Department of Curriculum & Instruction

College of Education
PARTNERS for the FUTURE

LIST 5361
Language Learning: Educational Perspectives

Spring, 2017

The course officially begins Tuesday, 1/17/17
WEEK 1 of this course begins Monday, 1/17/17 **Course dates: 1/17/17-05/05/17** **March 31, 2017: Last day to drop classes; submit requests to advisor prior to 4:00 pm**

Instructor Information:

Instructor: Dr. Peggy Semingson, Associate Professor
Phone: (817) 272-7568 Cell: 817-526-0927 [Emergency use only for cell!]
Office: Hammond Hall, 414; Make an appointment for an in-office appointment for office hours
E-Mail: peggys@uta.edu   ***Mailbox: Science Hall 322-N***
Office Hours: By appointment; I can do **virtual office hours** by appointment. Email me to set up an appt.
Course website: https://elearn.uta.edu **[Blackboard; login with NetID and Password]**

Course Information:

Course Title: LIST 5361 Language Learning: Educational Perspectives Course Number
Semester: Spring, 2017
Course Location and Hours: ONLINE; Blackboard http://elearn.uta.edu
Office Hours: These are done by appointment

INSTRUCTOR BIO: DR. PEGGY SEMINGSON

Dr. Peggy Semingson is Associate Professor of Curriculum and Instruction in The College of Education at the University of Texas at Arlington where she teaches graduate and undergraduate courses in Literacy Studies. Dr. Semingson taught bilingual students as a classroom teacher and a reading specialist for eight years in both Southern

California and Texas. She received her M.Ed. in Reading Education from Texas State University, San Marcos in 2004 and her Ph.D. in Curriculum and Instruction with a specialization in Language and Literacy Studies from the University of Texas at Austin in 2008. In higher education, she is the recipient of the UTA President's Award for Excellence in Distance Education Teaching (2010). Most recently she was awarded the prestigious Platinum level – Best Practices Award for Excellence in Distance Learning Teaching from the United States Distance Learning Association (2013). She was awarded the Jeanne S. Chall Research Grant from Harvard University to pursue research on ways to assist upper-grade readers. She has an identical twin sister and a seven-year-old niece and seven-month-old nephew, Noah. She has lived in Alaska (Kodiak Island, Anchorage, Fairbanks, and North Pole), Southern California (San Diego and Santa Barbara), and Texas (Austin and the DFW Metroplex). She currently lives in Bedford, TX in a townhome with her dog Dexter, a lively West Highland Terrier. Her favorite things to do include: swimming, cooking, reading (of course!), and technology.

Catalog Description LIST 5361: Language Learning: Educational Perspectives
Deals with the relationship between first and second language acquisition and literacy, dialect, linguistics, culture; nature and definition of language, overview of linguistic science and language with pedagogical applications.

Course Rationale
Offered since 1992, the idea behind this course is to expand the awareness of educators about the linguistically diverse students in today's classrooms. This course explores issues related to learning a language including: first and second language acquisition; adult vs. child second language acquisition; code switching; language policy; special language programs--bilingual education vs. English as a Second Language instruction; assessment of language learning (first or second language); the development of reading, writing, speaking, and listening skills in first and second language; the impact of gender on language; language components and structure including phonology, morphology, syntax, semantics, and discourse routines; cross-cultural communication; language attitudes and language maintenance/language shift; language variation including dialect (social, regional, ethnic, Black Vernacular English), slang and jargon, euphemisms and doublespeak; nonverbal language.

Course Prerequisites: There are no prerequisites listed for this course.

Textbook(s) and Materials:
Note: Texts can be ordered online, try your favorite distributor (e.g., Amazon.com or Barnes & Noble or the UTA Bookstore. **NOTE:** We have secured the Andrews' book, **Language exploration and awareness…,** and it is available through the UTA bookstore. I recommend ordering it now or going to the bookstore and getting it in person.

Required Textbooks

1. Freeman, D. E., & Freeman, Y. S. (2014). *Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, grammar.* Portsmouth, NH: Heinemann. This is the second edition of the book.

