


Language Disorder vs. Language Differences in English Language Learners




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

1

Getting to Know You

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




2

Before We Get Started

1. Today is for You!
2. Please consider changing your name to first/last name and grades you serve)
3. Please consider turning on your video

Zoom Meeting

Audio only With video



This is how you will look to me regardless!

3

Agenda

09/20/2021

- 2.0 Hours Cultural Diversity & Stages of Language Acquisition

09/21/2021

- 2.0 Hours Characteristics of Language Disorder & Assessment

09/22/2021

- 2.0 hours Intervention Strategies


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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)


Here's How Children Learn



COLLABORATION AMONG TEACHERS AND SPEECH-LANGUAGE PATHOLOGISTS




See It & Say It Visual Phonics




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Your Handbook



Determining New Language Acquisition, Language Differences, and Disorders in Culturally and Linguistically Diverse Students



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Overview 6

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

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Factors to Consider 12

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

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Overall Objectives 6

1. Discuss supporting cultural and linguistic diversity
2. Explore the 5 stages of a new language acquisition
3. Determine strategies for each stage of acquisition (can be used in the classroom, RTI/MTSS, or therapy)
4. Determine differences vs disorder
5. Describe intervention strategies for differences and disorders

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Session 1

Cultural Diversity

Stages of Language Acquisition

12


Breakout Rooms

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

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Activity 1: Myth or Fact 7

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



14


Myth or Fact Answers 8

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

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Myth or Fact

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



16


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

Myth Fact Bilingualism does not cause a language disorder



18

X Fact Bilingualism does not cause a language disorder

- There is ample support in the literature for the argument that 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 (Baker 2006; Krashen and McField 2005; Thomas and Collier, 2002)
- Skills that students acquire in their native languages are found to transfer to English (Cummins 2000).

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Myth or Fact

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

20

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).

21

Myth or Fact

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

22

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)

23

Myth or Fact

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

24

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)

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Myth or Fact

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

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

- Language differences is a normal part of new language acquisition. Educational opportunities such as a bilingual classroom, ESL support, etc. should be in place in general education. Placing a student who has a language difference in special education would be an overidentification and not academically appropriate.

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Myth or Fact

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

28

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

29

Myth or Fact

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

30

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

This will provide a more enriched linguistic environment. It also supports the student being able to communicate within their home and community environment (Ibanez, 2016)

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Myth or Fact

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

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

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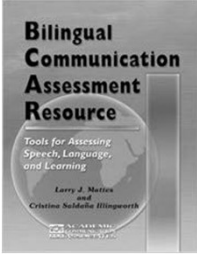
X Fact True communication disorders will be evident in all languages used by an individual.

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

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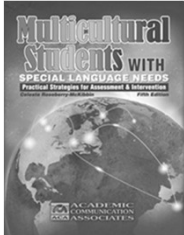
- Bilingual Communication Assessment Resource (BCAR) (Mattes and Saldana Illingworth, 2009)



34

• **Resources**

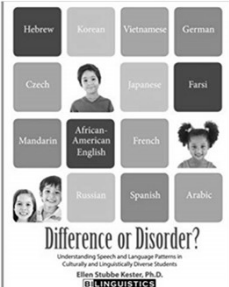
- Multicultural Students with Special Language Needs: Practical Strategies for Assessment and Intervention 5th Edition (Roseberry-McKibbin, 2018)



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• **Resources**

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



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- <https://www.wordreference.com/> (18 languages)
- <https://www.linguee.es/> (translates text from 10 languages)

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Review

- How did you do with myth/facts
- Any one that you need clarification about?
- Did you learn anything that will drive your therapy moving forward?

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Definitions

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Cultural Diversity

Culture diversity can incorporate 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.

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Linguistic Diversity

- Over 7000 Languages spoken throughout the world with many dialectical differences.
- Languages are systematic and bound by rules.
- 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 dialect.

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Basic Interpersonal Communication Skills (BICS)

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

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Basic Interpersonal Communication Skills (BICS)

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

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Cognitive Academic Language Proficiency (CALPS)

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

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Cognitive Academic Language Proficiency (CALPS)

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

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CALP continued

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

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The gap between BICS (6 months to 2 years to develop) and CALP (5 or more 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 mainstream culture

Language Disorder

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

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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)

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Advantage of Maintaining 1st Language

12

The opportunity to develop and maintain L1 in school are likely to outperform their counterparts in English only programs and experience academic success.

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LTELL cont.

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

The acquisition of English while losing the native language has strong consequential effects:

- (1) the child's language may resemble a language learning disability;
- (2) communication with parents may diminish

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Subtractive Bilingualism

- It may take significantly longer to develop full academic language skills in English (Thomas & Collier, 1997); and transference of learned language skills from L1 to English will be diminished (Cummins, 1984, 1998).
- Research has demonstrated that promoting bilingualism promotes English language development and acquisition (Brice & Brice 2009; Brice & Wertheim, 2004/2005).

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Additive Bilingualism

- While learning a second language, one's first language skills and culture remains valued. Total additive bilingualism is also said to be achieved when one is consistently able to hold onto, and remain positive, in their L1 culture whilst possessing the same attitude towards their L2.
- There are greater efficiency in processing information, cognitive benefits, thus, learning benefits to additive bilingualism (Bialystok, Craik and Luk, 2012).

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Additive Bilingualism

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- 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)

58

Codeswitching

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

Translanguaging

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

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Accent, Dialect, Phonetic Patterns

- Accent and dialect influence phonetic patterns in individuals who are bilingual. Accent describes the way people sound or the pronunciation.
- Dialect describes "a rule-governed, systematic variation of a language" and includes accent as well as grammatical structures and semantics. Clinicians differentiate the influence of accent and dialect from communication disorders, including phonological disorders (Goldstein, 2000, Wolfram & Schilling-Estes, 1998).

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Learning Objective 1: Cultural Competence and Diversity 14

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

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Learning Objective 1: Cultural Competence and Diversity

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



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ASHA: Cultural Competency

Cultural Competence Assessment Tool

- <https://learningcenter.asha.org/diweb/catalog/launch/package/eid/56626>

Cultural Competence Checklist: Personal Reflection

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

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Cultural Diversity 15

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



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*** Culture Tree

Illustration by Aliza Maynard

Surface Culture
Observable patterns
Low emotional impact on trust

Shallow Culture
Unspoken rules
High emotional impact on trust

Deep Culture
Collective unconscious (beliefs & norms)
Intense emotional impact on trust

Trunk (Shallow Culture): Customs of dress, Acceptable food sources, Eye contact, Personal space, Ways of handling emotion, Nature of work, Relationships, Nonverbal communication, Child rearing principles

Roots (Deep Culture): Concepts of self, World view, Definitions of sin/ho & group identity, Decision-making, Concepts of self, Spirituality & Concept of a higher power, Relationship to nature and animals, Preferences for competition or cooperation, Nation of business

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Deep Culture **

Implied knowledge and unconscious assumptions that govern worldview.

- View of good and bad
- Ethics
- Spirituality
- Competition vs. cooperation

66

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)

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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).

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- The Latino culture, as an example, is often considered collectivistic, with extended families seen as fundamental and the foundation of how the family members relate to the world. The family is considered to be the most valued institution, with extended family members typically included in decision-making and child-rearing issues (Maestas & Erickson, 1992).
- Other examples: China, Korea, Japan, Taiwan, Venezuela, Guatemala, Indonesian, Ecuador, Argentina, Brazil, and India

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Food for Thought **

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

- Some students tend to learn best by observing and then doing, others by verbal instruction, and still others by using visual and written instructions.
- Some students may learn through collaborative activities and working in groups. Other students based on cultural identity may work better independently.

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Food for Thought **

- In some cultures, the teacher is always the center of class activities and the sole authority figure; students from this type of background may be reluctant to participate in class discussions and activities (Pratt- Johnson, 2006).
- In some cultures, information is gathered through research in libraries and on the Internet. These cultures appreciate evidence that can be measured and documented. However, other cultures may acquire information through non-academic sources, such as information that is passed down by elders

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Shallow Culture

Unspoken rules around everyday social interactions and norms.

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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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Punctuality

- 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

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Gender Roles

- Gender roles vary across cultures and influence many areas, including education, ownership, choice of profession, and decision-making authority in the family (Tomoeda & Bayles, 2002).
- In cultures where one member (typically the male) is considered to be the head of the family, clinicians should be aware that it may be considered inappropriate for the clinician to speak to the mother before addressing the father if both parents are present.

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Involvement

16

- 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.

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- 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 doesn't “overstep their bounds.”
- Some cultures see challenging a professional as proof that they care about their child

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Myth or Fact: Culture and Disabilities

18

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

78

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

80

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

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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.



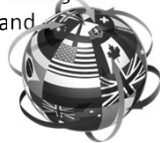
83

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

19

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

87

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

19

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

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

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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

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- 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

94

- 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

95

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

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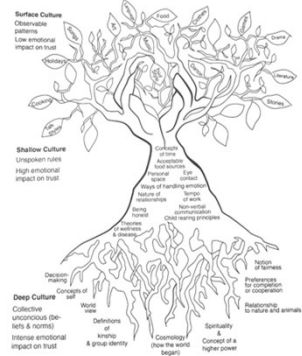
Review

1. Does cultural bias impact your team’s dealing with families or your students?
2. What adjustments can you make and help your team make to understand and accommodate cultural differences?
3. I often hear frustration when families are late for meetings or the mother does not speak in the meeting. How can you support the family’s culture when you hear comments such as these.
4. How can you use Deep Culture to drive your therapy?

