Suggestions for Battery of Tests (Roseberry-McKibbin, 2018)
https://www.scscha.net/assets/handouts/DrCelesteRoseberryMcKibbinPhD_AdditionalHandouts.pdf

- Working/Assessment Portfolio
- Classroom Observation
- Information from Team
https://www.scscha.net/assets/handouts/DrCelesteRoseberryMcKibbinPhD_AdditionalHandouts.pdf
- Review of Language Proficiency Test
- Review of Benchmark Assessment Student Report
- Review of MTSS/RTI intervention data

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Decision Making Guidelines

- Language Sample (L1 and L2) <https://www.leadersproject.org/disability-evaluation/school-age-language-assessment-measures-slam/>
- Narrative Assessment (L1 and L2)
https://drive.google.com/file/d/1KZTciw_ifY7kKKsRFUtirSaRm01srV8Z/view?usp=sharing
- Dynamic Assessment (Test, Teach, Retest) (L1 and L2)
- Rapid Automatic Naming
https://dese.ade.arkansas.gov/Files/20201221160134_Arkansas_Rapid_Naming_Screener.pdf
- Information Processing Test (Roseberry-McKibbin, 2018)
https://www.scscha.net/assets/handouts/DrCelesteRoseberryMcKibbinPhD_AdditionalHandouts.pdf

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Decision Making Guidelines

Indicators of a Language Difference between student's spoken languages and English

- L1 Differences Noted
- L2 Differences Noted
- L3 Differences Noted

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Decision Making Guidelines

Indicators of a Language Disorder

- Significant birth history
 - Mother's health during pregnancy
 - Premature
 - Low birth weight
 - Difficulties at birth.
- Difficulty learning language at a normal rate which also occurred in L1
 - Did first words emerge around one year?

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Decision Making Guidelines

- Slower language development than siblings
- Family history of learning or reading disorders
- Heavy reliance on gestures*
- Communication difficulties at home
 - Following directions provided in L1
 - Difficulty responding to questions
 - Difficulty commenting
- Difficulty carrying on a conversation in L1
- Difficulty conveying thoughts
- Shorter sentences and less grammatically complex than what would be expected for age
- Need for frequent repetition
- Significant slowness in responding to questions

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Decision Making Guidelines

- Inappropriate grammar and sentence structure
- Lack of organization and sentence structure
- Poor sequencing skills
- General disorganization and confusion
- Imprecise vocabulary (thing, stuff)
- Deficits in vocabulary
- Inappropriate social language*
- Progressing slower than students of similar background
- Overall communication skills that are substantially poorer than peers
- Difficulty with code switching

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Decision Making Guidelines

Summary

- Results indicate acquisition of a new language
- Results indicate a language difference
- Results indicate a language disorder in both languages

Signature/Credentials

Date

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Collectivist		Individualistic		Highly Individualistic	
Country	Hofstede Score	Country	Hofstede Score	Country	Hofstede Score
Albania	20	Austria	55	Belgium	75
Bulgaria	30	Czech Republic	58	Denmark	74
Croatia	33	Estonia	60	France	71
Greece	35	Finland	63	Hungary	80
Portugal	27	Germany	67	Ireland	70
Romania	30	Iceland	60	Italy	76
Slovenia	27	Lithuania	60	Latvia	70
		Luxembourg	60	Netherlands	80
		Malta	59	Sweden	71
		Norway	69	United Kingdom	89
		Poland	60		
		Slovakia	52		
		Spain	51		
		Switzerland	68		

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Question #3

- Nationally, how many students speak a different language at home?
 - How many in California ?



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Question #3

- Nationally, how many students speak a different language at home? (2019 census: 23% 12.13 million)
- California Basic Facts—California Language Census: Fall 2022
 - The 1,112, 535 English learners constitute 19.01 percent of the total enrollment
 - A total of 2,310,311 students (English Learners and Fluent English Proficient) speak a language other than English in their homes.

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- This number represents about 39.5 percent of the state's public school enrollment.
- The majority of English learners (65.8 percent) are enrolled in the elementary grades, kindergarten through grade six. The rest (34.2 percent) are enrolled in the secondary grades, seven through twelve, and in the ungraded category.
- Although English learner data are collected for 108 language groups, 93 percent speak one of the top ten languages in the state:

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Language	Percent
Spanish	81.90%
Vietnamese	1.92%
Mandarin (Putonghua)	1.83%
Arabic	1.43%
Cantonese	1.18%
Russian	0.97%
Farsi (Persian)	0.93%
Filipino (Pilipino or Tagalog)	0.90%
Punjabi	0.84%
Korean	0.67%

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Question #4

- Which school districts in the U.S. have the most EL students?



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Answer: Question #4

Data from 2017

1. LA United School District (22.6% 145,983)
2. Dallas Independent School District (38.7 61,944)
3. Houston Independent School District (26.6%)
4. Fairfax County Public School (20.2%)
5. San Diego Unified School District (45.3%)
6. Santa Ana Unified School District (45.3%)

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Question #5

- What percent of teachers have at least one student that is enrolled as EL?

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Answer: Question #5

- What percent of teachers have at least one student that is enrolled as EL?

According to the National Center for Education Statistics, 64 percent of teachers in the 2017-2018 school year have at least one English learner in their classrooms.

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Question #6

True or False: Every state is required to offer tips on how to identify English-learners and best support their language development.

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Answer: Question #6

True or False: Every state is required to offer tips on how to identify English-learners and best support their language development.

Alabama, Colorado, Minnesota, North Dakota, and Washington among them—offered in-depth guidance. But other states, such as Alaska and Kansas, offered little or no specific guidance for educating English-learners, the review found. **Discover more by reading [How Will Schools Teach English-Language Learners This Fall?](#)**

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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 (CA: ELPAC)

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Questions

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

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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. (?Any siblings speak English, ? within the community)
- Has been in the United States since 7 years of age (~Exposed to English possibly 1 to 1.5 years between Early Production and Emergence)

Questions

- ? What was the students previous English school experience?
- ? English only classroom/ Immersion classroom
- ? Interpreter available
- ? How much ESL and was it linguistically and culturally appropriate

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Case Study 3

You Decide

- Has been in the United States since 7 years of age (~Exposed to English possibly 1 to 1.5 years between Early Production and Emergence)

Questions

End of Early Production:

- ? Answering yes/no fact questions
- ? Answering who, what, how many questions
- ? Responds to visual support

Speech Emergence

- ? Is student using BICS phrases in English
- ? Response to modified content
- ? response to graphic organizers
- ? Answering where and why questions
- ? Following 2 step related directions

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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 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.