2. Herrell, A.L., & Jordan, M.L. (2015). *50 Strategies for Teaching English Language Learners (5th Edition).* Pearson https://www.pearsonhighered.com/program/Herrell-50-Strategies-for-Teaching-English-Language-Learners-with-Enhanced-Pearson-e-Text-Access-Card-Package-5th-Edition/PGM86727.html

LIST 5361 Alignment of Outcomes, Assignments, Standards LEARNING OUTCOMES The learner:	Assignments / Assessments	National Standards	TExES Domains / Competencies
Content Knowledge IRA 1.1 1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections. ☐ TESOL 1a. Language as a System. Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas. ☐ TESOL 1b. Language Acquisition and Development. Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement. ☐ TESOL 2. Culture as It Affects Student Learning. Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.	• Reading Response & Replies • Language Acquisition Interview • Case Study	IRA 1.1 TESOL 1a-1b, 2	TExES Reading Specialist Domain I, Competency 001-008, Domain IV, 013 TExES ESL Domain I, Competency 001-002; Domain III Competency 009

Pedagogical Knowledge & Skills—Instruction		IRA 3.1-4.3 TESOL 3a-3c, 4a-4c	TExES Reading Specialist Domain I, Competency 001-008, Domain II, Competency 009-010, Domain III Competency 011-012, Domain IV Competency 013-014 TExES ESL Domain II Competency 003–007
Pedagogical Knowledge & Skills—Instruction ☐ IRA 3.1 Understand types of assessments and their purposes, strengths, and limitations. ☐ IRA 3.2 Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. ☐ IRA 3.3 Use assessment information to plan and evaluate instruction. ☐ IRA 3.4 Communicate assessment results and implications to a variety of audiences. ☐ IRA 4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. ☐ IRA 4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. ☐ IRA 4.3 Develop and implement strategies to advocate for equity. ☐ TESOL 3a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum. • TESOL 3b. Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access	• Reading Response & Replies • Language Activities • Case Study		

to the core curriculum by teaching language through academic content. ☐ TESOL 3c. Using Resources and Technology Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching. ☐ TESOL 4a. Issues of Assessment for English Language Learners. Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations. ☐ TESOL 4b. Language Proficiency Assessment. Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs. ☐ TESOL 4c. Classroom-Based Assessment for ESL. Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for the classroom.			
Dispositions ☐ TESOL 5a. ESL Research and History. Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning ☐ TESOL 5b. Professional Development , Partnerships, and Advocacy. Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families,	• Reading Response & Replies	TESOL 5a-5b	TExES Reading Specialist Domain IV, Competency 014 TExES ESL Domain III Competency 008, 010

serve as community resources, and advocate for ELLs. .			

Course Objectives

The learner:

- demonstrates knowledge of first- and second-language acquisition processes and uses this knowledge to promote achievement of ESL learners.
- understands first- and second-language acquisition and uses learners' abilities in a primary language to promote their second-language acquisition for communicative and academic purposes.
- identifies learners who are at different stages of second-language acquisition and applies age-appropriate strategies for enhancing the language abilities of these learners.
- demonstrates knowledge of variables that may affect a student's language learning and provides experiences that respond to students' needs and abilities.
- recognizes variables inside the classroom (e.g., teacher expectations, grouping practices) and outside the classroom (e.g., peer interactions, parental attitudes, community characteristics) that may affect an ESL learner's performance in school.
- bases instructional decisions on an individual learner's prior knowledge, experiences, and needs.
- knows how to create learning opportunities in elementary and secondary settings that enhance each learner's self-esteem and help each learner feel safe, valued, competent, and productive.
- demonstrates an understanding of how cultural diversity affects the classroom and creates a classroom climate in which both the diversity and the similarities of groups and individuals are appreciated.
- is aware of the importance of a variety of personal and social characteristics such as ethnicity, cultural heritage, language background, and gender.
- knows how to use the diversity inside and outside the ESL classroom to create an environment that nurtures a sense of community, respects differences, and fosters in all learners an appreciation of their own and others' cultures.
- recognizes the interrelationships of reading, writing, listening, and speaking and provides instruction that reflects the interrelatedness of these processes and facilitates learners' ability to construct and convey meaning in English.
- recognizes that language acquisition is an integrated process and that instruction in one area of language aids in the development of other areas.
- plans instruction to incorporate all aspects of students' language development based on their prior experiences and strengths.
- selects texts for instruction that provide students with comprehensible input based on their oral language development and then supports students' construction of meaning through integrated reading, writing, listening, and speaking activities.
- knows how social-communicative language competence emerges and is able to address the needs of beginning, intermediate, and advanced English learners in this area.
- guides learners to apply various strategies to enhance their social-communicative competence in English and provides learners with opportunities to use these skills in a variety of everyday contexts.
- uses knowledge of verbal and nonverbal components of communication, cross-cultural communication, and integrated instruction involving listening, speaking, reading, and writing to develop learners' social-communicative language competence.
- understands cognitive-academic language competence and promotes learners' abilities in this area.
- knows how cognitive-academic language competence emerges and is able to address the needs of beginning, intermediate, and advanced English learners in this area.

