

# Handbook



## Supporting English Language Learners

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# Introduction

The *Handbook: Supporting English Language Learners* was written to inform teachers how to develop an English Language Development program that can be used school wide and in the classroom. First, the handbook includes holistic support for English language learners (ELLs) and their families. Next the handbook offers methods for teaching language arts to ELLs. These techniques include guidelines from Common Core State Standards, Specially Designed Instruction in English strategies, and Guided Language Acquisition Design methods. Finally, websites are reviewed and recommended to conclude the handbook.

The purpose of this handbook is to deliver methods to enable teachers to support and scaffold ELLs in their classrooms. As a Christian school, the desire is to live out the words of Jesus in Luke 6:31, “Do to others as you would have them do to you” (Bible, New International Version). To fulfill these words we need to instruct all our students in the methods that will enable them to fulfill God’s plan for their lives.

**Ephesians 2:10 “For we are God’s masterpiece created in Christ Jesus to do good works.”**

## Operational Definitions of Terms

The handbook will contain significant terms that address supporting English learners.

This section will provide definitions of those terms.

**Barrier Games** – Games are played with a partner and involve solving a problem with each player having different information so they work together to solve problem (Gibbons, 2015).

**Cognates** – In linguistics the simple definition is having the same origin.

**Common Core State Standards** – “Academic standards for kindergarten through twelfth grade that each state can voluntarily adopt. The standards were developed as part of a state-led endeavor coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers” (Roe & Smith, 2012, p. 514).

**Culturally Responsive Classroom** – Culture and background of students are seen as resources for materials, setting, tone, and approaches (Ordoñez-Jasis, 2016).

**Funds of Knowledge** – An historical accumulation of culturally developed bodies of knowledge (Ordonez-Jasis, 2016).

**Dialogic Approach** – This approach places interaction and dialogue at the heart of the learning process with an emphasis on quality conversations between students and teachers, and between students with other students (Gibbons, 2015).

**English Language Learners** – These students are best described in degrees (Ordoñez-Jasis, 2016).

-Children who speak only their primary language.

-Children who come from homes in which the language spoken is something other than English but speak some English.

-Fully fluent in two or more languages.

-Children who are not fluent or proficient in either their home language or English.

-Long-term English learners who may speak fluent English but struggle with academic English.

**Guided Language Acquisition Design (GLAD)** – Strategies and models to promote English language acquisition, academic achievement, and cross-cultural skills (Brechtel, 2001).

**Language Experience Approach (LEA)** – An approach in which reading and the other language arts are interrelated in the instructional program and the experiences of children are used as the basis for literacy materials (Roe & Smith, 2012, p. 516).

**Metacognitive Strategies** – Techniques used for thinking about and monitoring one’s own thought processes (Roe & Smith, 2012).

**Phonemic Awareness** – “An understanding that speech consists of a series of small units of sound or phonemes” (Roe & Smith, 2012, p. 517).

**Phonics** – The association of speech sounds with printed symbols (Roe and Smith, 2012).

**Scaffolding** – “Providing support through modeling or feedback and then withdrawing support gradually as the learner gains competence” (Roe & Smith, 2012, p. 518).

**SDAIE Strategies** – Specially designed academic instruction in English strategies are provided to scaffold English learners in mainstream classrooms to learn content and build English (Genzok, 2011).

**Student Oral Language Observation Matrix (S.O.L.O.M.)** – This is a set of structured tasks given in a standard way featuring a rating scale teachers may use to assess their students’ oral language based on observations. ([www.cal.org](http://www.cal.org)).

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**“Therefore love the stranger and sojourner, for you were strangers and sojourners in the land of Egypt” (Deuteronomy 10:19).**

# Parent Interview Protocol

To provide support for our English language learners we need to tap into the funds of knowledge they bring with them. Interviewing parents and family members provides insight for educators as they instruct their students.

## A. First, ask parents about their involvement with their children.

1. Tell me about your children. What are your hopes for them? Describe their classrooms.
2. What do you remember as a “teachable” moment when your children were young?
3. Tell me about your children as learners.
4. Describe a situation where you were involved with your children’s learning?
5. What do you think of your children as readers? As writers? As students?
6. Does your child receive extra support in remedial reading, special education, or other support services? Tell me about them.

## B. Next, learn about the parents’ past and present experiences with school.

1. Describe yourself as a learner. Tell me about your own school experiences.
2. Who was your best teacher? Why? Who was your worst teacher? Why?
3. Tell me about your parents’ involvement with your education?
4. What goals do you have for your own education?
5. How do you see yourself as a reader? As a writer? As a student?
6. What would you say were your most positive experiences? What were your most negative experiences?

## C. Finally, ask questions to discover the literacy practices of the family outside of school.

1. What is something you are an expert at?
2. What are some of the traditions in your family? Please describe them.
3. What type of fun activities do your children like to do at home?
4. What books, magazines, and/or newspapers are in your home?
5. What types of reading and writing occur in your home?
6. Describe a typical day in your house from when you get up to when you and your children go to bed.

Rogers, Revecca (2004) Stories selves: A critical discourse analysis of adult learners’ literate lives. *Reading research Quarterly*, 39 (3) 272-305.