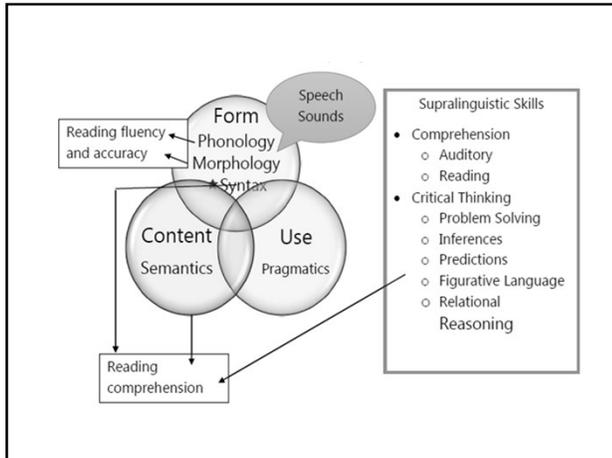
273

Learning Objective 5: Intervention Strategies

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- 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.

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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](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://www.boomlearning.com/>

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Greek

- Acquisition of Greek Phonology <https://core.ac.uk/download/pdf/141194256.pdf?fbclid=IwAR34IqzJd93ZImZaEbhAaYvTRDbgH8L-RAknhirdLaquMJGU0s9uRgNqPs>

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Spanish

- Bilingual Speechie Boom Cards (Spanish) <https://www.boomlearning.com/store/authorId/Pwwhzi2K7t425S6ID/?collection=Decks&sort=publishDate&order=-1>
- Bilingual Speechie website <https://bilingualspeechie.com/?fbclid=IwAR0FpumyI5p708ej0S6BP7aiIlvTBnodO5I0yLzRxBYjcfj-ZBzzdQgv02E>
- Vocabulary, Oral Language, and Academic Readiness (VOLAR) - vocabulary and oral language intervention activities for Latino preschoolers (Gutierrez-Clellen, Simon-Cerejido, and Restrepo, 2014) https://www.amazon.com/gp/product/1597565199/ref=as_li_tl?ie=UTF8&camp=1789&creative=9325&creativeASIN=1597565199&linkCode=as2&tag=mywebsit08ef9-20&linkId=211017237b13a44fd74872a53ed7c34a

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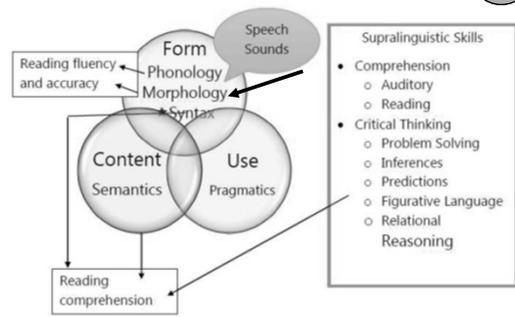
Objectives and Goals

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

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Morphology

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Morphology Evidence

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

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Form and use regular and irregular plural nouns.

CCSS.ELA-LITERACY.L.3.C
Use abstract nouns (e.g., childhood).

CCSS.ELA-LITERACY.L.3.D
Form and use regular and irregular verbs.

CCSS.ELA-LITERACY.L.3.E
Form and use the simple (e.g., I walked / I walk / I will walk) verb tenses.

CCSS.ELA-LITERACY.L.3.F
Ensure subject-verb and pronoun-antecedent agreement.*

CCSS.ELA-LITERACY.L.3.G
Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

CCSS.ELA-LITERACY.L.3.H
Use coordinating and subordinating conjunctions.

CCSS.ELA-LITERACY.L.3.I
Produce simple, compound, and complex sentences.

CCSS.ELA-LITERACY.L.3.J
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.3.K
Capitalize appropriate words in titles.

CCSS.ELA-LITERACY.L.3.L
Use commas in addresses.

CCSS.ELA-LITERACY.L.3.C
Use commas and quotation marks in dialogue.

CCSS.ELA-LITERACY.L.3.O
Form and use possessives.

Grade 7
Grade 8
Grade 9-10
Grade 11-12
Language Progressive Skills
Standard 10: Range, Quality, & Complexity
Grades 6-12 Literacy in History/Social Studies, Science, & Technical Subjects
History/Social Studies
Science & Technical Subjects
Writing
ELA Appendices
English Language Arts Appendix A
English Language Arts Appendix B
English Language Arts Appendix C
Supplemental Information for Appendix A
New Research on Text Complexity
ADA Compliant Version
Please click here for the ADA Compliant version of the English Language Arts Standards.



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Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.4.A
Choose words and phrases to convey ideas precisely.*

CCSS.ELA-LITERACY.L.4.B
Choose punctuation for effect.*

CCSS.ELA-LITERACY.L.4.C
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.4.A
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.4.A
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.4.B
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

CCSS.ELA-LITERACY.L.4.C
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.



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Open grade-appropriate words correctly, consulting references as needed.

Knowledge of Language:

CCSS.ELA-LITERACY.L.5.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.5.3.A
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CCSS.ELA-LITERACY.L.5.3.B
Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.5.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.5.4.A
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.5.4.B
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

CCSS.ELA-LITERACY.L.5.4.C



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Knowledge of Language:

CCSS.ELA-LITERACY.L.9-10.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.9-10.3.A
Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.9-10.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.9-10.4.A
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.9-10.4.B
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

CCSS.ELA-LITERACY.L.9-10.4.C



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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)

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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, compound, and/or Derivational
- This may impact how you target English morphology

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Examples

Similarities

- Spanish and English both have compound words, inflections, and derivations.
 - Both have plural –s
 - Both mark -ing

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Differences

- 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
Ex. He is the tallest = El es **mas** alto.

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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.

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Resources

- Hmong Mien
- Chinese
- Japanese
- Arabic
- Nepali

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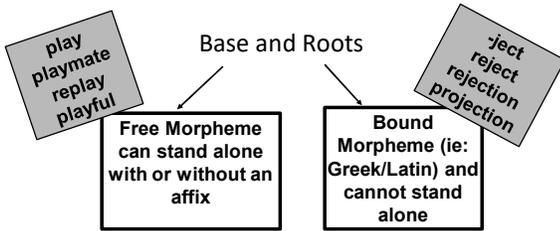
By understanding how morphemes are used and marked in the native language, the educator can use this information to assist students in understanding morphemes in English.

For example, In English and in Spanish, words can have affixes (prefixes and suffixes) and a root word (i.e., Latin roots).