- uses various approaches and activities that offer learners opportunities to develop, apply, and extend academic knowledge and cognitive-academic language skills in a variety of academic contexts (e.g., through hands-on activities, discussions).
- promotes learners' development and competence in reading and writing by using the results of multiple, ongoing assessments to develop students' language skills, reading comprehension, and writing skills and to plan and implement systematic, sequential, research-based instruction and reinforcing activities in specific skill areas (e.g., word-identification strategies, reading fluency, spelling skills).
- uses knowledge of verbal and nonverbal components of communication, cross-cultural communication, and integrated instruction involving reading, writing, listening, and speaking to develop learners' cognitive- academic language competence.
- uses informal and formal assessment methods to evaluate language learning, monitor instructional effectiveness, and shape instruction.
- recognizes the importance of the ongoing use of valid assessments with second-language learners and knows how to use a variety of assessment procedures (e.g., performance assessment using technology, informal observation, portfolio, teacher-made test, peer assessment, standardized test) to monitor learners' progress, determine their level of English-language proficiency, and adapt instruction to address their strengths and needs.
- recognizes characteristics of types of assessments commonly used in ESL contexts, as well as their uses, advantages, and limitations in particular situations.
- is aware of assessment-related issues (e.g., those related to validity, reliability, and cultural bias) and knows how to select, construct, modify, and/or use various assessments for different purposes.
- establishes effective learning environments that are supportive of ESL learners who come from diverse backgrounds and who exhibit different language proficiencies.
- establishes a learner-centered environment for ESL students within various settings (e.g., ESL class, mainstream class, team-taught class, dual-language class).
- is able to design, coordinate, and pace learning experiences in instructional settings that may include learners who differ in language, cultural, and educational background.
- demonstrates knowledge of requirements and expectations associated with teaching ESL learners in Texas and can apply this knowledge in a variety of contexts.
- is aware of the expectations and constraints (e.g., legal requirements, ethical responsibilities) placed on ESL teachers and recognizes the various roles that ESL teachers may be called upon to assume (e.g., member of the Language Proficiency Assessment Committee, resource person).
- knows laws and guidelines related to ESL programs (e.g., regarding grading and promotion, program entry and exit, working with parents and guardians, providing linguistically appropriate instruction for learners at different grade levels and language proficiency levels) and ensures that his or her decisions and actions are in compliance with legal and ethical requirements and the legitimate interests of others.
- understands ESL instruction in the context of bilingual programs and ESL-only programs for learners with varied home languages.
- understands the social dimensions of literacy and uses this understanding to motivate learners and encourage their development.
- uses interactions among reading, writing, listening, speaking, viewing, and thinking to foster all learners' literacy development and works to develop effective integration of reading instruction into the school community.
- understands how to assess reading competence and use assessment results to meet learners' needs.
- understands the structure of the English language, including phonemic, morphemic, semantic, and syntactic features of English.
- demonstrates knowledge of the components of school reading programs (e.g., remedial, developmental, content areas) and related programs (e.g., gifted, bilingual, ESL). Includes types of reading and related programs, and their components, goals, and objectives.
- applies knowledge of linguistic and cultural differences in reading instruction, including ways of adapting reading instruction to meet the needs of linguistically and culturally different students and distinctions between reading errors and differences due to cultural background.
- demonstrates an understanding of the nature of language.

- demonstrates an understanding of the developmental stages of listening, speaking, reading, and writing in both first and second language.
- demonstrates an understanding of the scope of language variation including dialect, slang, and jargon.