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*** Culture Tree Illustration by Aliza Maynard

We must realize any cultural bias we may have and how that impacts the services we provide.



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Session 1 Continued Learning Objective 2: 5 Stages on New Language Acquisition

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Learning Objective 3: Strategies for Each Stage

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Every Student Succeeds Act (ESSA) and EL

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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).



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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.

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ESSA Mandates for EL

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

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Learning Objective 2: 5 Stages of a New Language Acquisition

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

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

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Can Do Descriptors

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

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

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Crosswalk to Bloom's Taxonomy

22-23

Bloom's Taxonomy	
create	Produce new or original work <i>Design, assemble, construct, conjecture, develop, formulate, author, investigate</i>
evaluate	Justify a stand or decision <i>appraise, argue, defend, judge, select, support, value, critique, weigh</i>
analyze	Draw connections among ideas <i>differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test</i>
apply	Use information in new situations <i>execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch</i>
understand	Explain ideas or concepts <i>classify, describe, discuss, explain, identify, locate, recognize, report, select, translate</i>
remember	Recall facts and basic concepts <i>define, duplicate, list, memorize, repeat, state</i>

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- **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.

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CRITICAL THINKING SKILLS

24

1	2	3	4	5	6
1 Remember Identify What is the main idea? What is the author's purpose? What is the main idea of the text? What is the author's purpose?	2 Understand Interpret What is the main idea? What is the author's purpose? What is the main idea of the text? What is the author's purpose?	3 Apply Use How is the author's purpose related to the main idea? How is the author's purpose related to the main idea?	4 Analyze Analyze What are the parts or features of the text? What are the parts or features of the text?	5 Evaluate Evaluate How is the author's purpose related to the main idea? How is the author's purpose related to the main idea?	6 Create Create Produce new or original work Expand your thinking Prepare a flow chart Design a model

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

107

Breakout: Slide 7 You Decide

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

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

108

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

109

Stages and Instruction

110

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.

111

Instruction

24

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 _____ ?

112

3. 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

113

- 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.

114

Instruction

4. Ask questions that permit the student to point to a picture

- **Examples:**
- Show me _____
- Circle the _____
- Where is the _____
- Who has the _____

KNOWLEDGE
Identification and recall of information

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

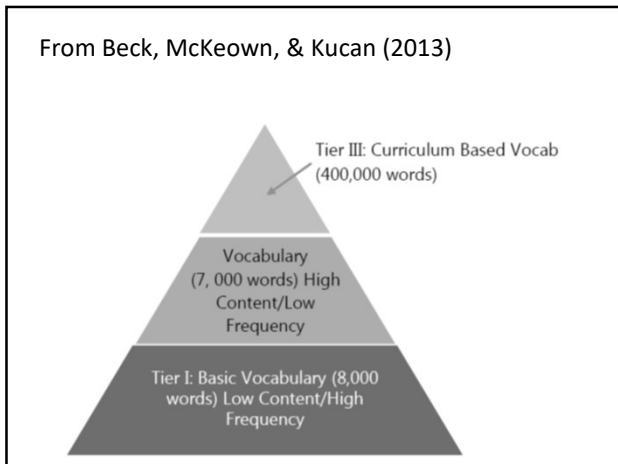
115

Instruction

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

- a. simple directions
- b. BICS (Tier I and Tier II Vocabulary, social words and phrases)

116



117

Early Production

26

- 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.

118

Instruction

Early Production

1. Bloom's Taxonomy Level 1
2. 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?)

KNOWLEDGE
Identification and recall of information

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

119

Fact Based

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

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

3. Ask questions that can be answered in one or two words

- Who _____ ? (Who came in the three bears house?)
- What _____ ? (What ?)
- How many _____ ? (How many bears are there?)

120

Instruction

Early Production

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

121

7. Use simple books with predictable text.

- a. Information about predictable books
https://www.superduperinc.com/handouts/pdf/278_PredictableBooks.pdf

- b. Predictable Book Lists

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





<https://imaginationoup.net/picture-books-predictable-repetitive-text/>

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

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

122

8. Use graphic organizers, charts, and graphs

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

123

Speech Emergence

28

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.

124

Instruction

Speech Emergence

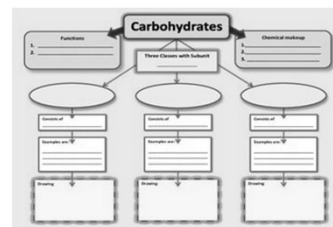
1. Bloom's Taxonomy Level I and II
2. Use phonetically regular books
3. Use short, modified texts in content area subjects.
4. Use graphic organizers with word banks.

KNOWLEDGE

- Identify and recall of information
- Who _____?
 - What _____?
 - When _____?
 - How _____?
 - Where _____?
 - Why _____?

COMPREHENSION

- Organization and selection of facts and ideas
- Reid _____ in your own words.
 - What's the main idea of _____?
 - What difference exist between _____?
 - Can you write a brief outline?



WORD BANK

Dietary fiber
 Sugar
 Starches
 Sprouted grains
 Fructose
 sucrose

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

125

126

Instruction

Speech Emergence

5. 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?

127

6. Understand and answer questions about charts and graphs.

Examples

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

128

7. Use brief explanations and two-step directions.

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

129

30

Intermediate

- 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.

130

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 ____?

131

MAKING INFERENCES

Directions on how to complete the activity

Text Clues + Background Knowledge = Inference

Text Clues + Background Knowledge = Inference

Text Clues + Background Knowledge = Inference

A place for students to show their thinking/work

MAKING INFERENCES

Directions on how to complete the activity

Text Clues + Background Knowledge = Inference

Text Clues + Background Knowledge = Inference

Text Clues + Background Knowledge = Inference

A place for students to show their thinking/work

Other Worksheets for Ideas in manual

What the Text Says	What I Can Infer

132

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 _____ ?

133

Language Development and Fluency 31

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



134

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
Evaluating opinions, judgments, or choices

Do you agree that _____ ? Explain _____

What do you think about _____ ?

What is most important?

Prioritize _____ according to _____ ?

How would you decide about _____ ?

What criteria would you use to assess _____ ?

CREATE
Developing original work

Expand your findings

Use your learning to information from another class

Prepare a floor chart

Rewrite a familiar story

What questions still need address?

135

- 4. Answers prompts such as:

Decide if _____

Retell _____


Explain _____

Analyze _____


Justify _____

136

Breakout Slide 9: You Decide




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

137

Response



Hmmm... We probably need more information.



138

More Info Please

- What language or languages are spoken at home?
- What did language acquisition in Spanish look like? Did first words emerge on time?
- What kind of classroom is the student in?
I.e.: Bilingual Instructional Program, Transitional/Early-Exit Program, Maintenance/Late-Exit Program, The ESL Pull-Out Program, Content-Based ESL Program, Content-Based ESL Program
- Has the student received any intervention?

139

You Decide

- Student is in 8th grade
- Has been in the United States for 2 years
- Student has difficulty with more complex concepts in the classroom.
- They are unable to make inferences or predictions about English presented information
- Student does better when the content is modified and visual supports are used.
- Is able to answer why and how come with short sentences.

Normal Acquisition, Difference, Disorder or Need More Information? (If need more information, what would you need)

140

- Normal acquisition
- Student should be in the speech emergence stage.
- They are showing skills that would be expected at that stage with modified curriculum and visual graphic strategies
- The student should not be expected to problem solve in English (although grade level would require that)

141

Supporting Translanguaging

32

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

142

- 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.

143

Session 1: 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?

144

Session 2

33

Learning Objective 4: Characteristics of Language Disorder & Systematic Framework for Assessment

145

Learning Objective 3: Characteristics That May Indicate a Disorder

33

- 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.

146

Indications of a Language Disorder

33

- | | |
|---|--|
| <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 |
|---|--|

147

Case Study 1 page 34 Slide 12

You Decide

- The student is in 1st grade
- First language: Spanish
- Spanish spoken in the home (Older siblings speak English)
- 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

148

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?

149

Case Study 1: Discussion

- The student is in 1st grade
- First language: Spanish
- Spanish spoken in the home
- 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

150

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

151

**Case Study 2
Slide 14**

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
- Family history of language and learning difficulties
- Difficulty with multistep directions in L1 and L2

152

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?

153

Discussion

- Late talker (first words around 2 years in Spanish)
- Slower than siblings
- Difficulty with English verb tense
- Family history of language and learning difficulties
- Difficulty with multistep directions in L1 and L2

Has not mastered 2nd and 3rd grade standards

Many indications of a disorder

154

**Learning Objective 4:
Assessment Strategies** 36

- This section will go through 4 ways to assess

The diagram illustrates the components of reading assessment. It features three overlapping circles: 'Form' (containing Phonology, Morphology, and Syntax), 'Content' (containing Semantics), and 'Use' (containing Pragmatics). Arrows from these circles point to a box labeled 'Reading fluency and accuracy'. Below this, an arrow points to a box labeled 'Reading comprehension'. To the right, a separate box titled 'Supralinguistic Skills' lists: Comprehension (Auditory, Reading), Critical Thinking (Problem Solving, Inferences, Predictions, Figurative Language, Relational Reasoning).