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Types of Morphemes

- Free – can stand alone (Anglo-Saxon in English)
- Bound – can't stand alone



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Inflectional Morphemes 75

- 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).

Link to EL:

Determine if inflections are present in L1

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Order of Acquisition in English

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

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

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Compound Words 76

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

EL Link:

Determine if compounds are present in L1

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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.

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Steps in Morphology Intervention

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Explicit, Systematic, and Sequential

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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Explicit

Explain of target patterns and examples

- 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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- Compound - 2 or 3 words that mean something different when combined (i.e.: sun and moon can be combined with light for sunlight and moonlight.)

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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.

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Systematic and Sequential

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).

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Inflectional Example: Spanish & English

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- 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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Morphology Strategies

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Compound Words

78

- 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).

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Examples & Resources

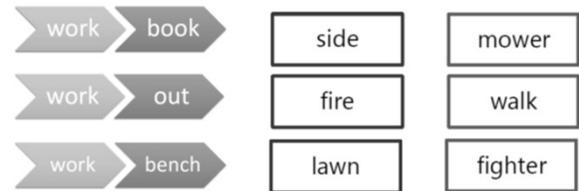
Examples in your handbook for Chinese, German, Dutch, Greek, and Hungarian

Resources for Arabic, Spanish, and Chinese

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Specific Compound Strategies

- Compound Creation



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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Activites

1. How many words Can You Make?

- Provide a word that could be used to make many different compound words and challenge the student to make as many as they can. (For example: work – workplace, workbook, workout, homework, workshop, teamwork, footwork)
 - a. Students may need written words in order to combine.
 - b. Provide an anchor chart as needed.

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****Anchor Charts

Compound Words with Work

worksheet
workshop
woodwork
footwork

Compound Words

 football	 cupcake	 rainbow
 honeycomb	 sunglasses	 skateboard
 whiteboard	 baseball	 backpack
 workbook	 playground	 homework

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2. Meet a Friend

- Each student has a base word and walks around to find another student that would have a word that would go with it and make sense.
 - A picture or the words can be added to the base Duplo block that would provide a cue for the two words that would come together.
 - An anchor chart could be posted in the front of the room that would contain each compound and a picture to go with it.

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3. Compound Word Memory Game

- Students take turns turning over cards that would contain each base word and attempts to make a real word. Students could also try to describe the meaning of the word if two base words don't make a real compound word.

side	mower
fire	walk
lawn	fighter

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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 splashing in the puddle.
- **3rd Person Singular:** She splashes in the puddle
- **Yesterday (Past Tense):** She splashed in the puddle.
- **Possessive:** It is the girl's umbrella.
- **-er and -est:** The mommy bird is bigger than the baby birds.
- (Discuss plants). The grass is bigger than the flowers. The tree is the biggest 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!

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Targeting Differences

82

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/capitalizin-g-similarities-and-differences-between-spanish-and-english>

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/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

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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

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Pronounce /ez/ when the word ends with...

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

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

Final Letter	Past Tense
b	mobbed
g	begged
v	loved
m	jammed
n	banned
l	called
r	starred
w	sowed

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-ed pronounce /t/ when word ends with...

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

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Derivational Morphology

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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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Examples

English	Spanish
-tion	-cion
action	acción
attention	atención
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

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Common Greek and Latin Roots

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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”).

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Cognates from Spanish and English

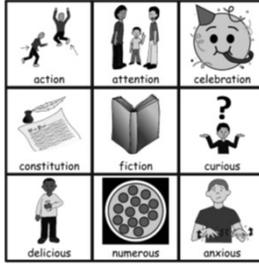
Root	Meaning	Origin	English examples	Spanish examples
aud	hear	Latin	auditorium audition	auditorio audición
astir	star	Greek	astrology astronaut	astrología astronauta
bio	life	Greek	biography biology	biografía biología
dict	speak, tell	Latin	dictate dictator	dictar dictador
mit, mis	send	Latin	mission 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.svcsd.org/

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Matching or Memory

-tion and -ous words



-tion and -ous words Spanish

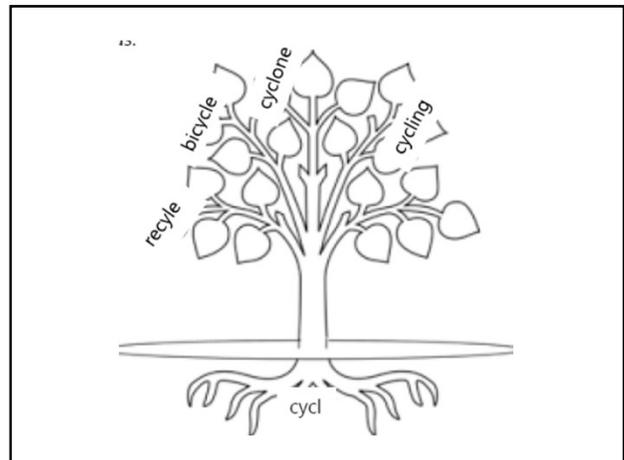


338

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.

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Flashcards

<p>Front:</p> <p>auto</p> <p>She wrote an autobiography about herself</p>	<p>Back:</p> <p>Self</p> 
<p>Front:</p> <p>therm</p> <p>The thermostat was turned up to heat up the room</p>	<p>Back:</p> <p>Heat</p> 

341

Goals and Objectives

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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/)

342

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

89

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.

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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:

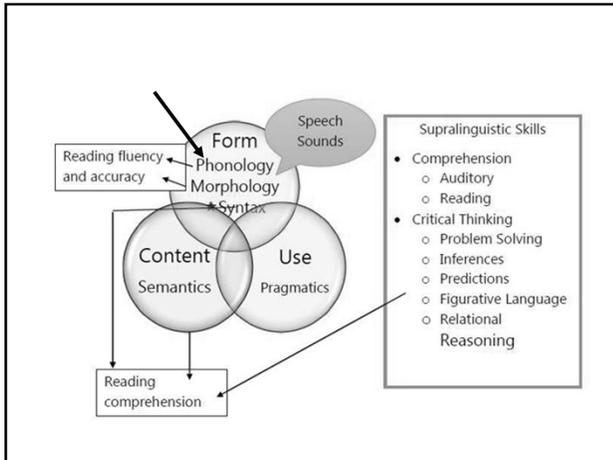
- What are the morphology structures of the languages that you serve?
- Would you begin with inflectional morphology or derivational based on the L1 structure?
- What are some strategies you can use in therapy?

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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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Phonology

91

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.