Tentative lecture/topic schedule:
Reading Response & Replies and other course assignments require you to use information and cite sources from reading literature.
- Complete assignments by the posting deadline noted. Deadlines are **11:59 p.m. Central Time** for the dates noted.
- Some assignments may be accepted after an initial deadline (see schedule below). Check schedule carefully because some assignments will not be accepted after the initial deadline.
- A penalty of 25% will be assessed any assignment that is late.
- All assignment areas will be closed after deadlines. **Once areas are closed, you will lose the points for that assignment.**

Lesson Title & Reading (H & J) = Herrell and Jordan text) F&F = Freeman & Freeman text)	Assignments	Posting Deadline (work submitted after this deadline will have a 25% penalty)	Closing of Discussion (last possible date to post work with a 25% penalty.)
Lesson 1: Defining Language and Communication and The Components and Structure of Language • H & J, Theoretical Overview (pp. 1-22) • F&F, 3, 7, 9	Getting Acquainted Post in Discussions	Post intro by 1/20 Post 5+ comments by 1/22	N/A
	Discussion #1 Reading Responses (Part 1A) Post in GROUPS	2/03	N/A
	Discussion #1 Replies (1B) Post in GROUPS	2/06	N/A
Lesson 2 **First Language Acquisition & Instructional Considerations** • H & J, pp. 23-115 • F&F, Chapters 1, 2 o Brian Cambourne	Discussion #2 Reading Responses (Part 2A) Post in GROUPS	2/17	N/A
			N/A
	Discussion #2 Replies (2B) Post in GROUPS	2/20	

Article found in Course Content Lesson 2 o Article on language functions (Halliday, Routman, Pinnell, and Fisher) found in Course Content Lesson 2	Language Acquisition Interview Parts 1 and 2 (2 students) Post in Assignments AND TK20	2/26	3/05 (Not accepted after this date)
Lesson 3 **Oral Language, Reading, Writing and English Language Learners** **And Assessing the Language Development of English Language Learners** • H & J, pp. 116-209 • F&F, Chapters 4, 5, 6, 8	Discussion #3 Reading Responses (Part 3A) Post in GROUPS Discussion Replies #3 (Part 3B) Post in GROUPS	3/03 3/06	N/A N/A
Lesson 4 **Word Study and One Language, Many Sounds** • H & J, 210-316 and "Teacher Resources" at the end. • F&F, Chapter 7	Discussion #4 Reading Responses (Part 4A) Post in Groups Discussion #4 (Part 4B) Post in Groups	3/24 3/27	N/A N/A
	Case Study #1 Post in Assignments	4/02	4/09 (Not accepted after this date)
	Case Study #2 Post in Assignments	4/16	4/18 (Not accepted after this date)
	Case Study #3 Post in Assignments **(Combine all 3 Case Studies into 1 document and Post in TK20—The Title in TK20 is Case Study)** Informal Discussion, Assessment & English Learners (Response to Guiding Questions)	4/28	5/05 (Not accepted after this date)

	Post in Discussions Informal Discussion, Assessment & English Learners (Replies to Peers) Post in Discussions		
	Informal Discussion, Assessment & English Learners (Response to Guiding Questions) Post in Discussions	5/01	NA
	Informal Discussion, Assessment & English Learners (Replies to Peers) Post in Discussions	5/03	NA

Assignments (Detailed guidelines follow later in the syllabus):
- Get Acquainted Posting (10 points)
- Reading Response & Replies (4 sets @ 20 points each for 80 points total)
- Informal Discussion on Assessment and English Learners (10 Points)
- Language Acquisition Interviews (100 points)
- 3 Case Studies, Parts 1 & 2 (100 points each at 300 total) Submitted to TK20

Assignment	Points Possible	Grading Scale A = 465-500 (93-100%) B = 420-464 (84-92%) C = 375-463 (75-83%) D = 350-374 (70-74%) F = below 350 (below 70%)
Get Acquainted Posting **and** Picture or Podcast	10	
Case Study, Parts 1 & 2 (3 @100)	300	
Language Acquisition Interview	100	
Reading Response & Replies (4 sets @ 20 points each)	80	
Informal Discussion of Assessment and English Learners	10	
TOTAL	**500**	
Assignment	Points Possible	

Drop Policy
If you choose to withdraw from the course for any reason, you must follow University procedures. It is your responsibility to execute these procedures correctly and within the deadlines.