155

Kentucky Eligibility Guidelines for Students with Speech and Language Impairment 3rd ed (KEG-3)

English Language Learners Key Points

- A communication disorder in their primary language.
- Use a variety of evaluation methods such as a systematic framework to assist in ruling out not only a disability, but native language influence as well.
- It may be necessary to collaborate with an interpreter or translator when assessing students for whom English is a second language.

156

- Testing instruments and tools may need to be adapted for cultural bias and paired with comprehensive observations, teacher interviews and family interviews (using an interpreter, if needed), along with consideration of the student's culture and primary language environment to lay the foundation for distinguishing between a language difference and the presence of a language disorder.
- Reporting test scores for a population in which the instrument was not normed is not appropriate for determining eligibility for a communication disorder.

157

- When considering the history and background of a student and his or her family, it may be questionable whether the population norms for a testing instrument are appropriate. In that case, ARCs should use the derived standardized scores only for therapeutic planning with primary consideration given to more informal measures in determining whether the student exhibits a communication disorder or a speech-language difference.

158

Assessment Considerations

- Establish the dominant language for the student. (Complete a questionnaire such as one exemplified in the Expressive and Receptive One Word Vocabulary Tests for Spanish to help determine which language is more dominant.)
- If the student has been receiving instruction in English for several years, it may be appropriate to test in English and consider these results.
- Complete the evaluation in English as well as the native language in order to establish the stronger language.

159

- Use an interpreter proficient in the student's native language for the native language portion of the evaluation, when appropriate and feasible.
- Test using native language protocols if available. If a native language instrument is not available, use English tests with a translator, but remember that these tests cannot be used as an eligibility determinant if the student is not proficient in English.
- Use a conversational sample in both English and the second language when possible. Use the conversational sample recording sheet as a reference.

160

- Have an interpreter translate an age-appropriate paragraph or story in the native language. Ask questions following the story to check for comprehension. Use the provided story comprehension sample as a reference.
- Consider heavily the parental interview and performance of the student's siblings. If there are concerns in the native language, then it is likely there are difficulties in English. • Provide some testing in English to determine if the student exhibits similar difficulties in English.
- If the student demonstrates deficits in the native language as well as English, the student may likely be eligible for language therapy.

161

Decision Making: Testing in L1 and L2

The following information is from <https://bilinguistics.com/do-i-need-to-test-bilingual-children-in-both-languages/>

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?"

162

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. That should give you a sense of their Spanish abilities and inform you as to whether formal testing is needed.
<https://bilinguistics.com/do-i-need-to-test-bilingual-children-in-both-languages/>

163

Question

• 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.

164

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. <https://www.asha.org/advocacy/federal/idea/idea-part-b-issue-brief-culturally-and-linguistically-diverse-students/>

165

Response 2

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

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IDEA Information

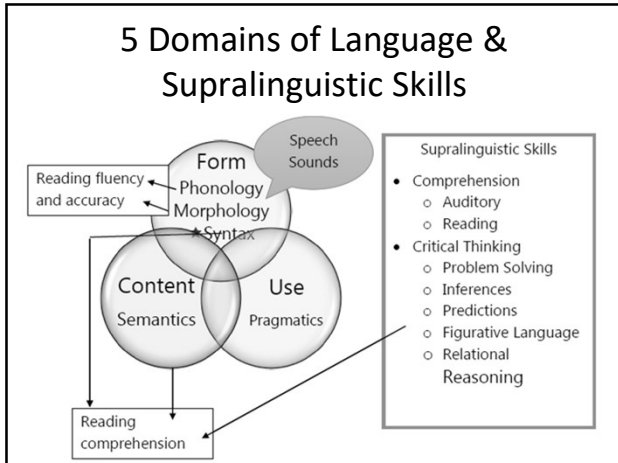
- The IDEA outlines the required procedures for evaluations and eligibility determinations.¹² Initial evaluations can be requested by a parent, the state, or the local educational agency (LEA).
- An LEA must use a variety of assessment tools and strategies;
- Not use a single measure or assessment as 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; •

167

IDEA Information

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

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169

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).

170

Systematic Framework for Evaluation

Curriculum Based Measures/Content Knowledge	Performance Based: Participation
MTSS/RTI	Dynamic Assessment
Narrative Assessment	Standardized Tests
Other: Rapid Automatic Naming Information Processing Phonemic Awareness	

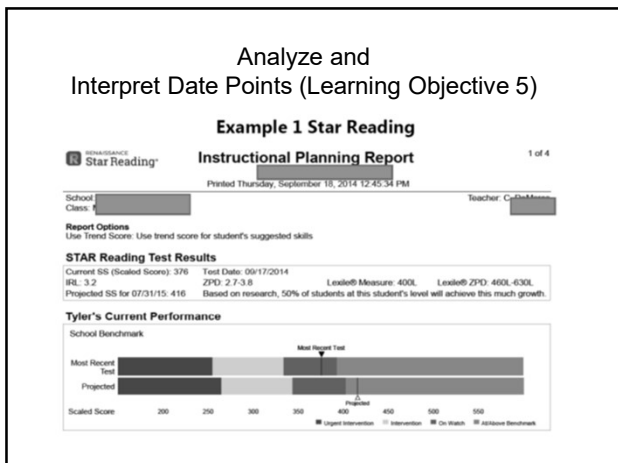
171

Intervention to Determine Language Difference or Language Disorder 41

Curriculum Based Measures/Content Knowledge

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

172



173

Suggested Skills

Tyler's STAR Reading scaled score(s) suggest these skills from Core Progress™ 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 learning progressions to see how these skills fit within the larger context of the progression.

Reading: Foundational Skills

GS1 Phonics and Word Recognition
This score suggests Tyler should practice the following phonics and word-recognition skills.

- Decode increasingly difficult multisyllable words by identifying syllable patterns (e.g., transportation)
- Identify the meanings of grade-level appropriate affixes (e.g., dis-, non-, re-, un-, and -ful, -ly, -ness) and infer how they affect the meanings of words
- Decode words with common Latin suffixes, such as the -or in elevator or -ment in government, and identify the meanings of the words
- Read grade-level irregularly spelled sight words automatically (e.g., certain, notice)

Fluency
This score suggests Tyler should work on the following to increase fluency and comprehension of texts at Tyler's reading level.

- Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet grade-level benchmarks
- Read on-level texts aloud smoothly with expression (e.g., using appropriate expression to indicate punctuation, such as periods, question marks, and exclamation points)
- Confirm or correct understanding of a word or a larger text by using context clues, including both words and text structures, by using phonics, particularly understanding of word morphology, and by slowing reading pace and/or rereading

174

Reading: Literature

Key Ideas and Details
This score suggests Tyler should practice the following skills to improve comprehension of the key ideas and details of a literary text at Tyler's reading level.

Vocabulary in Literature and Nonfiction Texts
This score suggests Student is ready for instruction and practice with the following skills.
3 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

Structural Elements and Organization
This score suggests Student is ready for instruction and practice with the following skills.
4 Compare and contrast focus, emphasis, or information provided in firsthand and secondhand accounts of the same event or topic

175

Example 2 NWEA MAP

map Student Profile Exposed by 08/11/2018

READING 167

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

176

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
- Sorts words into a named category
- Word Sources and Shades of Meaning _____

177

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

178

Phonological Awareness _____

Phonemic Awareness: Ending Sounds _____

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

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

Awareness: initial Sounds _____

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

- Distinguishes spoken words with different initial sounds

Phonemic Awareness: Vowels _____

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

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

179

Performance Based: Participation (46)

- Observe in real time (classroom, recess, etc.)
- Assessment/working portfolios in the classroom
 - cumulative work of the student throughout the year and may include
 - Written work (i.e.: stories)
 - Drawings showing content knowledge
 - Videos of oral work (i.e.: role playing, presenting)
 - Formal tests and quizzes (AS Learning)
- Can Do Descriptors
- ELPA
- <https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-bilingual-education/english-language-proficiency-descriptors-and-standards>
- WIDA
- <https://wida.wisc.edu/teach/can-do/descriptors>

180

Assessment/Working Portfolio Example

- Learning in home language and/or English
- Interdependence between oral language and literacy development
- Integration of language and content
- Higher level thinking through extension tasks
- Technology
- Personal reflection and self assessments



181

Performance Based: Participation

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

182

MTSS/RTI Data

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

183

Dynamic Assessment (test, teach, retest)

48

- 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.)

184

Materials Available

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

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

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LEADERSPROJECT

Disability Evaluations Law & Policy Intervention Clerk Petate International Projects Directory Online Court

SLAM Lost Cellphone Cards

by Leaders Project | Mar 18, 2015

Download: SLAM Lost Cellphone Cards

Download: SLAM Lost Cellphone Cards Bengali Translation

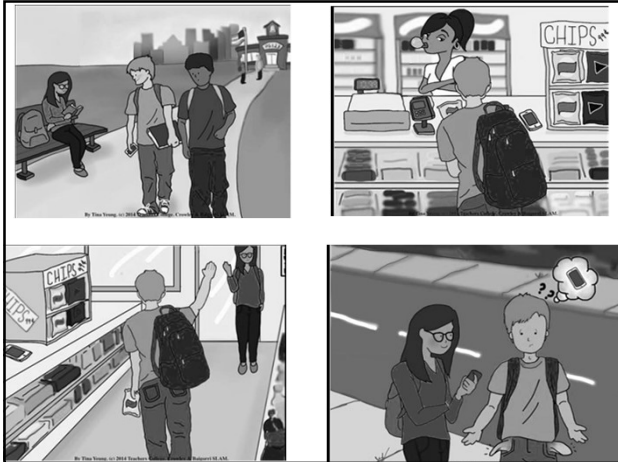
Download: SLAM Lost Cellphone Cards Chinese Translation

Download: SLAM Lost Cellphone Cards French Translation

Download: SLAM Lost Cellphone Cards Spanish Translation

This set of language elicitation cards and questions was designed as a tool to be used in assessing language for junior high and high school aged children.