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"Instruction that provides substantial coverage in the key components of reading — identified by the National Reading Panel (NICHD, 2000) as phonemic awareness, phonics, fluency, vocabulary, and text comprehension — has clear benefits for language-minority students.

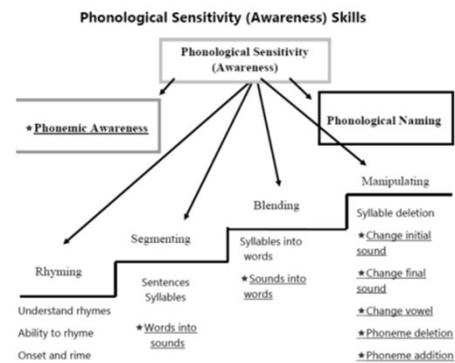
"However, while approaches that are similar to those used with native-language populations are effective, the research suggests that adjustments to these approaches are needed to have maximum benefit with language-minority students."

August and Shanahan Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth stated,

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Phonology

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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).

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Phonemic And Phonological Awareness Instruction (Irujo, 2015)

93

1 & 3 . ELs must be able to perceive 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.

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4. It is helpful to explicitly point out different letter combinations that have the same sound, and provide extra practice with them.

355

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>.

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- 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).

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- 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).

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- 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)

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Explicit, Systematic, and Sequential

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Step1

- Educators must learn as much as they can regarding the students first language.
- Start by visiting a resource such as MyLanguages.org or Omniglot.com, which shares an overview of many different global languages.
- Determine which sounds are similar between the students L1 and English. This is the starting point for instruction.

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Step 2

- Support students in making the connections between their native language and English through explicit instruction.
- Ask students how their language is the same or different than English in terms of how the language is written, the sounds that letters or symbols make, and words that might be related or sound the same as words in English.
- Discuss further sounds and letters (symbols/graphemes) that are similar between both languages as well as those that are not shared.

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Step 3

- Teach the vocabulary of phonemic and phonological awareness skills including sounds, symbols (letters, graphemes), rhyme, blend, segment, manipulate, delete, add, substitute.

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Step 4

- Model production of English sounds

Step 5

- Follow a systematic and sequential progression through phonemic awareness in English including sound/symbol representation.

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Step 6

- Teach phonics rules of English including the six syllable patterns.
- Remember to incorporate morphology into instruction as English is a deep orthographic language based on spelling patterns and the inclusion of morphemes.

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Age of Acquisition in English

Age	Skill	Consideration
4 years	Rote imitation of rhymes and alliteration	Is there rhyming words in L1 and what is the function?
5 years	Rhyme recognition (which word doesn't belong)	Is there rhyming words in L1 and what is the function?
	Recognize phonemic change in a word (Brown Pear, Brown Pear, What do you see?)	Is the student familiar with the story? Is the change in phoneme a sound that is in L1?
	Clap out syllables (Target 2 and 3 syllables then move to 1) Begin with compound words	Is the L1 more monosyllabic or multisyllabic? Does the L1 have compound words? If not, begin with words that match the syllable pattern in the L1. Use Google translator to present words in the L1 for the students to segment.

Adapted from: Moats, L, & Tolman, C (2009). Excerpted from Language Essentials for Teachers of Reading and Spelling (LETRS): The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness (Module 2). Boston: Sopris West.

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Age of Acquisition in English

Age	Skill	Consideration
5 ½ years	Can separate a word into its phonemes (segmenting sounds in a word)	When the students state the phonemes, are discrimination errors present? Are these errors based on differences in L1 and L2?
	Blend onset and rime (c at = cat)	Is there onset and rime in L1 and what is the function?
	Produce a rhyming word	Is there rhyming words in L1 and what is the function?
	Tell the first sound in a word	Target first with a beginning sound that exists in both languages (i.e.: First sound in baby. The /b/ sound is in both languages)

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Age of Acquisition in English

Age	Skill	Consideration
6 years	Can delete (manipulate) part of a compound word or a syllable from a two syllable word	Does the L1 have compound words? If not, begin with words that match the syllable pattern in the L1.
	Blends 2 or 3 phonemes	If the L1 is a multisyllabic language, this skill may be more difficult.
	Segment two or three phonemes in a word	If the L1 is a multisyllabic language, this skill may be more difficult.

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Age of Acquisition in English

Age	Skill	Consideration
6 ½ years	Segment three or four phonemes in a word	This is still a single syllable word. If the L1 is a multisyllabic language, this skill may be more difficult.
	Manipulate (substitute) a sound in a simple word to form a new word (Change the l in lip to /s/)	This is still a single syllable word. If the L1 is a multisyllabic language, this skill may be more difficult.

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Age of Acquisition in English

Age	Skill	Consideration
7 years	Delete sounds in the initial and final position (not including blends)	If the L1 is multisyllabic, may try a multisyllabic word
8 years	Delete initial sounds including blends	Are there blends in the L1?
9 years	Sound deletion for medial and final sounds	

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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.

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Phonemic Awareness

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Spanish & English Phonemes

Vowel Inventory

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Rhyming

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

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Spanish

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Spanish	Examples
Final consonants are often devoiced	The word frozen may be pronounced froze.
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

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Activities for Phonemic Awareness

- The following activities will support increases in the ability for students to discriminate English phonemes.

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Phonemic Awareness

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- 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)

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Visual Phonics



See It & Say It Visual Phonics

https://drive.google.com/file/d/1OLQw2HX9XHAnWni6u8M6soYNhIQhn_qv/view?usp=sharing

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Mouth Pictures



Examples from Lessonpix

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Target Minimal Pairs

- Begin by selecting a phoneme sound that is in the L1 and a phoneme that is not in the L1 as the minimal pair
- Use a visual phonics cue to support discrimination of the sounds.
- Scaffold instruction based on students' needs.
 - Have student use cubes to show where the sound changes.
 - Have the student write the word that is given.
 - Point to correct picture

Merge a Word List for vowel + /l/, vowel + /n/, & vowel + /m/

me	le	ne									
le	me										
ne	le	me	le								
me	le	ne	le	me	ne	le	me	ne	le	me	ne
le	me	ne									
ne	le	me	le	me	ne	le	me	ne	le	me	ne
me	le	ne	le	me	ne	le	me	ne	le	me	ne
le	me	ne									
ne	le	me	le	me	ne	le	me	ne	le	me	ne

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

1. Begin with vowel sounds that are in the L1.
2. The words can be arranged in order to complete a manipulation task with blocks (without letters) with changes in the initial and final sound.
3. When the vowel is changed then it would take the student to a new pattern. For Example:
The short /i/ is in the L1; therefore /il/ words are targeted.
1. Show me /il/ (Student pulls down two blocks of different colors representing two sounds.
2. If that says, "il," show me "bill (bil)" Student adds a different color block to the beginning to represent a new sound being added to the beginning with a total of 3 blocks.
3. It that says, "bill." Show me, "dill." Student changes the color of the first block.
4. It that says, "dill." Show me, "dill." Student changes the color of the first block.
5. It that says, "fill." Show me, "film." Student changes the color of the first block.
6. Or an example of making a vowel change. Show me, "fell." Change /e/ to /i/.