# Community Resources

## Community Mapping (Ordonez-Jasis and Jasis, 2011).

To tap into your English Learners community walk and/or drive through their community. Look for resources that can support literacy development. Examples provided are churches and local businesses. The goal of this exercise is for educators to develop culturally responsive classroom that reflects their students.

**Home Depot** for donations to provide plants and planter boxes for project based learning.



**Fishing Pond** — provides a rich experience on which to build language arts unit.



# Cornerstone Church

This church provides resources through Spanish and Korean services.



Scripture written on walls of church provide language support building on their classroom, home, and church experiences.



**CAPA** — Cornerstone Academy of Performing Arts provides an avenue for expression beyond use of language.

# Parent and Family Involvement

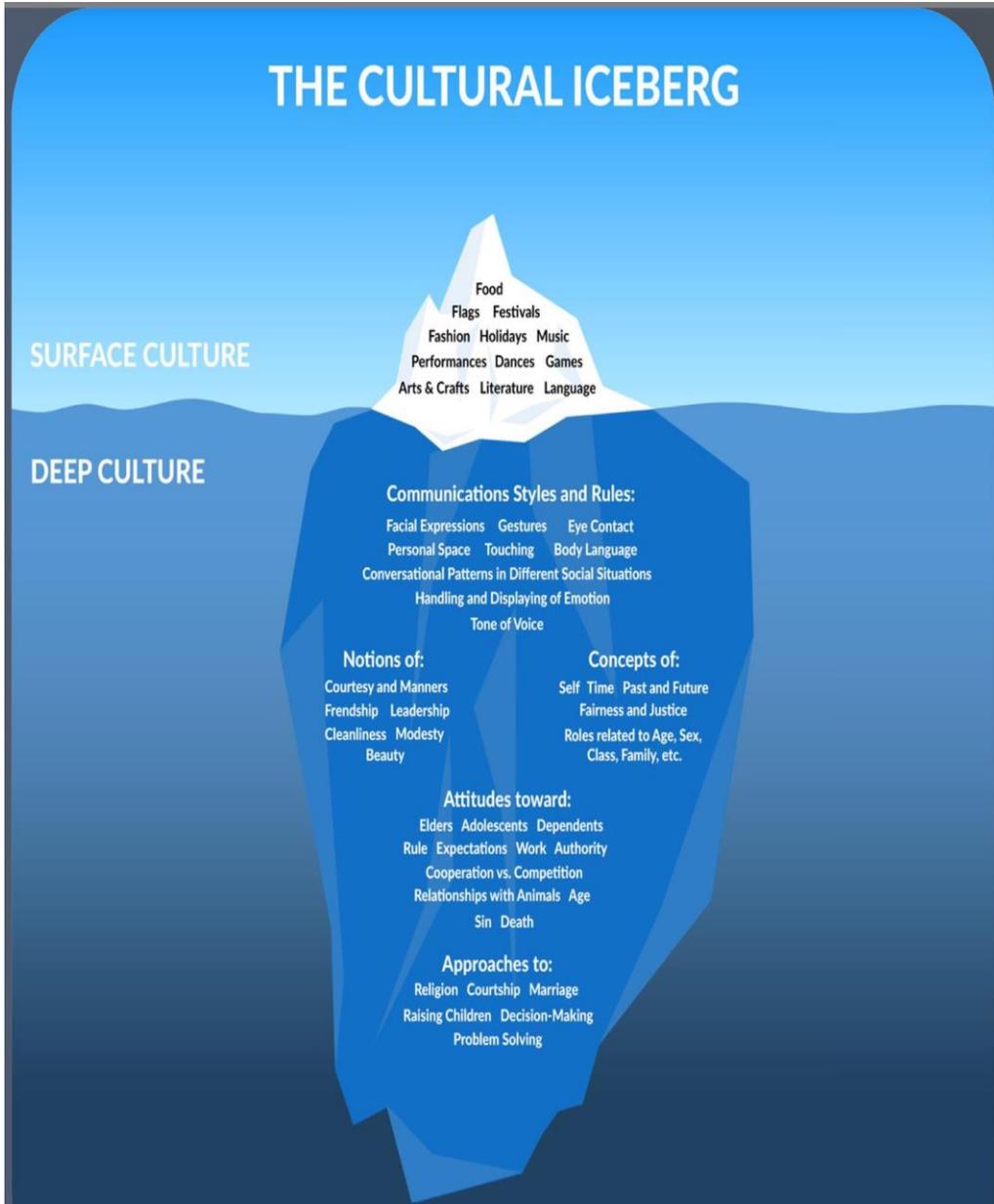
- **Parents and/or family members are welcomed to the class to share their culture including the following:**
  - **Food**
  - **Dress**
  - **Holidays**
  - **Communication styles and rules**
  - **Concepts of self, time, and justice**
- **Parents read books to students in primary language to support English language learners.**
- **Open up communication with parents with discussion using *The Cultural Iceberg* graphic on next page.**



**“So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets” (Matthew 7:12).**

# Cultural Iceberg

The Cultural Iceberg represents the depth of cultural life experiences our English language learners and their families bring with them. The respect of cultures needs to go beyond food, dress and holidays. This helps to bridge the gap between home and school and provides a culturally responsive classroom.