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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.]

1. Tell me the story of what happened. [Ki holo ekhane bolo?]
2. How did the boy lose his cellphone? [Chheleta ki kore 'phone' haaralo?]
3. Why did he leave his cellphone? [Chheleta keno 'phone' haaralo?]
4. What made him remember he forgot his cellphone? [Chheleta ki kore mone korlo je shey 'phone'-ta haariyechhe?]
5. What is he thinking here? [Chheleta ekhane ki bhabchhe?]
6. What does he think will happen when he goes back to the store? [Jokhon chheleta dokane pherot jabe, shey ki bhaabchhe hobe tokhon?]
7. 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 48

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

189

Dynamic Narrative Assessment

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

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

SUGAR
 Language

PRESENTED BY
SUGAR
 Sampling Utterances and Grammatical Analysis Revised

190

Cultural Variations in Storytelling

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

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

191

Gather a Language Sample through Story Retell

- Wordless books on website (under products)

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Narrative Development Checklist

- **Heaps:** Unrelated story elements with no seeming organization (2 years). The topic changes quickly typically with present progressive verbs. Examples would include: "The boy is running." "The dog is barking."
- **Sequences:** Story elements are topically related, but not causally linked (2-3 years). Story elements may be arbitrarily linked together. A sequence may include a central character, a topic, or a setting. Examples would include: "They are at the park." "The dog is by the playground." "The children are swinging."
- **Primitive Narratives:** Concrete theme but little interrelation between story components (3-4 years). It may include a central character, a topic, or a setting but differs from sequences in that the child discusses a character's posture or facial expressions. Examples would include: "The girl cried and tears came from her eyes."

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- **Unfocused Chain:** Related from one part to the next; not from beginning to end (4-4 ½ years). There is a sequence of events or a cause-effect relationship. It may include conjunctions such as and, but, or because. Examples would include: "The brown dog, Rusty, got on the train because the little white puppy was on the train. They rode on the train for an hour. The train stopped, and they got off."
- **Focused Chain:** Good connections between story parts, all related to a central theme (5 years). There is a central character and a logical chain of sequences. The student is able to describe an adventure. There may not be a conclusion or end of the story. An example would include: "Once upon a time, there was a farmer. She had two children. Their names were Poppy and Sam. She also had a dog named Rusty. Poppy and Sam were helping Mr. Ted in the barn. Poppy heard Rusty bark, and they all ran."
- **True Narrative:** Well-developed story with internal plans, morals, and forward motion to all elements (6 years). The story is centered on an incident that occurred in the story. There is a problem (conflict) that is resolved in the end. An example would include: "One day, a girl came into the house. She saw a little boy's rocking chair. When she sat down on the chair, it broke. The little girl was in trouble because she broke the chair. She was able to get a hammer and a nail. She fixed the chair. The little boy was happy because his chair was fixed."

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- **Narrative Summaries:** Brief generality that provides a broad overview; telling the story in whatever way makes sense (7-11 years). The student retells the story in whatever way makes sense to him. The reader's experiences come through in the story retell. An example would include: "Once upon a time, there was a girl and three bears. The girl just knocked on the door. No one was there, so she just walked in and saw all of the rooms on the main floor. She stopped in the kitchen because there was food. She tried three bowls of food. Her favorite was the smallest bowl. She spent some time looking around the kitchen. She opened doors and drawers. She thought it was a great room."
- **Complex Narratives:** Includes use of flashbacks, fantasy, stories within stories, divergence from central plot (11-12 years). A student understands when reading and retelling a story that certain scenes in the story occurred earlier in time than the main story. A story within a story may disclose the background of a character or events, or a myth or legend that influence the plot or could be a diversion from the central theme.

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- **Analysis:** Breaking down the plot, characters, conflict, conflict resolution, etc. (13-15 years). The student is able to provide a detailed examination of the story elements.
- **Generalization:** Generalize to other narratives or situations (16 years to adulthood). Students can take something specific and apply it more broadly taking one or two facts and making a broader more universal statement.

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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 typically listed as one of the universal screeners for all students in K-2.

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Rapid Automatized Naming (RAN)

- Naming letters, numbers, colors or familiar objects

Students who struggle with RAN show:

- Retrieval issues
- Substitution errors
- Slow oral responders
- Slow written language expression

Kilpatrick, 2015

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Rapid Automatized Naming (RAN)

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

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

200

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

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

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

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

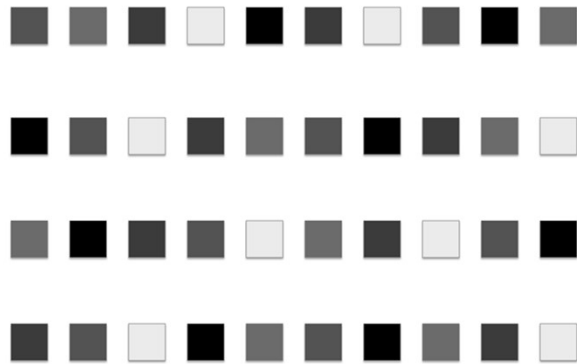
To get a score administer Form A and Form B* then combine the times to calculate a score. To identify a student struggling with rapid naming, student data for each grade level within a school should be compiled and ranked in order for shortest to longest time to determine the students performing at the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

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

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

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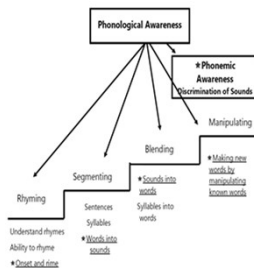
Form A Read Colors Left to Right and Top to Bottom



202

Phonemic Awareness

- 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

Summary

1. For English only, perception of long vowels is easier than short vowels.
2. For L1 to L2, English consonants and vowel perception can be impacted by presence of vowels in L1 as well as the consonant placement within a word

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Link from L1 to L2 Resources

- Mandarin
- Cantonese
- Korean

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Phonemic/Phonological Awareness Assessments

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- LAC 3
- APP: Profile for Phonological Assessment (ProPA) SmartyEars \$34.99
 - Generates a report
 - % of correct
- Phonological Awareness Test (Linguisticsystems) ages 5-9:11 \$179.00
 - Standards scores
 - Computerized scoring \$90.00
- Phonological Awareness Skills Test (PAST) (free)
- Phonological Awareness Skills Screener (PASS) (free)
- Test of Phonological Awareness in Spanish (TPAS) (\$105)



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

Repeats 2 syllables	Repeats 3 syllables	Repeats 4 syllables	Repeats 5 syllables
___ 1. ___	___ 1. ___	___ 1. ___	___ 1. ___
___ 2. ___	___ 2. ___	___ 2. ___	___ 2. ___
___ 3. ___	___ 3. ___	___ 3. ___	___ 3. ___
___ 4. ___	___ 4. ___	___ 4. ___	___ 4. ___
___ 5. ___	___ 5. ___	___ 5. ___	___ 5. ___
___ 6. ___	___ 6. ___	___ 6. ___	___ 6. ___
___ 7. ___	___ 7. ___	___ 7. ___	___ 7. ___
___ 8. ___	___ 8. ___	___ 8. ___	___ 8. ___
___ 9. ___	___ 9. ___	___ 9. ___	___ 9. ___
___ 10. ___	___ 10. ___	___ 10. ___	___ 10. ___

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

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

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Word Repetition Task

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

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

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

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Picture Pointing Task

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

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

Summary of Observations:

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Case History

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

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Available in Spanish

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

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Standardized Tests

Page
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Recap

- 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 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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Case Study 3

You Decide

- The student is in 1st grade and just moved to your district
- First language: Arabic
- Arabic spoken in the home by parents.
- Been in US since 7 years old
- Late talker (~2 years of age)
- Language developed slower than siblings
- Simple sentences 3-5 words/sentence
- Family history of learning difficulties
- Difficulty following directions in Arabic and English
- Difficulty reading and writing in both languages
- Has not yet reached proficiency on WIDA (ELPA)

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Recap

Assessment is the most difficulty when evaluating an EL students. There are so many factors to consider and lack of appropriate standardized tests.