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Speech to Print

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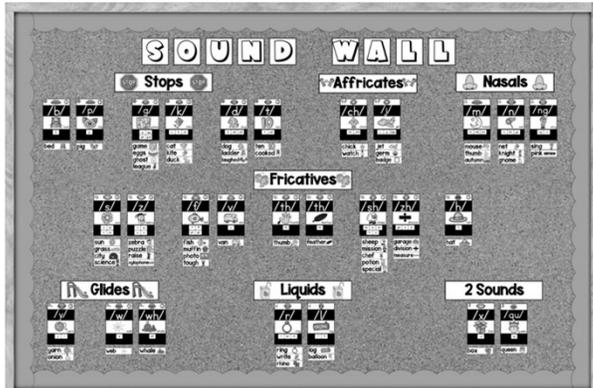
383

How Many Sounds



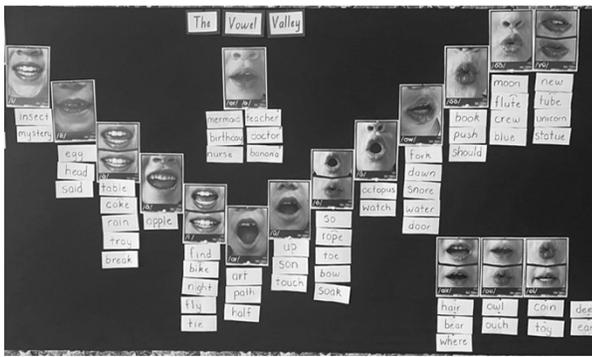
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Sound Walls



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Sound Walls



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Introduce Phonics Rules in English

Scope and Sequence	Considerations	In English
Predictable consonants (phoneme and grapheme).	Begin with consonants that are similar in both languages	m, l, c (k), n, r, j, w, h, x p/b, t/d, s/z, k/g, f/v always make the same sound
Predictable short vowels	Begin with vowels that are similar in both languages	
Open syllable words with one vowel	This concept may be difficult if long vowels in an open syllable do not exist in L1	he, she, we, me, be, so, no, hi
Consonant digraphs	Do digraphs exist in L1?	sh, ch, ð, ø, wh, ng

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Two consonant blends	Do consonant blends occur in the L1?	st, sm, sl, ft, lp, sk, sl, cr, cl, tr, dr
/c/ as a borrower from /s/ or k/k		
Hard and soft /c/ and /g/ rules		
Final consonants with nasals		nt, nd, mp, nk
Digraphs	IF similar etymology, explain based on this	/ph/ for /f/, /gh/ for /f/, /ch/ for /k/ and /sh/ (machine)
/tch/ and /dge/		
Diphthongs		/oi and oy/, and /ow and ou/

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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

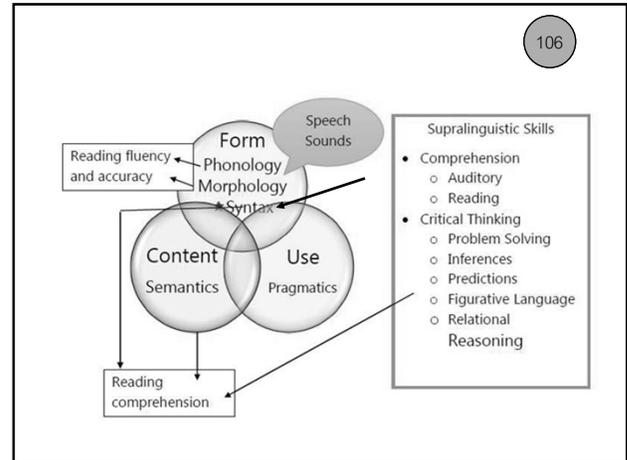
(Timeframe), _____ will use (phonological awareness skill to be targeted) in (words/phrase/sentence/reading/writing) in 8/10 of the opportunities with (minimal / moderate / maximal cues/)

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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?

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Sentence Structure and Grammar (Syntax)

- 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.

397

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).

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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).

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

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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.

401

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).

402

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

Structure

Negative

a. 'no' before the verb
A ella no le gusta el arroz.

double negative format may be used
A Jorge no le gusta nada.

English

Possible Miscue Structure

a. She **no** like rice. a. She **doesn't** like rice.

b. Jorge **don't** like anything.

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Morphosyntax Strategies

- 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.

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Diagram Sentences

Diagraming Sentences (Kellogg and Reed System)

Two main lines

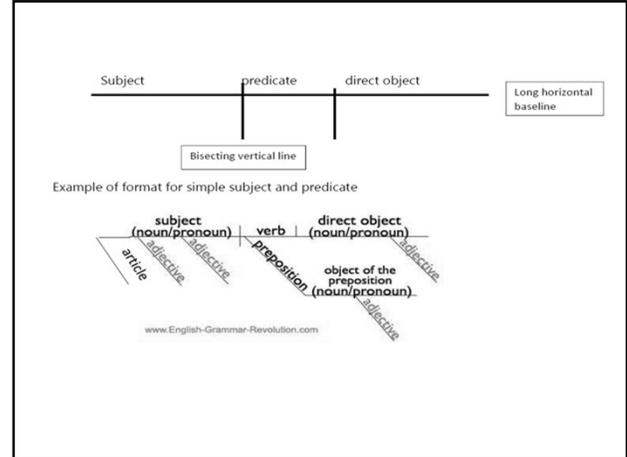
Long horizontal line holds the subject, verb, certain objects and complements (part of the predicate of a sentence and describes either the subject of the sentence or the direct object.)

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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>

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Replace the Word

Replace the Word

	I have a red book.
	I have a green book.
	I have a blue book.
	I have a blue backpack.
	I have a black backpack.
	I have a pink backpack.

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Combine Sentences and Add Words

Combine Sentences

	I have a blue book and a red backpack.
	I have a blue book in a red backpack.
	I have a blue book and a green backpack.
	I have a blue book in a green backpack.

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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

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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.

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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 _____.