(Ordonez-Jasis, 2016)

# Culturally Responsive Classroom

(Jiminez, 2005; Flores-Dueñas, 2003; Glazier & Seo, 2005)

- ❖ **Reading material that reflects the culture of the students including textbook materials, magazines, and books both non-fiction and fiction needs to be made available.**
- ❖ **Bilingual materials must be incorporated into the classroom curriculum.**
- ❖ **Provide students many opportunities to have discussions in their primary language with other students and/or family members.**
- ❖ **Teachers invest in learning new language represented by students.**
- ❖ **Maps highlighting countries of origin for families of students are represented.**
- ❖ **Charts exhibiting primary language of students that includes content vocabulary in multiple languages can be displayed.**
- ❖ **Writing wall need to exhibit the stories from the families of the students with authentic life experiences recorded.**
- ❖ **Tap into *Spiritual Literacies* by teaching students through common Christian culture stories shared by Christian community.**
  - **Bible stories**
  - **Shared music**
  - **Bible scripture verses**

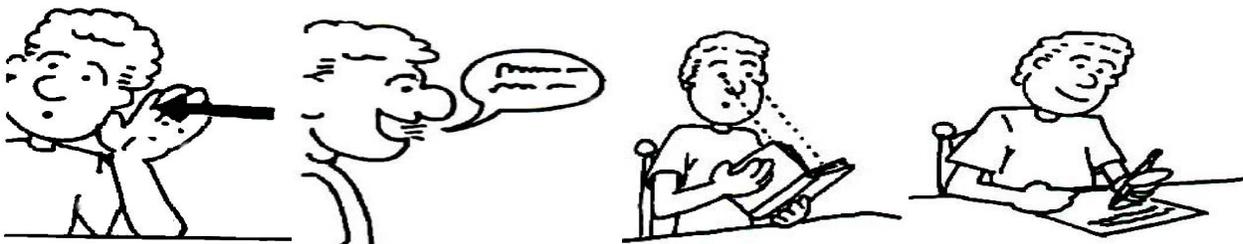
# Part Two

## Language Arts

**This section provides teachers with background information and strategies based on research to develop literacy skills for English Language Learners.**

- ❖ **Featuring Specially Designed Academic Instruction in English (SDAIE) Strategies**
- ❖ **Common Core State Standards for English Language Development (ELD) - These standards provide a theoretical framework, wherein, educators build language arts program grounded in theory.**

- **Listening**
- **Speaking**
- **Reading**
- **Writing**



**“Let the wise listen and add to their learning”(Proverbs 1:5).**

# Listening

**“Teachers are advised to encourage their learners to take an active role in their own listening development” (Goh and Taib, 2006, p. 222).**

- Best Practice ideas for teachers based on theory (Dominguez & Gutierrez (2015).
  - During classtime discussions engage in pre-heated, cold calling by allowing students to hear question and write down answer, discuss answer with classmates before answering verbally to entire class.
  - Slow the pace of conversation and instruction.
- Common Core Standards for English Language Development for students.
  - Collaborative
    - Exchange information and ideas with others.
    - Offer and support opinions and negotiate with others.
    - Adapt language choices to various context (based on purpose, audience, and text type).
  - Interpretive
    - Listening actively to spoken English in social and academic settings.
    - Evaluate how writers and speakers use language to support ideas.
- Teach these strategies for listening (Ross, 2006).
  - Teachers make purpose for listening clear.
  - Teachers provide a warm-up activity; Ask students, “What do you do everyday?”
  - Listening Comprehension Activity: Students have a conversation about daily life then follow-up with a true or false questionnaire.
  - Teachers allows students to practice what they discussed in a casual situation to practice listening; then use it with an activity to teach content or vocabulary
  - Open ended listneng activity – Where students may practice listening to each other through student interviews of their classmates.
- Use Metacognitive strategies for listening (Goh & Taib, 2006).
  - Teachers instruct using sequence activities that encourages planning, monitoring, and evaluating strategies when listening.
  - Teacher uses a think aloud strategy to model her/his mental process while listening.
  - Students make predictions and then reflect on outcome of predictions made.
- “Message Abundancy” strategies can be used by teachers (Gibbons, 2015).
  - Connect eveyday language to academic language, example: turn/rotate.
  - Use visuals such as video and pictures in sequence.
  - Key words can be highlighted.