220

Session 3

Learning Objective 5
Intervention Strategies for Each Domain of Language and Supralinguistic Skills

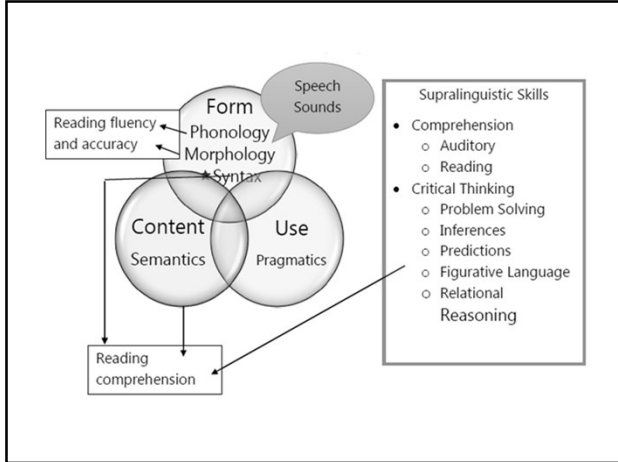
221

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=IwAR0Fpuml5p708ej0S6BP7aiIlvTBnodO5I0yLzRxBYjcfj-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 Based on Kentucky Academic Standards

Objectives and goals will be included for each domain of language and are based on the Kentucky Academic Standards for Reading and Writing.

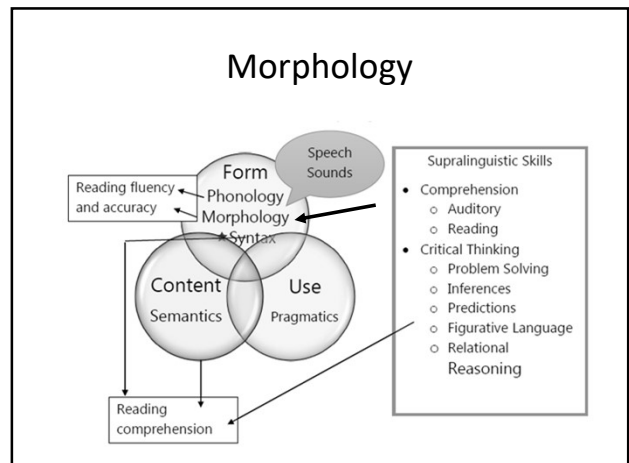
Goals = Long Term

Objectives = Short Term

SMART Goals (Specific, Measurable, Achievable, Relevant and Time-bound)

- Great Resource: <https://bilinguistics.com/speech-therapy-goals/>

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Morphology Evidence

- Important for reading and reading comprehension (supports phonological awareness, syntax, and semantics)
- For EL, explicit instruction on morphemes and function in English

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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)

230

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).

231

Understanding Morphology in the Native Language

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

232

Examples and Resources

Spanish

Both have compound words, inflections, and derivations

Resources listed for other languages

233

Compound Words, Inflectional & Derivational Morphology

64

- Compound Words

In English, joining together of 2 free (can stand alone) words
- Inflectional Morphology

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

234

Inflectional Morphemes

54

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

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Order of Acquisition in English based on Brown's MLU

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-1st
Third person regular (-s)	35-40 months	Malcolm plays.	1 st grade

236

Brown (1973) does not include past participles or comparative and superlative. The Common Core State Standards (2019) lists these inflectional morphemes in the following standards.

Inflectional Morpheme	Grade Level Standard
Past participle (-en)	2 nd grade (irregular past tense)
Comparative (-er) and Superlative (-est)	3 rd grade

237

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.

Meyerson (1978) found that children as young as 8 years could apply suffix addition rules to aid in the oral generation and recall of nonsense words containing complex morphemes. **Derwing (1976)**, relying on a strategy designed by **Berko (1958)**, documented a developmental trend in morpheme acquisition in subjects between the ages of 8 and 21.

238

Steps in Morphology Intervention

66

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

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

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Explain of target patterns and examples

- Inflectional - number, tense, person, case, gender, and others, all of which usually produce different forms of the same word rather than different words (leaf/leaves, write/writes).
- Plural, possessive, third-person singular, present tense, past tense, present participle, comparative degree, and superlative degree
- Rule of thumb: Not given their own words in the dictionary and doesn't change the basic meaning of the word

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

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

241

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).

242

Compound Words

- 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).

243

Examples & Resources

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

Resources for Arabic, Spanish, and Chinese

244

Specific Compound Strategies

- Compound Creation

side	mower
fire	walk
lawn	fighter

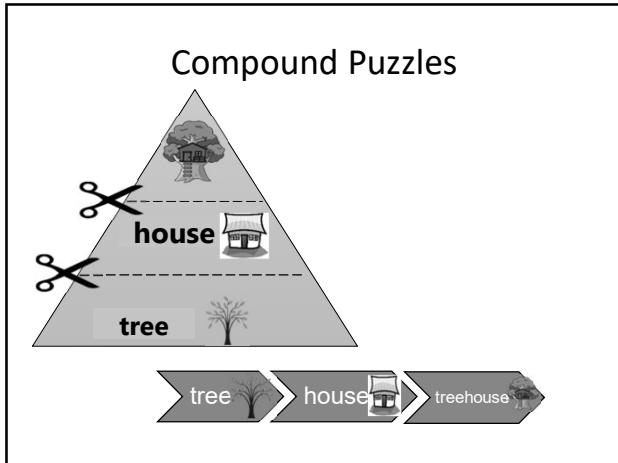
Note: You may want to start with words where one of the parts of the compound word stays the same. For example: work - workbench workbook workday workhorse workhouse, workout, workroom, workshop, worktable

245

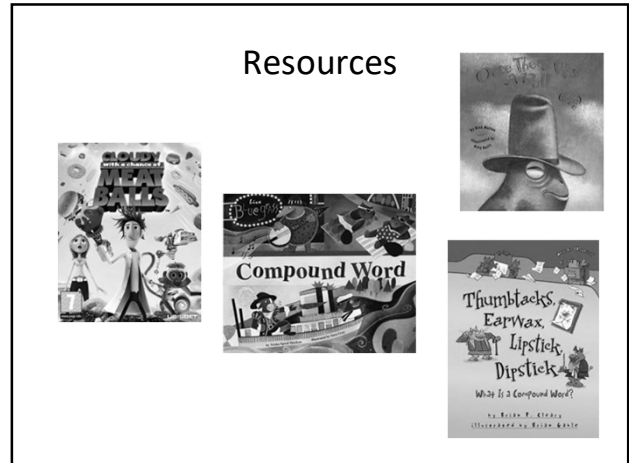
Meet a Friend



246



247



248

Inflectional Example: Spanish & English

69

- Both have a plural –s
- Both have a marker for –ing

What is different?

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

249

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

70

The illustration shows a garden scene with children playing. One child is holding a basket, and another is near a bird's nest with two birds. There are flowers and trees in the background.

250

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.

251

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.

252

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!

253

Activity

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254

Targeting Differences

71-73

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>

255

/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

256

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

257

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

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

258

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

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

259

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

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

260

Derivational Morphology

73

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.

261

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

262

Examples

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

263

-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	producto

264

Common Greek and Latin Roots

75

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”).

265

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.svwsd.org/

266

Matching or Memory

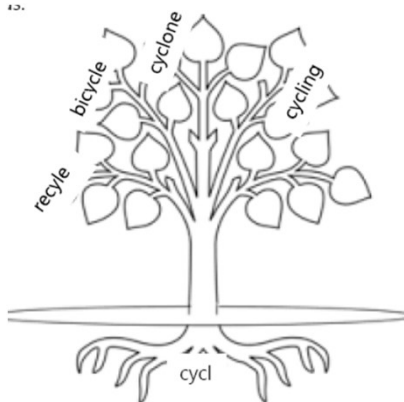
Created using Custom Boards iPad app. All rights reserved to Smarty Ears Apps, LLC. Powered with Smarty Symbols.

267

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

Front:

auto

She wrote an autobiography about herself

Back:

Self

Front:

therm

The thermostat was turned up to heat up the room

Back:

Heat

270

Goals and Objectives

78

Goal

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

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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Goals and Objectives

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.

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Kentucky Inflectional Morphology Standards

- **L.K.1**
- regular plural nouns by adding /s/ or /es/.
- **L.1.1**
- singular and plural nouns with matching verbs in basic sentences
- personal, possessive and indefinite pronouns in a sentence.
- **L.2.1**
- frequently occurring irregular nouns.
- past tense of frequently occurring irregular verbs
- **L.3.1**
- Form and use regular and irregular plural nouns.

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KY Derivational Morphology Standards

- **L.2.4**
- Determine the meaning of the new word formed when a known prefix is added to a known word.
- Use a known root word as a clue to the meaning of an unknown word with the same root.
- **RF.3.3**
- Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.
- **L.4.4**
- Use common affixes and roots as clues to the meaning of a word.

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L.6.4, L.7.4, L.8.4

Use Greek and Latin affixes and roots as clues to the meaning of a word.

L.9-10.4, L.11-12.4

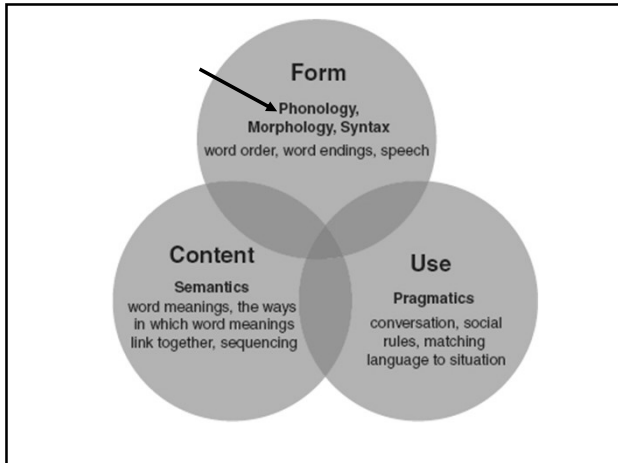
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.