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Example: Mercer Island Schools

Informational	Beginning	Intermediate	Advanced
RI.1 Cite to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Prompt What is the text mostly about? Tell me two details about the topic. Sentence Frames This text is mostly about _____. One detail is _____. Another detail is _____. I can infer that _____.	Prompt What are two details that give information about the topic? Sentence Frames I can infer that _____ because _____ and _____.	Prompt What are two details that give information about the topic? What inference can you make about _____ based on the information in the text? Sentence Frames Two details that tell me about the topic are _____ and _____. I can infer that _____.
RI.1* Ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers, both explicit and implicit.	Prompt What questions can you ask to better understand who/where/who/when/why/_____ Sentence Frames What is _____? Where is _____? Who is _____? When is _____? Why is _____?	Prompt What questions can you ask to better understand how/why _____? Sentence Frames Why does _____? How does _____?	Prompt What questions can you ask to better understand the text? What details help you find the answer? Sentence Frames Who/what/where/when/how _____? The answer is _____ I know because _____.
RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Prompt What is the main idea? Sentence Frames The main idea is _____. One detail is _____.	Prompt What are two details that give information about the main idea? How do these details support the main idea? Sentence Frames The main idea is _____. Some details that support the main idea are _____ and _____. Another detail is _____, main idea because _____.	Prompt Summarize the text. How do the details support the main idea? Sentence Frames (Student summaries will vary) The details support the main idea by _____.

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RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Prompt Explain the process of _____. Sentence Frames First, _____. Then, _____. Next, _____. Finally, _____.	Prompt Explain the process of _____. Sentence Frames First, _____. Then, _____. Because _____, _____. Finally, _____.	Prompt Explain the process of _____. Sentence Frames First, _____. Next, _____. Last, _____.
RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Prompt What words do you not know? Do you think it is an important word? What can you do to learn the word? Sentence Frames I do not know the words _____. I think _____ I can _____ to learn the words.	Prompt What words in the text are unfamiliar? What clues can help you figure out the meaning of the word? Sentence Frames I do not know the words _____. I can look for clues in _____.	Prompt What words in the text are unfamiliar? Use clues to help you figure out the meaning of the word. Sentence Frames _____ tells me that the word _____ means _____.
RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Prompt How is this text organized? Is it a chronology of events? Is it an explanation of cause and effect? Is it an explanation of problem and solution? Is it a description of similarities and differences? How do you know? Sentence Frames The text is _____ I know because _____.	Prompt How is the information in this text organized? What words help you know this? Sentence Frames The words _____ tell me that this is a _____.	Prompt What is the overall structure of this text? How do you know? Sentence Frames The _____ tells me that the overall structure of this text is _____.

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Language for Academic Writing and Speaking

Compare and Contrast

Use the following frames when you draft a paper or prepare to speak:

To open	<ul style="list-style-type: none"> The similarities between _____ and _____ indicate _____. By comparing _____ to _____, it becomes clear that _____. A comparison of _____ to _____ reveals _____.
To compare or contrast	<ul style="list-style-type: none"> Although _____ and _____ are _____, _____ is _____. _____ is _____, whereas _____ is _____. The most obvious difference between _____ and _____ is _____.
To support your ideas	<ul style="list-style-type: none"> One similarity / difference is _____. Their common characteristics include: _____, _____, and _____.
To close	<ul style="list-style-type: none"> By comparing _____ to _____, we learn _____. The differences between _____ and _____ are important because _____.

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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.

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

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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.

419

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/)

420

Reflection and Review:

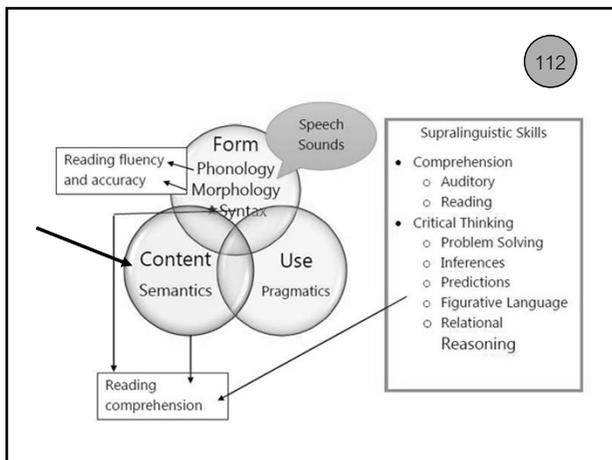
- What is the sentence structure of the languages you serve?
- Where would you begin with your syntax in English instruction?
- What are some strategies you can use in therapy?

421

Conclusion

Critical for Auditory and Reading Comprehension

422



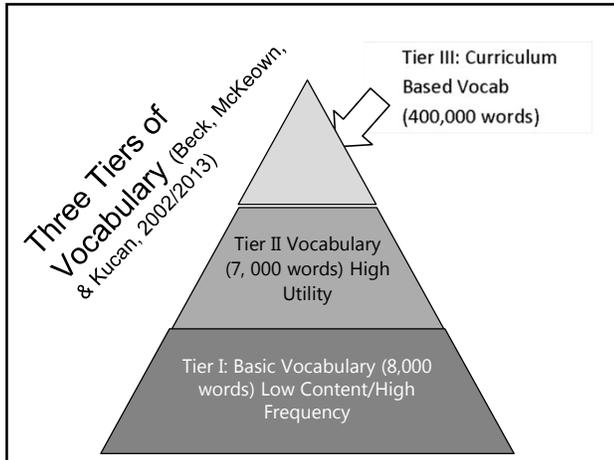
423

Semantics (Vocabulary)

112

English is complex regarding its multiple meanings 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 meanings (homophones).

424



425

Research

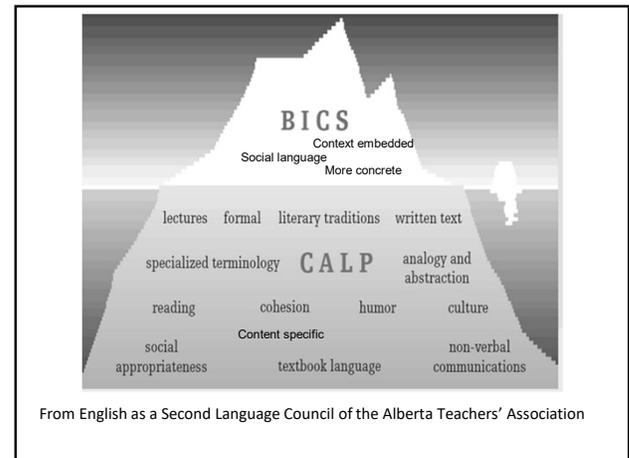
- Explicit and Implicit instruction
- Tier II taught in both L1 and L2
- Concrete, hands on experiences
- Thematic
- Study with preschool low SES EL students showed significantly greater vocabulary growth when teaching vocabulary in both (all) languages

426

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.