**“Whoever listens to me will live in safety and be at ease without fear of harm” (Prov. 1:33).**

# Speaking

**“Talk is a major means of mediation together with collaborative action” (Ball & Wells, 2009, p. 371).**

- Best Practices are based on theory to support ELLs (Haneda & Wells, 2008) (Gibbons, 2015).
  - Linguistic Redundancy – teachers use repeated language practice through variety of opportunities to engage in conversation.
  - Students learn through routine activities that coordinate language and action.
  - Teachers model for students ways of using talk including sharing ideas, reasoning and developing shared understanding.
  - Students practice rehearsing and repetition through board games (using pictures student picks up word card and then moves to the picture).
  - Students play barrier games to problem solve (playingwithwords365.com).
- Common Core State Standards for ELD
  - Collaborative
    - Students offer and support opinions and negotiate with others in communicative exchanges.
    - Students exchange information and ideas with others through oral collaborative conversations on a range of social and academic topics.
    - Adapting language choices to various contexts.
  - Productive
    - Students express information and ideas in formal oral presentations on academic topics.
    - Students support own opinions and evaluate others’ opinions in speaking.
    - Students select and apply varied and precise vocabulary and language structures to effectively convey ideas.
- The theoretical framework of Dialogic Approach and Dialogic Inquiry encourages discussion (Ball & Wells, 2009; Haneda & Wells, 2008).
- Dialogic Approach and Inquiry Strategies
  - The class engages in a shared inquiry.
  - Open-ended questions are used.
  - Students are given opportunity to contribute opinions, suggestions, observations.
  - Teachers guide discussion through clarifying and restating students’ observations.
  - Other students listen attentively and critically to add to discussion.
  - All participants are given opportunity to discuss.
  - Experts (teachers) share control and the right to evaluate with novices (students).
  - Students are able to construct knowledge through substantive conversations.
- SDAIE Strategies
  - Group Discussion through stand up and share and roam the room.
    - Inside-Outside Circle – Students are arranged into two equal circles, one inside the other. Students ask questions to review a topic.

**Speak for those who cannot speak for themselves” (Proverbs 31:8).**

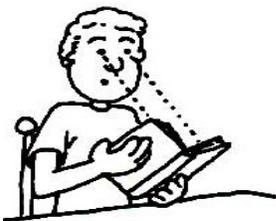


# Reading

**“Reading the world always precedes reading the word, and reading the word implies continually reading the world” (Freire, 1987 p. 35).**

- Phonemic Awareness Strategies (Blevins, 2006; Gibbons, 2015).
  - Teachers show articulation of sounds by giving mirrors and modeling to students.
  - Students use kinesthetic activities to connect sound to an action.
  - Students use a thumbs-up-thumbs down activity to find rhyming words in poems, songs, and books.
  - Teachers play “what word is this?” Teach how to segment words into syllables, segment onset and rimes, segment individual sounds in words.
  - Teachers play “Mystery Box” by saying sounds of objects and have the students guess what the object is using phonemic cues as clues to discover what is in the box. Examples: paper cutouts of animals, seasonal items, etc.
  - For Spanish-speakers, begin teaching long vowels sounds first.
- Phonics Instruction Ideas (Blevins, 2006; Gibbons, 2015).
  - Students create their own alphabet book, draw or cut pictures for individual letters.
  - Teachers connect phonics and vocabulary instruction by using “word of the day” with pictures or realia, real life objects. Refer students to the word when reading the sound. Example, ball as key word for letter /Bb/ is references when learning other words starting with /Bb/.
  - Teachers help students connect phonics learning to real life experiences. Examples, create a list of favorite foods, write a letter to a friend, or make labels for classroom or home objects.
- Vocabulary (Graves, 2006)
  - Theory states students need opportunity to process vocabulary in primary language.
  - Teach students most frequently used English words from lists such as *A General Service List of English Words* (West, 1953).
  - Teachers teach cognates shared by primary language and English.
- Comprehension Strategies (Gibbons, 2015; Almasi & Hart, 2015)
  - Teachers must explicitly teach comprehension strategies.
    - ❖ During read-aloud whole class listening to a teacher read book.
    - ❖ Teach reading comprehension strategies through a think aloud.
    - ❖ Teach students to predict, to summarize, to clarify, to infer, to make text-to text connections, and to make connections to background knowledge.
  - Before-reading activities for students.
    - ❖ Make predictions from a key visual or illustration.
    - ❖ Make predictions from main ideas.
    - ❖ Make predictions from title, first sentence, or key words.
    - ❖ Sequence illustrations.
    - ❖ Readers ask questions before reading text.
    - ❖ Create “Anticipation Guide” to call up prior knowledge. (See Appendix)

- During-reading activities for students (DelliCarpini, 2011; Gibbons, 2015).
  - ❖ Directed reading-thinking activity (See Appendix).
  - ❖ Pause and Predict (not looking for “right” answers, but to engage in process of meaning making).
  - ❖ Shadow reading – Teacher reads text aloud and students echo.
  - ❖ Draw attention to text features – heading, subheadings, graphs, charts, and maps.
  - ❖ Skim and scan text.
  - ❖ Reread for detail.
  - ❖ Thinking tracks – post-it notes to jot down thoughts throughout the text.
  - ❖ Provide *Bookmarks for Language and Learning* (See Appendix).
- After-reading activities for students (Gunning, 2003; Roe & Smith, 2011).
  - ❖ Teachers allow for students to transfer, translate, and reflect on text in their primary language with other students or parents.
  - ❖ Readers’ Theater – students perform story line or read text in script form.
  - ❖ Students retell story in their own words.
  - ❖ Reciprocal Teaching – students have four goals, to predict, question, summarize and clarify. Students work with partners and take turns being “teacher.” (See Appendix).
  - ❖ Cloze Procedure – deleting every seventh words to check comprehension.
  - ❖ Story or semantic maps
  - ❖ Hot Seat – Student in hot seat represents a certain character and classmates question to discover details form character in the story.
- SDAIE Strategy
  - Interactive Reading Guide- Students working in groups write down everything then know about the topic. Then they write three questions, after reading they check-in to answer their questions.
- Common Core State Standards for ELD
  - Interpretive
    - Students read literacy and informational texts to determine how meaning is conveyed explicitly and implicitly through language.
    - Students evaluate how well writers use language to support ideas and opinions with details or reasons.