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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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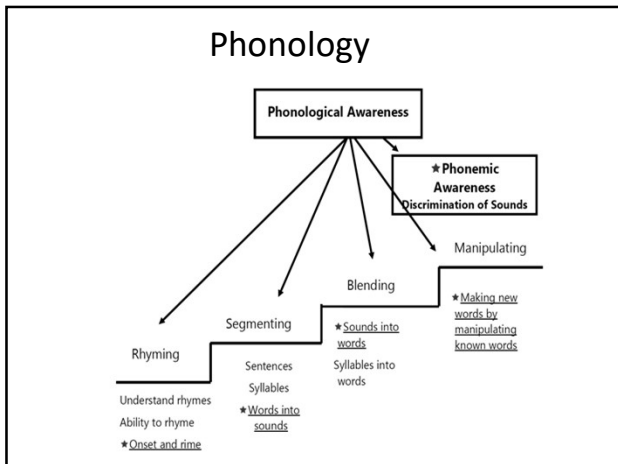
277

Phonology

81

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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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)

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

281

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

282

When Skills Are Typically Mastered In English

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

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

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

<https://www.readingrockets.org/article/development-phonological-skills>

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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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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

SPANISH

/p/ /t/ /r/ /x/

ENGLISH

/b/ /d/ /g/ /p/ /k/ /m/ /n/ /ŋ/ /tʃ/ /dʒ/ /v/ /w/ /θ/ /ʃ/ /ʒ/ /ð/ /z/ /s/ /z/ /ʒ/



Vowel Inventory

SPANISH

/a/ /e/ /i/ /o/ /u/

ENGLISH

/æ/ /ɔ/ /ɒ/ /ɜ/ /ɛ/ /ɪ/ /ɔ/

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Rhyming

85

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

85


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



Difference or Disorder?
Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students
Ellen Stoohbe Karter, Ph.D.
Linguistics

SANTA BARBARA PAPERS IN LINGUISTICS

VOLUME 6

ASPECTS OF NEPALI GRAMMAR

Edited by Carol Goveat

Dept. of Linguistics
University of California, Santa Barbara

2004

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Activities for Phonological Awareness

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

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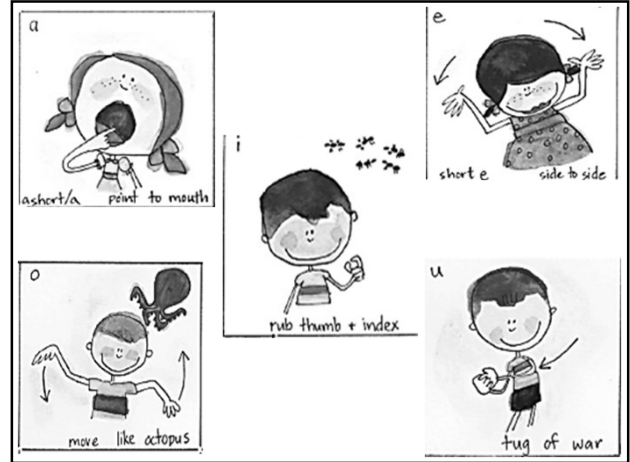
Phonemic Awareness

87

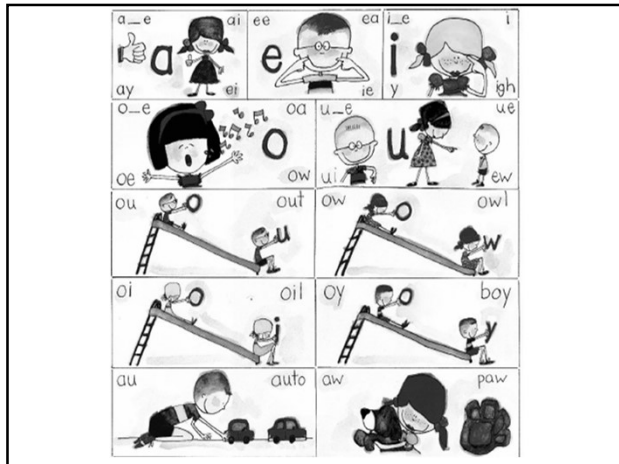
- Use visual cues, especially for English vowels, so the student can learn the cues to support discrimination and production.
- The following cues can be used to provide visual support for English sounds (Courter, 2011)

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

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Pam's Place Cues – Vowels & Consonants (Pam Marshalla)

<https://www.youtube.com/watch?v=4te9DY1jTc8>

<https://youtu.be/IBclowP9uds>

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Phonemic Awareness/Segmenting/Blending

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

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Phonemic Awareness/Segmenting/Blending

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Target Minimal Pairs

Sample from Comtap Communication Activities

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

<p>Back sounds to front sounds (/k, g/ and /t, d/)</p> <ul style="list-style-type: none"> car/car key/key com/com cap/cap col/col 	<p>/k, t/ and /t, d/ (Stopping)</p> <ul style="list-style-type: none"> four/paw ban/gan cut/lap half/harp sea/sea sail/tail
<p>/t, s/ and /s, z/ (Stopping and voicing fricatives)</p> <ul style="list-style-type: none"> batman/batman phone/bone fox/box funny/bunny 	<p>Final sounds</p> <ul style="list-style-type: none"> car/cart bat/bat bee/bee no/nose moose/moose
<p>Simplifying blends</p> <ul style="list-style-type: none"> pay/play goat/gate fat/fat go/gow door/drawer 	<p>Context sensitive voicing</p> <ul style="list-style-type: none"> pea/bee pear/beer tear/beer cut/light fan/van
<p>/r, r/ and /l, l/</p> <ul style="list-style-type: none"> rich/witch ring/ring yapping/lapping fight/white see/see 	<p>/r/ final versus vowel</p> <ul style="list-style-type: none"> car/car not/not fort/four shoot/shoe start/our

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Margo's Word List

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

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

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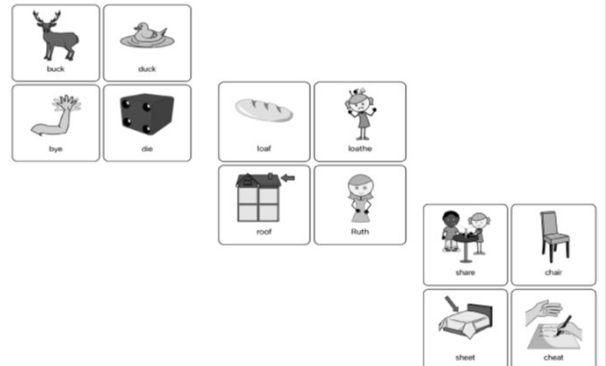
Bingo Boards

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



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Example of Therapy Boards



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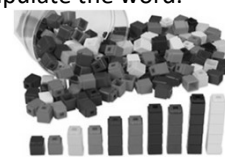
Silly Words

92

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

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



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

307

Goals and Objectives

Objectives

(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/)

308

RF.K.2

- Demonstrate understanding of spoken words, syllables and sounds (phonemes).
- a. Recognize and orally produce rhyming words.
- b. Count, pronounce, blend and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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RF.1.2

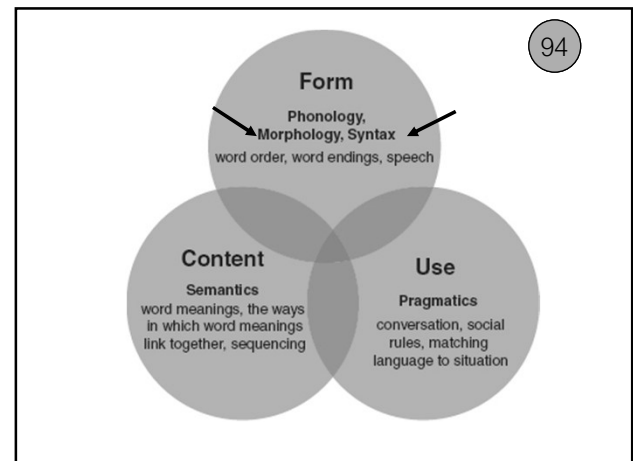
- Demonstrate understanding of spoken words, syllables and sounds (phonemes).
- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes).

310

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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312

Sentence Structure and Grammar (Syntax)

94

- 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.

313

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).

316

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.

317

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 educator to ensure the students understand the meaning and usage (Lubin, 2019).

318

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.

319

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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

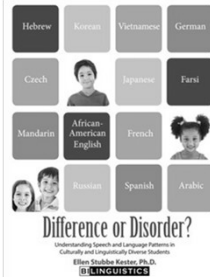
Possible Miscue Structure

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

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

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Resources



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1994

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Morphosyntax Strategies

96

- 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.

322

Diagram Sentences

Diagramming Sentences (Kellogg and Reed System)

Two main lines

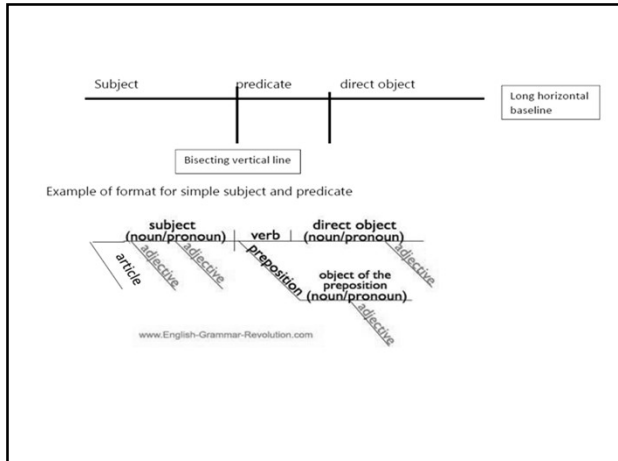
Long horizontal line holds the subject, verb, certain objects and complements (part of the predicate of a sentence and describes either the subject of the sentence or the direct object.)