427



428

Resources

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

429

Teaching Semantics (Vocabulary)

Explicit, Systematic, and Sequential

114

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.

430

Teach vocabulary thematically

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

431

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.

432

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.

433

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			



434

	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			

435

Teach the Dimensions of a New Word

- The ability to define a word
- The ability to recognize when to use that word
- Knowledge of its multiple meanings
- The ability to decode and spell that word

436

Here We Go: Tier I

116

- 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.

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

437

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

116

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

438

Ways to Increase Vocabulary: Tier I

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).

439

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)

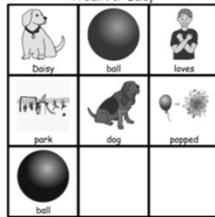


440

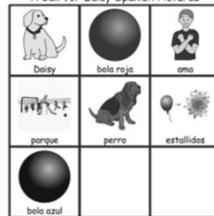
- story boards to go with the story



A Ball For Daisy



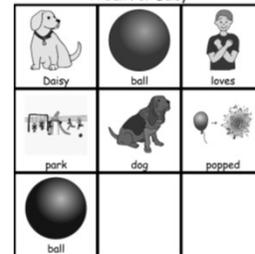
A Ball for Daisy Spanish Pictures



441

Use Vocabulary Board to Retell Story

A Ball For Daisy



442

Create Story in L1

443

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

444

Tier I Conclusion

- Tier I vocabulary will make up a great portion of new vocabulary in the early stages of language acquisition and an Emergent Bilinguals overall speaking vocabulary.

445

Bridging the Gap: Multiple Meaning of Words

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

446

447

Tier II: High Frequency Words

119

Tier II High Frequency Words (straddles BICS and CALP)	Tier III Low Frequency Content Specific (CALP)
<ul style="list-style-type: none"> • 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 <p>Examples: describe, explain, analyze, compare, contrast, review, comment, summarize</p>	<ul style="list-style-type: none"> • Approximately 400,000 words • Academic subjects • Hobbies • Occupations • Geographic regions • Technology • Weather

448

Vocabulary Instruction

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

449



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

Blanchowicz & Fisher, 2004



450

Explicit, Systematic, and Sequential

Marzano's 6 Step Approach to Teaching New Vocabulary

*****Students have a vocabulary notebook

1. Provide a description, explanation, or example of the word
2. Ask students to restate the definition in their own words

451

Explicit, Systematic, and Sequential

Marzano's 6 Step Approach to Teaching New Vocabulary

3. Ask the students to construct a picture, symbol, or graphic representation
4. Engage students in activities to increase knowledge
5. Periodically discuss the terms
6. Engage in games to practice the terms
7. !!!!!!!!! Ongoing dynamic assessment to ensure the student has had enough exposures to truly learn the word

452

Strategies for Tier II and III Sentence Frames for Vocabulary

Word	Meaning	Example
Question: Sentence Frame		
Picture		

453

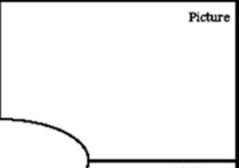
Word	Meaning	Examples
Snake	A noun that describes a reptile with a long, slender body but no arms or legs. Snakes are closely related to _____ (lizards). There are _____ (2,900) different species or kinds.	Snakes are found throughout the _____ (world) except for _____ and _____ poles. Most snakes live on the _____ (ground) but some prefer _____ (trees).
	Question: What kind of snakes should you avoid? Sentence Frame: I should avoid _____ snakes because _____	
	Picture 	

454

Frayer Model: Steps

Vocabulary Worksheet

Name: _____ Class: _____ Score: ___/

Definition Facts/Characteristics	Picture 
Synonym Use in a sentence	Antonym

455

Vocabulary Worksheet

Name: _____ Class: _____ Score: ___/

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

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

456

Strategies for EL

124

- Match English to native language pictures.

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

457

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







458

Literature:

Computer Based Applications

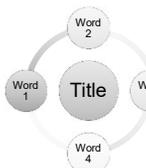
124



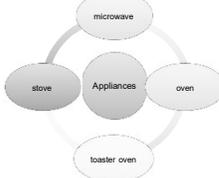
button to hear it read aloud. Talking, Dictionary. Provides definitions which can be speech enabled to improve comprehension and writing. Highlight a word to look up in the dictionary and click on this icon