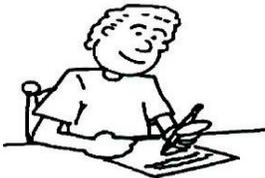
**“The people read it and were glad for its encouraging message” (Acts 15:31).**

# Writing

**Reading the word is not preceded merely by reading the world, but by a certain form of writing it or rewriting it (Freire, 1987, p. 35).**

- Common Core State Standards for ELD
  - Collaborative
    - ❖ Students interact with others in written English in various communicative forms including print, communicative technology, and multimedia.
    - ❖ Students adapt language choices to various context based on task, purpose, audience and text type.
  - Productive
    - ❖ Students compose literary informational texts to present, describe and explain ideas and information using appropriate technology.
    - ❖ Students support their opinions and evaluating others' opinions in writing.
    - ❖ Students select and apply varied and precise vocabulary and language structures to effectively convey ideas.
- Strategies for writing as an everyday activity (Law & Eckles, 2000).
  - Teachers make writing tasks authentic with real audiences: principal, parents, heroes, authors, etc.
  - Students produce newsletters about class activities.
  - Students prepare invitations for school events.
  - Journals – Students keep personal or two-way journals between students.
  - Teachers and students keep records of events, such as field trips, pet care, growth charts for plants, and daily schedules.
  - Make writing meaningful, for example, “Stories We Brought With Us,” from home; wherein, families tell stories from their homeland.
- A theoretical framework that supports ELLs requires teachers to provide a supportive environment (Law & Eckles, 2000).
  - Teachers connect writing to their reading.
  - Teachers encourage students to write as a collaborative act.
  - Teachers provide time to share reading ideas between students.
  - Teachers encourage and train peer editors.
  - Celebrate their writing with Author’s Tea, writing wall, or publish in a book.

- The Writing Process Strategies
  - Pre-writing
    - ❖ Brainstorm ideas with whole class, small groups, or partners.
    - ❖ Take field trips.
    - ❖ Listen to speeches.
    - ❖ Show videos.
    - ❖ Allow students to draw what they are thinking about writing.
  - Drafting
    - ❖ Allow everyone to produce a “crummy” first draft.
    - ❖ Monitor students in ability to summarize and paraphrase.
    - ❖ Model through “think aloud” strategy ways to summarize.
  - Revising
    - ❖ Purpose of the writing determines need of revision.
    - ❖ Address one type of mistake per writing piece. Start with verb forms, next word choice errors, then articles and prepositions, and finally spelling errors last of all.
    - ❖ First response needs to be for content alone. Students then revise to clarify, add detail, and reorganize.
  - Publishing or bringing to closure
    - ❖ Post work.
    - ❖ Compile work into a class book.
    - ❖ Take home their work.
    - ❖ Check off that something is completed.
    - ❖ Due Dates.
    - ❖ Portfolio – teacher helps student to self-select pieces to save
- SDAIE Strategies (Genzuk, 2011; Cline & Necochea, 2003).
  - Novel Ideas – Group of four students, each student has a paper with a number or team name. Each student has one minute to write down ideas referring to the number or team name.
  - Picture This – Students draw pictures or symbols to represent words or concepts. Students exchange papers with partners, and partners label each drawing.
  - Language Experience Approach – Students dictate a story to the teacher who records the story. This can be done individual, small group, or whole class activity.
  - Idea Starts – Students are given a prompt for writing, examples, photo, quote, vocabulary words, poem, opening line to a story, etc.



**“You yourselves are our letter, written on our hearts, known and read by everyone” (2 Corinthians 3:2).**



# **GLAD Strategies**

## **Guided Language Acquisition Design**

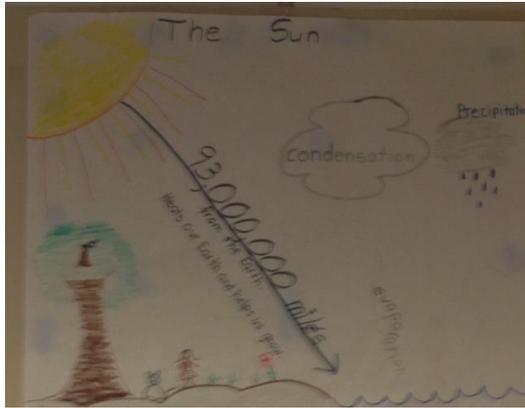
Used to teach content and build language  
(Brechtel, 2001).