323

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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325

Replace the Word

- Have students replace a word in a sentence

I have a red notebook

I have a green notebook

I have a blue notebook.

I have a red bag.

I have a green bag.

I have a blue bag.

326

Add a Word

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

327

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.

329

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 _____.

330

Example: Mercer Island Schools

Informational	Beginning	Intermediate	Advanced
<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.1* Ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers, both explicit and implicit.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>Prompt What is the text mostly about? Tell me two details about the topic.</p> <p>Sentence Frames This text is mostly about _____. One detail is _____, another detail is _____. I can infer that _____.</p>	<p>Prompt What are two details that give information about the topic?</p> <p>Sentence Frames I can infer that _____ because _____ and _____.</p>	<p>Prompt What are two details that give information about the topic? What inference can you make about _____ based on the information in the text?</p> <p>Sentence Frames Two details that tell me about the topic are _____ and _____. I can infer that _____.</p>
	<p>Prompt What questions can you ask to better understand who/where/what/when/why?</p> <p>Sentence Frames What is _____? Where is _____? Who is _____? When is _____? Why is _____?</p>	<p>Prompt What questions can you ask to better understand how/why?</p> <p>Sentence Frames Why does _____? How does _____?</p>	<p>Prompt What questions can you ask to better understand the text? What details help you find the answer?</p> <p>Sentence Frames Who/what/where/why/how _____? The answer is _____ I know because _____.</p>
	<p>Prompt What is the main idea?</p> <p>Sentence Frames The main idea is _____. One detail is _____.</p>	<p>Prompt What are two details that give information about the main idea? How do these details support the main idea?</p> <p>Sentence Frames The main idea is _____. Some details that support the main idea are _____ and _____. Another detail is _____, main idea because _____.</p>	<p>Prompt Summarize the text. How do the details support the main idea?</p> <p>Sentence Frames (Student summaries will vary.) The details support the main idea by _____.</p>

331

<p>RI.4.3 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.</p>	<p>Prompt Explain the process of _____.</p> <p>Sentence Frames First, _____, Then _____, Next _____, Finally, _____.</p>	<p>Prompt Explain the process of _____.</p> <p>Sentence Frames First, _____, Then _____, because _____, Finally, _____.</p>	<p>Prompt Explain the process of _____.</p> <p>Sentence Frames First, _____, Next _____, Last, _____.</p>
	<p>Prompt How is _____ connected to _____?</p> <p>Sentence Frames _____ is a _____, _____ is a _____.</p>	<p>Prompt What is the connection between _____ and _____?</p> <p>Sentence Frames _____ is a _____, _____ is also a _____, _____ is connected to the idea that _____ because _____.</p>	<p>Prompt What idea is connected to the idea that _____? Why?</p> <p>Sentence Frames _____ is connected to the idea that _____ because _____.</p>
<p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>Prompt What words do you not know? Do you think it is an important word? What can you do to learn the word?</p> <p>Sentence Frames I do not know the word(s) _____, I think _____ I can _____ to learn the word(s).</p>	<p>Prompt What words in the text is/are unfamiliar? What clues can help you figure out the meaning of the word?</p> <p>Sentence Frames I do not know the word(s) _____, I can look for clues in _____.</p>	<p>Prompt What words in the text is/are unfamiliar? Use clues to help you figure out the meaning of the word.</p> <p>Sentence Frames _____ tells me that the word _____ means _____.</p>
<p>RI.4.5 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.</p>	<p>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?</p> <p>Sentence Frames The text is _____, I know because _____.</p>	<p>Prompt How is the information in this text organized? What words help you know this?</p> <p>Sentence Frames The words _____ tell me that this is a _____.</p>	<p>Prompt What is the overall structure of this text? How do you know?</p> <p>Sentence Frames The _____ tells me that the overall structure of this text is _____.</p>

332

Compare and Contrast

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.

335

Goals and Objectives based on KY Standards

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.

336

L.K.1
sentences using common prepositions. e. complete sentences.

L.1.1
f. frequently occurring conjunctions in a sentence.
g. frequently occurring prepositions in a sentence.
h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.

337

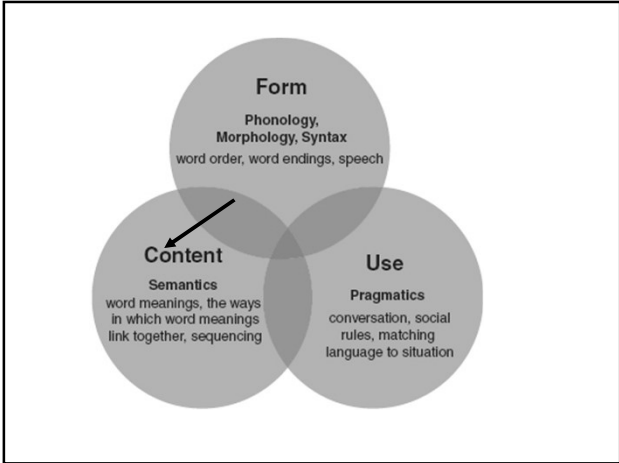
L.5.1
d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.
e. Use correlative conjunctions.

338

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?

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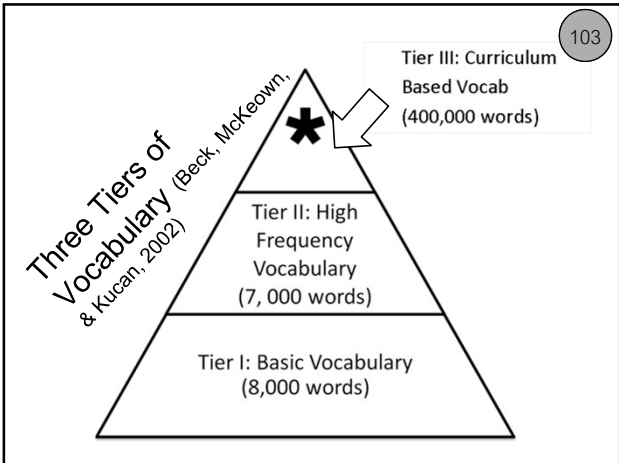


340

Semantics (Vocabulary)

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 meaning (homophones).

341



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Research

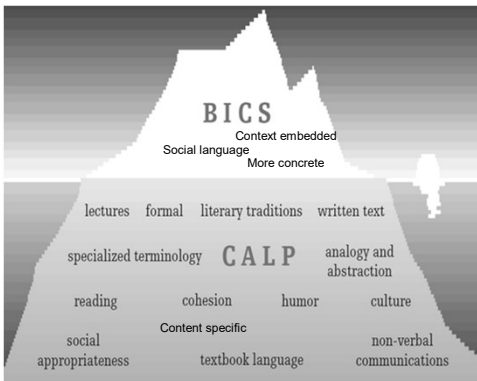
- Explicit and Implicit instruction
 - Tier II taught in both L1 and L2
 - Concrete, hands on experiences
 - Thematic
- Study with preschool low SES showed significantly greater vocabulary growth than English only

343

Definitions

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

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

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Resources

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

346

Teaching Semantics (Vocabulary)

104

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.

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Teach vocabulary thematically

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

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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.

349

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.

350

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			



351

Math/Science: English/Spanish

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

Social Studies: English/Spanish

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

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Use Memory Tools

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

<https://youtu.be/XKu3NE7Omkw>



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Example of Memory Tools: Larry Bell's

106



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

<https://youtu.be/4-yERHSS2t4>

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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
- Understand how the word is used figuratively

355

Here We Go: Tier I

106

- 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.

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

356

Adjectives:

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

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

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Ways to Increase Vocabulary: Tier I

108

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).

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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).

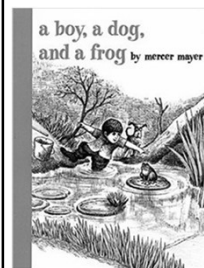
Known as: Sustained Silent Reading (SSR)



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- story boards to go with the story


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 boy	 dog	 bullfrog
 fish net	 sand bucket	 tree branch
 cowboy boots	 sad	 bath




























360

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



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Dolch and Fry Word Boards

 red	 green	 blue	 in	 out	 up
 orange	 yellow	 purple	 down	 under	 moon lander tower
 black	 white	 brown	 on	 behind	 next to
 he	 she	 they			
 his	 hers	 theirs			
 him	 her	 them			


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Build High Frequency/Low Content Words Around High Content words

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



363



**“My mom is a realtor.
Realtors are very strong.
She can flip a house!”**

GLASBERGEN

364

Tier II: High Frequency Words 109

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

365

Vocabulary Instruction 110


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

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110

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

Blasiewicz & Fisher, 2004



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Marzano's 6 Step Approach to Teaching New Vocabulary

****Students have a vocabulary notebook

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

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111

Level of Intelligence IQ Required Exposures

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

(Gates, 1931; McCormick, 1999)

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Strategies for Tier II and III Sentence Frames for Vocabulary

Word	Meaning	Example
Question:		
Sentence Frame		
Picture		


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

Question: What kind of snakes should you avoid?