459

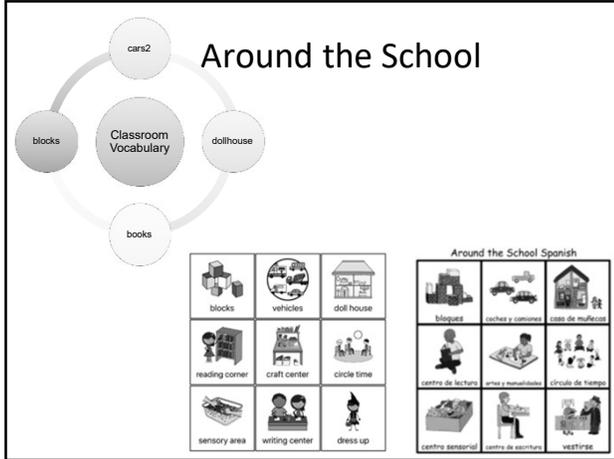
Categories: Around the House



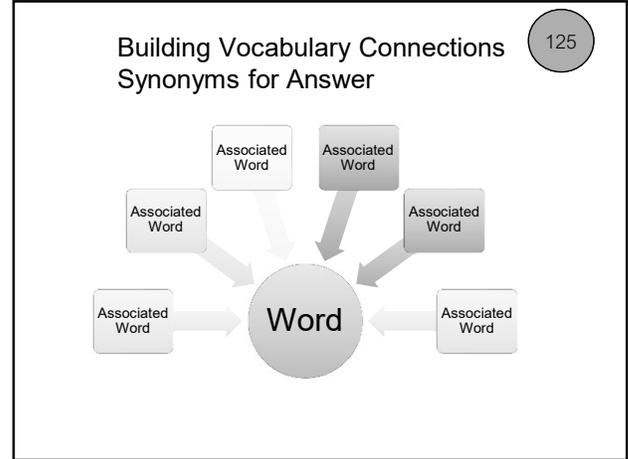




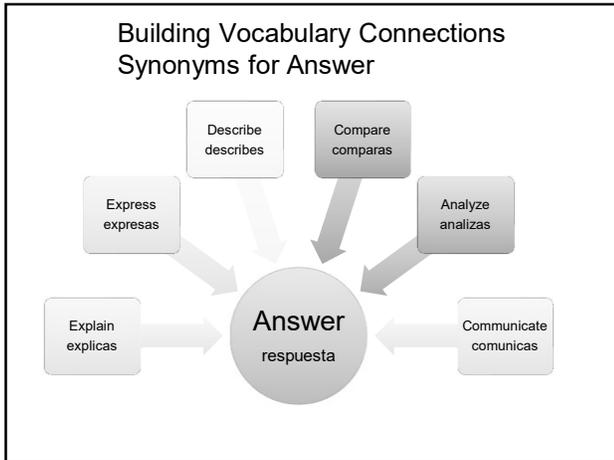
460



461



462



463

Overall Guidelines

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

464

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.

465

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.

466

Teach vocabulary specific to content

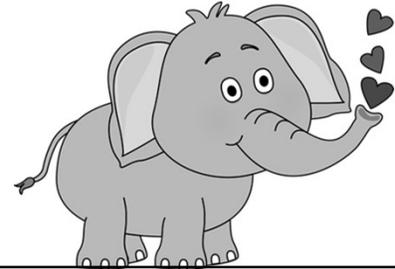
- A student's maximum level of reading comprehension is determined by his or her knowledge of words. Teach key words that children will need to comprehend texts, learn the content in those texts, and pass tests.

467

Conversation Competition

The Rules:

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



468

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.

469

Modifications for EL

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

470

Word List

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

471

Goals and Objectives

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/)

472

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 use 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.

473

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?

474

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.

475

Pragmatics

128

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., **supralinguistic and executive function skills, background/world knowledge, and linguistic functioning**) and linguistic knowledge.

476

Executive Skills to Guide Behavior

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



477

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)

478

- 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),

479

- 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).

480

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.

481

Targeting Figurative Language

130

Give it a shot - Try	Get a kick out of - Enjoy
Speak your mind - Say what you really feel	Read between the lines - Find the hidden meaning
A piece of cake - Very easy	Have mixed feelings - Unsure how you feel
Slipped my mind - I forgot	Draw a blank - Can't remember
Cross your fingers - For good luck	Have a change of heart - Changed your mind
Be in hot water - Be in trouble	Be second to none - Be the best
It cost an arm and a leg - It was expensive	Get your act together - Behave properly
It's in the bag - It's a certainty	Play it by ear - Improvise
Get cold feet - Be nervous	Have second thoughts - Have doubts
A rip off - Too expensive	
A basket case - A crazy person	

482

Current Expressions

- | | |
|--------------------------------|-----------------------------------|
| • Hit me later | • I flunked |
| • Ditch/cut class | • Dude |
| • I'm broke | • <u>You've got to be kidding</u> |
| • <u>Let's Go Fifty- Fifty</u> | • <u>Have the guts</u> |
| • <u>I Messed Up</u> | • <u>It's a Long Story</u> |



483

How to Teach Idioms

131

- 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)

484

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.

485

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.

486

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

487

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.

488

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.

489

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.

490

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

491

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

492

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?

493

Supralinguistic Skills



- 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

494

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...

495

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.

496

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.

497

Compare & Contrast

Compare and Contrast Chart

Item #1 _____ Item #2 _____

How are they alike?

How are they different?

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498

Use a Descriptive Mind Map

```

    graph TD
      Category --> Function
      Function --> SizeShapeColor[Size/Shape/Color]
      SizeShapeColor --> Location
      Location --> Composition[Composition (what is it made of)]
      Composition --> Components[Components (parts)]
      Components --> ExtraInformation
      ExtraInformation --> Conclusion
      Conclusion --> Category
      MainIdea[Main Idea] --> Conclusion
      MainIdea --> Location
      MainIdea --> Components
      MainIdea --> Composition
  
```

499

```

    graph TD
      Category["Category  
The season of fall, or autumn, can be so much fun."] --> Function["Function  
There are many fun things to do in the fall."]
      Function --> SizeShapeColor["Size/Shape/Color  
It is gets colder in the fall and the leaves change colors to red and yellow."]
      SizeShapeColor --> Location["Location  
Fall happens in places that has changes of seasons like the Midwest."]
      Location --> Composition["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."]
      Composition --> Components["Components (parts)  
Fall is also time to do work like raking leaves, but you can jump in them after you rake them!"]
      Components --> ExtraInformation["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."]
      ExtraInformation --> Conclusion["Conclusion  
Fall is a great time of year with changing colors and fun activities."]
      Conclusion --> Category
      MainIdea["Main Idea  
It is a beautiful fall day."] --> Conclusion
      MainIdea --> Location
      MainIdea --> Components
      MainIdea --> Composition
  
```

500

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.

501

Goals and Objectives based on Ky Standards

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	Determine	Describe
Explain	Integrate	Apply
Analyze	Compare/Contrast	

502

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 you try or current strategies that you use that you will adapt?

503

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

504

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.

505

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.

506

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.

507

Conclusion

For students who are English Learners or Emergent Bilinguals, 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.

508

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.



509

SEMINAR EVALUATION

School-Based SLPs
Language Disorders vs. Language Differences for English Language Learners
Presented by Margo Kinzer-Courter

Required BER Evaluation

At the conclusion of today's program please complete the online BER evaluation. Your timely completion of this evaluation is **REQUIRED** to receive a certificate of participation as this is how we will verify your hours of participation. Before leaving for the day, please submit your evaluation as the link will permanently expire by 4pm.

After the Seminar
Access the Required BER Evaluation Here:



<https://bit.ly/3m0y3YX>

Certificate of Participation

After you complete the required BER evaluation (above), your certificate of participation will be emailed to you within 10 business days. If you have any questions or concerns, email info@ber.org or call 1-800-735-5553.




511

Why we do what we do

513

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.

514

My goal: Exceed Your Expectations

Please complete your evaluation



515

My goal: Exceed Your Expectations

Please complete your evaluation



516

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?

517

Response

Normal Acquisition

518

You Decide

The student has difficulty with code switching.

Normal Acquisition, Difference, Disorder, or Either?

519

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.

520

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

521

Response

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

522

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?

523

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.

524

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.

525

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.
- EL ?: Chat to everyone (if it is a topic I will get to, I will wait to respond, if OK)

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