### **A Sample Unit for Kindergarten/First Grade**

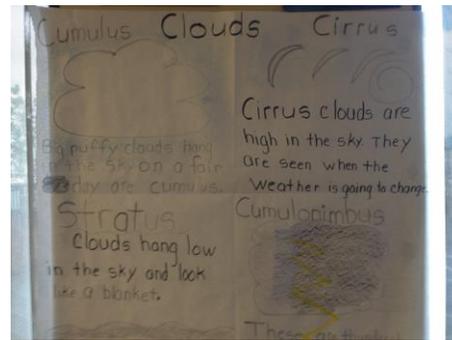
- **Teachers choose a topic for the unit from science or social studies.**
- **Teachers and students read non-fiction and realistic fiction books as a class, in small groups, and with partners.**
- **Teachers sketch a light pencil drawing of your topic, example: bear.**
- **In front of class trace over drawing with marker.**
- **Teachers can conduct a guided drawing lesson and students may draw as you draw.**
- **Then students are to tell teacher the information then have learned about the topic.**
- **Older students may work in pairs to write information on post-it notes to include on the chart.**
- **Teacher writes information on the chart as students recall information they have learned.**
- **Chart is displayed in classroom for students to access.**
- **Include pictures around the chart, examples, bear dens, bear claws, and bear habitats.**
- **The chart can be used for a read the room or write the room activity.**
- **Students may be taught how to write a paragraph or research report from information on the chart.**



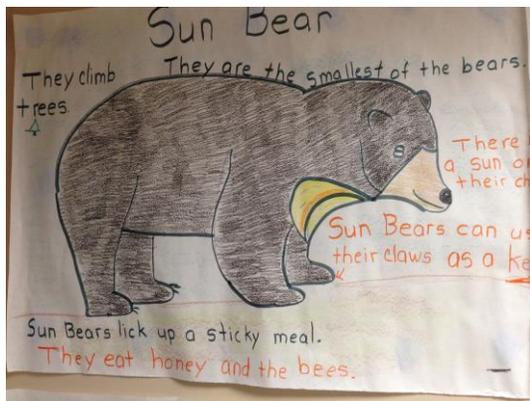
# Kindergarten Glad Chart Examples



**The Sun**



**Clouds**



**Sun Bear**

# Websites

## Families and Emergent Readers

- ✚ **ABC Mouse** - The website helps with letter recognition, sound discrimination, and sight word practice. [ABCmouse.com](http://ABCmouse.com)
- ✚ **Bilingual Monkeys** - This website offers ideas and inspiration for raising bilingual kids. [bilingualmonkeys.com](http://bilingualmonkeys.com)
- ✚ **Colorin' Colorado** - A bilingual website for educators and families of English language learners. [colorincolorado.org](http://colorincolorado.org)
- ✚ **Center for Early Literacy Learning** - Spanish toddler practice guides that show how everyday home and community activities encourage toddlers to listen, talk, and learn the building blocks for early literacy. [earlyliteacylearning.org](http://earlyliteacylearning.org)
- ✚ **Fred Rogers Center** - This website brings Fred Rogers' wisdom and approach to thoughtful use of educational technology. [fredrogerscenter.org](http://fredrogerscenter.org)
- ✚ **International Children's Digital Library** - The website provides families with books from a variety of diverse culture groups. [en.childrenslibrary.org](http://en.childrenslibrary.org)
- ✚ **Just Read, Families** - This website is from the Department of Education in Florida and provides families with opportunities to expand their knowledge and skills. [Ffdoe.org](http://Ffdoe.org)
- ✚ **Playing with Words** - This website provides teachers with barrier game ideas. [Playingwithwords365.com](http://Playingwithwords365.com)
- ✚ **Reading is Fundamental** - The website offers booklists, activities, free ebooks, and recommended apps. [rif.org](http://rif.org)
- ✚ **Reading Rockets** - Look to this website for articles, blogs, children's books and authors to launch young readers. [readingrockets.org](http://readingrockets.org)

 **READ Orange County**- The mission of this organization is to create a literate community through diversified services. . [readoc.org](http://readoc.org)

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 **Read Write Think** – Peruse this website to discover ways to engage your child in reading, your teen in writing, and age-appropriate book recommendations. [Readwritethink.org](http://Readwritethink.org)

 **Starfall** – Starfall gives students a fun and engaging way to practice emergent reading skills and learn to read including phonetic skills and sight word practice. [starfall.com](http://starfall.com)

 **Sycamore Parent Family Literacy Website** – This website provides with educational apps for helping students engage in literacy activities. [Sycamoreparentappguide.wordpress.com](http://Sycamoreparentappguide.wordpress.com)

 **Tesol Resource Center** – Website offers lesson plans and activities for teachers to support English Language Learners. [tesol.org](http://tesol.org)

 **Toyota Family Learning** – This website provides learning beyond the school walls with fun interactive family adventure ideas. [Toyotafamilylearning.org](http://Toyotafamilylearning.org)

 **USA Learns** – This free website is to help adults learn English. [usalearns.org](http://usalearns.org)

 **Wonderopolis** – Students are provided with maker activities and great reading suggestions to enhance activities. [camp2016wonderopolis.org](http://camp2016wonderopolis.org)



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## Websites

### Upper Elementary to Adult Learners

- ✚ **Activities for ESL Students** – A project of *The Internet TESL Journal* has thousands of contributions by many teachers. [A4esl.org](http://A4esl.org)
- ✚ **Breaking News English** - This website gives free English lessons, through reading the news. [Breakingnewsenglish.com](http://Breakingnewsenglish.com)
- ✚ **English Club** – A website for learners and teachers of English with. [englishclub.com](http://englishclub.com)
- ✚ **ESL Writing and Technology** – For online tools to help upper elementary to adult writers search this website. [Eslwritingtech.wikidot.com](http://Eslwritingtech.wikidot.com)