Sentence Frame:
I should avoid _____ snakes because _____.

Picture



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Fruyer Model: Steps

113

Vocabulary Worksheet


Name: _____ Class: _____ Score: ___/___

Definition Facts/Characteristics	Picture
Synonym	Antonym
Use in a sentence	

372

Vocabulary Worksheet

Name: _____ Class: _____ Score: ___/___

<p>Definition Facts/Characteristics</p> <p>Hacer algo más comprensible dando ejemplos</p>	<p>Explain Explicar</p>	<p>Picture</p> 
<p>Synonym</p> <p>Describe (describer)</p>	<p>Antonym</p> <p>Confuse (confundir)</p>	



















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

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Strategies for EL


- Match English to native language pictures.


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


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








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Literature: Computer Based Applications



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

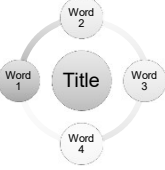
376


Multiple Meaning of Words

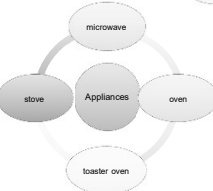
 bat (murciélago)	 bat (bate)	 (batear)
 Trunk (tronco de arbol)	 Trunk (maletero del carro)	 (trumpa)

377

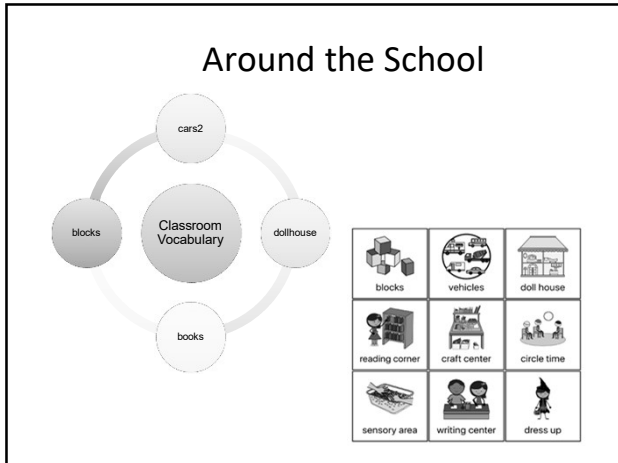
Categories: Around the House



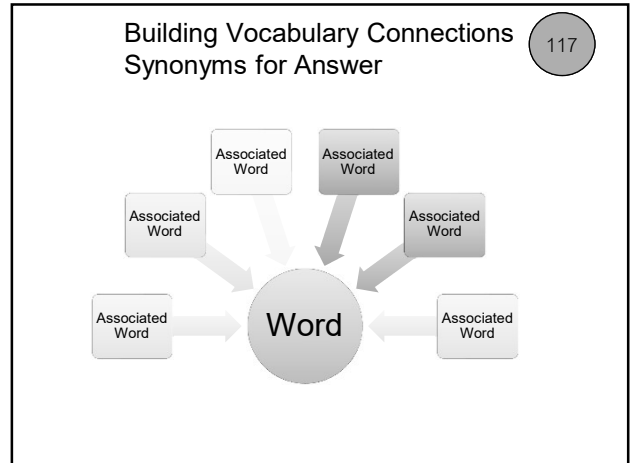




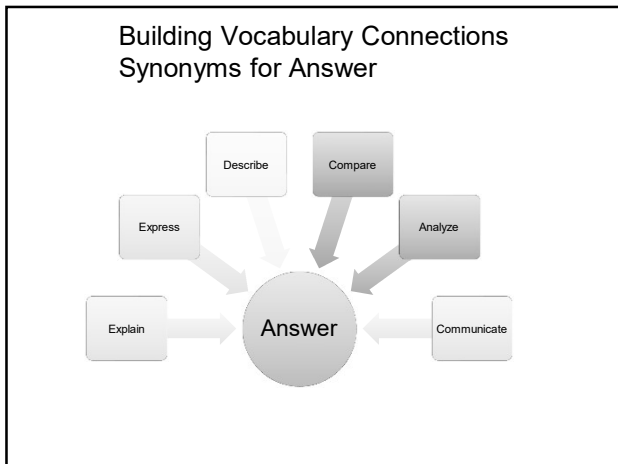
378



379



380



381

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

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- ### 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.

383

- ### 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.

384

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.

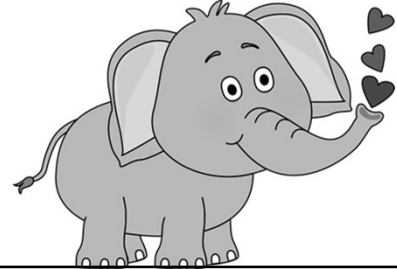
385

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Conversation Competition

The Rules:

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



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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.

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Modifications for EL

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

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Word List

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

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Goals and Objectives Based on KY Standards

Objectives

(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/)

390

Goal 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.

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RL.K.4

With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

L.K.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify homophones.

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L.2.4, L.3.4, Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix

(4th-5th adds affixes

6th grade through high school adds Greek and Latin roots)

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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?

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Pragmatics

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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** and linguistic knowledge.

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Neurocognitive Skills

- Supralinguistic skills: main idea, supporting details, reasoning skills, inference, predictions, figurative language
- Executive function skills: working memory, attention, planning, organizing, sequencing, theory of mind/flexibility
- Background/world knowledge

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Executive Skills to Guide Behavior

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

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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)

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- 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),

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- 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).

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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.

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Targeting Figurative Language

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	

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Current Expressions

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



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How to Teach Idioms

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- 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)

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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.

405

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.

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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

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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.

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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.

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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.

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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

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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

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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?

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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

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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...

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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.

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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.

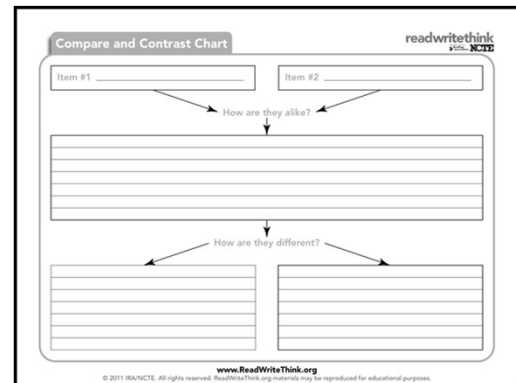
Lewis was one of the "Big Six" leaders of groups who organized the 1963 March on Washington and the last surviving one at the time of his death. He fulfilled many key roles in the civil rights movement and its actions to end legalized racial segregation in the United States. In 1965, Lewis led the Selma 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.

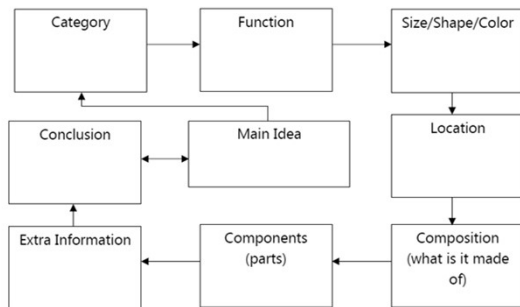
417

Compare & Contrast

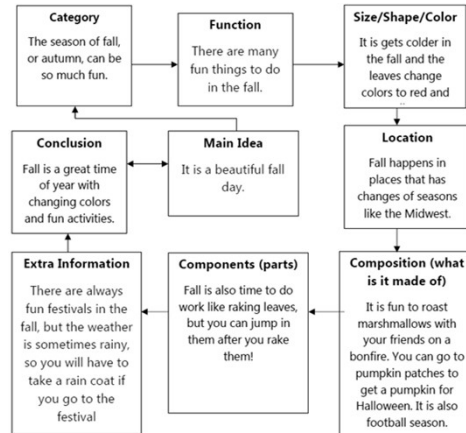


418

Use a Descriptive Mind Map



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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 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.

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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	

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Reflection and Review

Reflection and Review:

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

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

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

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

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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

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Presentation Conclusion

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

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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.



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Parting Thought
Why we do what we do

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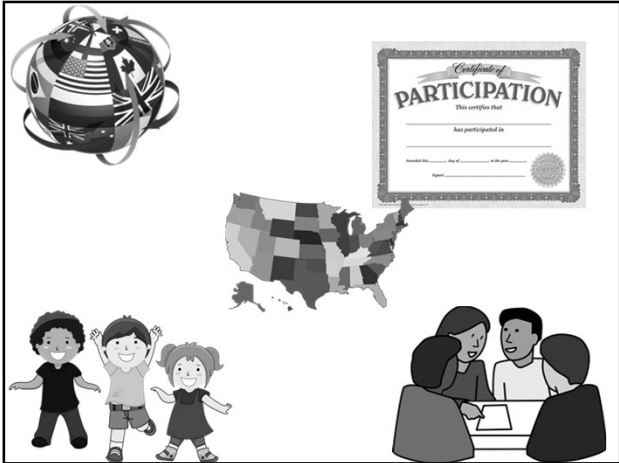
Why we do what we do
I was born to be a
*speech-language
pathologist*
**To teach, to love, to
guide, to encourage.
It is who I am. It's my
passion & my calling.**

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Thanks for Joining Me!



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