# Appendix

Student Oral Language Observation Matrix (SOLOM)

Anticipation Guide

Directed Reading Thinking Activity

Reciprocal Teaching Bookmarks

Reciprocal Reading

**S.O.L.O.M.**  
**Student Oral Language Observation Matrix**

- A. PURPOSE:** To determine an English Learner's oral language proficiency in English.
- B. DESCRIPTION:** The SOLOM is an oral language observation tool with a descriptive scoring rubric of increasing gradations in: (1) Listening and speaking *comprehension*; (2) Oral conversation *fluency*; (3) Use of social and academic *vocabulary*; (4) *Pronunciation* and intonation patterns; and (5) Use of increasingly complex *sentence structures* and *word order*.
- C. SOURCE:** California Department of Education, 1981; Los Angeles USD, 1987.
- D. SCORING:** The observer uses a different color highlighter to mark a scoring rubric in the five areas indicated above. Observations are conducted 3-4 times during the academic year: September, January, and June. Total points and comments are recorded for each observation.

**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Age:** \_\_\_\_\_ **CELDT Listening & Speaking:** A EA I EI B

|   | Scored By | Dates | Total Score | Comments |
|---|-----------|-------|-------------|----------|
| 1 |           | / /   |             |          |
| 2 |           | / /   |             |          |
| 3 |           | / /   |             |          |
| 4 |           | / /   |             |          |

**E. ANALYSIS**

|  | Strengths | Needs |  |
|--|-----------|-------|--|
|  |           |       |  |

|  |  |  |   |
|--|--|--|---|
| <b>Cmprehensio<br/>n</b><br><i>Listening &amp;<br/>Speaking</i>                      |  |  | <b>G.<br/>Recommendatio<br/>ns/<br/>Interventions</b> |
| <b>Fluency</b><br><i>Conversational<br/>Fluency</i>                                  |  |  |   |
| <b>Vocabulary</b><br><i>Social &amp;<br/>Academic<br/>Vocabulary;<br/>Pragmatics</i> |  |  |   |
| <b>Pronunciatio<br/>n</b><br><i>Accent and<br/>Intonation<br/>Patterns</i>           |  |  |   |
| <b>Grammar</b><br><i>Sentence<br/>Structure and<br/>Word Order</i>                   |  |  |   |

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***S.O.L.O.M.***

**Student Oral Language Observation Matrix**

|         |                       |                                   |                          |                            |                      |       |
|---------|-----------------------|-----------------------------------|--------------------------|----------------------------|----------------------|-------|
| Student | <b>1</b><br>Beginning | <b>2</b><br>Early<br>Intermediate | <b>3</b><br>Intermediate | <b>4</b><br>Early Advanced | <b>5</b><br>Advanced | Score |
|---------|-----------------------|-----------------------------------|--------------------------|----------------------------|----------------------|-------|

|  |   |   |   |  |  |         |
|--|---|---|---|--|--|---------|
| <b>Comprehension</b><br><i>Listening and Speaking</i>          | ELL cannot understand even simple conversations.  | ELL has great difficulty following everyday social conversations, even when words are spoken slowly and repeated frequently.              | ELL understands most of what is said when it is spoken at slower-than-normal speed with some repetition.                      | ELL understands almost everything that is spoken at normal speed, although some repetition may be necessary.   | ELL understands everyday conversations and normal classroom discussions without any difficulty.                            | Comp    |
| <b>Fluency</b><br><i>Conversational Fluency</i>                | Speech is so halting and fragmented that a coherent conversation is impossible.             | Usually hesitant. Student is often forced into silence because of language limitations.   | Everyday conversations and classroom discussions are frequently interrupted by the student's search for the exact expression. | Everyday conversations and classroom discussions are generally fluent, with occasional lapses while the student searches for the correct expression. | Everyday conversations and classroom discussions are both fluent and effortless. The student sounds like a native speaker. | Fluency |
| <b>Vocabulary</b><br><i>Social Vocabulary &amp; Pragmatics</i> | Vocabulary limitations are so extreme that conversation is impossible.                      | Difficult to understand because of misuse of words and a very limited vocabulary.   | Frequent use of wrong words; conversation is somewhat limited because of inadequate vocabulary.                               | Occasional use of inappropriate terms and/or rephrasing of ideas because of limited vocabulary.  | Vocabulary and idioms approximate those of a native speaker.   | Vocab   |
| <b>Pronunciation</b><br><i>Accent and Intonation Patterns</i>  | Pronunciation problems are so severe that the student's speech is unintelligible.           | Speaker is hard to understand because of pronunciation problems. Students must frequently repeat themselves in order to be understood.    | Listeners must concentrate in order to understand. Student's pronunciation problems causes misunderstandings.                 | Always intelligible, although listener is conscious of a definite accent and occasional inappropriate intonation patterns.                           | Pronunciation and intonation patterns approximate those of a native speaker.   | Pronun  |
| <b>Grammar</b><br><i>Sentence Structure &amp; Word Order</i>   | Errors in grammar and word order are so severe that the student's speech is unintelligible. | Speaker is hard to understand because of grammar errors and word order. Student must often rephrase or restrict speech to basic patterns. | Frequent errors in grammar and word order that the meaning is occasionally obscured.  | Occasional errors in grammar and word order, but the overall meaning is not obscured.  | Grammar and word order approximates those of a native speaker.   | Grammar |

| SOLOM Scored By | Date | Total Score | Comments |
|-----------------|------|-------------|----------|
| 1               | / /  |             |          |

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Name \_\_\_\_\_

Title \_\_\_\_\_

Author \_\_\_\_\_

# Anticipation Guide

Use the following anticipation guide to preview a story before you read it. Before reading, mark whether or not you agree or disagree with each statement. After reading the story, fill in the page number where you found the answer to each statement, tell whether or not you were right, and reflect on what you found.

| Statements | Agree/Disagree | Page # | Were you right? | Reflect |
|------------|----------------|--------|-----------------|---------|
| 1.         |                |        |                 |         |
| 2.         |                |        |                 |         |
| 3.         |                |        |                 |         |
| 4.         |                |        |                 |         |
| 5.         |                |        |                 |         |

**Directed Reading/Thinking Activity** Description: Directed Reading-Thinking Activity (DRTA) is an instructional strategy designed to increase students' comprehension of reading material. DRTA allows students to actively seek an understanding of the selection by

using prior knowledge and/or visual clues to anticipate content, then reading the text to confirm or reject predictions. This creates a purpose for reading, as students seek to answer their own questions or predictions. **Process:**

- Use whole group instruction, pairs, or cooperative groups. Model with the whole group several times if the class is inexperienced with the strategy.
- Brainstorm with students (or have students brainstorm in groups) a list of what they think the selection will be about. Generate a list of possibilities, predictions, or questions that students want to have answered.
- After reading a segment, discuss (or have students discuss in groups) what they have discovered regarding their initial questions and predictions. Students must substantiate their statements by citing evidence from the text.
- Students circle or check correct predictions and cross-out or erase incorrect predictions. Identify which predictions remain inconclusive (without adequate evidence to support them, as yet).
- Repeat the cycle of Predict-Read-Confirm/Reject throughout the selection.

**Variations** may include the following:

1. a) Students individually write their predictions in a double-entry journal.
2. b) Students discuss or draw part of the predictions.
3. c) Set up the model for DRTA as students might in a Science class: State

Hypothesis (predict), Gather Data (supporting evidence), and Reach Conclusions (confirm/reject predictions based on the data).

When reading literature, this variation is particularly effective when a major conflict has appeared in a story, and students use the model to make guesses about the outcome. In groups, students can gather evidence to support, refute, or revise their predictions and share evidence with the class. — Ann Jaramillo and Kelly Smith from Salinas Union High School District.

# DRTA Prediction Log

Text Title/Author/Chapter:

Prediction/Hypothesis Textual Evidence

# DRTA Prediction Log

Confirmed?

Rejected? Inconclusive?

Hypothesis/Prediction Evidence

# DR/TA

|  |
|--|
| Directed Reading/Thinking Activity What I know I know: |
|--|

|                      |
|----------------------|
| What I think I know: |
|----------------------|

|                          |
|--------------------------|
| What I think I'll learn: |
|--------------------------|

|                        |
|------------------------|
| What I know I learned: |
|------------------------|

Billmeyer, Rachel and Mary Lee Barton. Teaching Reading in the Content Areas: If Not Me. Than Who? Aurora: McREL (Mid-continental Regional Educational Laboratory), 1998

# Reciprocal Teaching Bookmark

## Train Your Brain to Read

### **PREDICT** *Make a prediction when:*

- A title is given
- Headings are provided
- The author poses a question in the text
- The text suggests what will be discussed next
- 
- *Prediction stems:*
- Based on the title, I predict this is going to be about...
- I already know these things about the topic/story...
- I think the next chapter or section will be about...
- Based on... (a clue), I predict...
- Based on what \_\_\_ said/did,

I predict...

### **QUESTION**

#### *Ask teacher-like questions:*

- Who is \_\_\_?
- What is/does \_\_\_?
- When/where is \_\_\_?
- Why is \_\_\_ significant?
- Why does \_\_\_ happen?
- What are the parts of \_\_\_?
- How is \_\_\_ an example of \_\_\_?
- How do \_\_\_ and \_\_\_ compare?
- How are \_\_\_ and \_\_\_ different?
- What is most important \_\_\_?
- What is your opinion of \_\_\_?

# Reciprocal Reading

## **Predict:**

Based on what you've read and what you know, what do you think will happen next?

What clues helped you to think about what will happen next?

Is your prediction logical?



## **Clarify:**

Was there a word you weren't sure about? What is it? What page is it on?

What can we predict it means?

How can we check it?

Were there any ideas that were confusing to you or that you don't understand?

What strategies can we use to figure this out?



## **Question & Connect:**

Is there anything that you did not understand?

Is there anything that did not make sense?

What were you thinking about as you were reading?

Has anything like this ever happened to you?

Have you ever known anyone like this character?

What are you curious about?



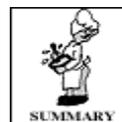
## **Summarize:**

What are the most important ideas or events?

What does the author want you to remember or learn from this?

What is the most important information in this passage?

What was this passage mostly about? In your own words....



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