Americans with Disabilities Act (ADA) The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing me of your needs at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Academic Dishonesty

It is the philosophy of UTA that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. I take scholastic dishonesty very seriously – if the excerpt below is unclear, see me. I consider copying directly from the text or internet sites without proper citation as plagiarism. If in doubt, cite. I do not give credit for plagiarized assignments or cheating on exams and I will refer plagiarism to the Office of Student Judicial Affairs.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents = Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

Plagiarism Plagiarism is the presentation of another person's work as your own, whether you mean to or not! Copying or paraphrasing passages from another writer's work without acknowledging that you've done so is plagiarism. Allowing another writer to write any part of your essay is plagiarism. Plagiarism is a serious offense. If you are suspected, you will be called before the Vice President for Student Affairs for disciplinary action. You will be given an incomplete for the course until your case is resolved. Plagiarism is easy to avoid. Simply acknowledge the source of any words, phrases or ideas that you use. If you're not sure how to quote or paraphrase a source or if you need help with the format of endnotes or bibliographies, check with me. While you can (and should) seek the help and advice of friends, classmates, and tutors, be sure that your written work is completely your own.

To learn how to properly acknowledge sources, complete the UTA Library's tutorial located at http://library.uta.edu/tutorials/Plagiarism/.

Student Support Services The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Commitment to Diversity
In our commitment to the furthering of knowledge and fulfilling our educational mission, the School of Education at The University of Texas at Arlington seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds. We seek to include knowledge and values from many cultures in the curriculum. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age.

University Mission The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

College Mission The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Conceptual Framework The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Core Values:** Excellence, Student-Centered Environments, Research,

Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning**.** Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

Detailed Description of Course Requirements
1)   GET ACQUAINTED & LANGUAGE DIVERSITY POSTING

Note your name, teaching assignment (district, school, grade level, and subject area, if applicable) and cite what experiences:

1) you have had with other languages (e.g. took classes, study abroad, bilingual, etc.) and
2) you have had with non-native English speakers.
3) specific examples of language diversity. One of the interesting aspects of language is the diversity in terms of vocabulary and language use within the same language. For instance, in Ireland, the sign "loose chippings" in America would be loose gravel. Or in England, getting off the "tube" (subway), there are signs to "mind the gap" (watch your step across the space between the car and the platform). I encourage you to share some examples of signs that you have seen in your travels around your neighborhood or beyond. To start us off, a sign often seen at area restaurants in the DFW area states "No firearms allowed." To the visitor from the east or west coast, this reminder would be unnecessary and is therefore a shocking reminder of a difference in culture and language. I hope you will have other revealing examples to share! You must make at least TWO replies to peers.

Multi-media component: Include a picture or podcast. Required: **Also, include a picture or a podcast. If you choose to do a podcast, please post a link to (or embed) a 1-2 minute podcast about yourself**. See the example introduction for more details on this component of the general introduction!

Credit	No Credit
Get Acquainted posting addresses all required points and is Post on-time. Candidate makes at least three substantive replies to peers. (10)	Get Acquainted posting does not address all required points and/or is not Post on-time or there are no replies to peers. (5)

2.   LANGUAGE ACQUISITION INTERVIEW (You must use the template in Blackboard for this assignment. A sample of this template is in the Appendix at the end of this syllabus.)

Description: Essential to your understanding of literacy development is an understanding about how individuals learn to speak both a first and another language and what research in language acquisition tells us. Thus, you will complete an observation and language observation/interview with two respondents: a) a native English speaker/parent with a pre-school monolingual English speaking child 3-5 years old, You should focus on the child's acquisition of English, not the parent's language. The parent will probably be the primary source of information but if the child is a bit older, 4-5 years, he/she may also be a respondent. and b) a nonnative English speaker (Someone new to the country, an immigrant in the last 1-3 years. Locate an individual who did not have extensive schooling in English before coming to the U.S.). Discuss with both respondents issues relating to language acquisition and compare and contrast the similarities and differences between first and second language acquisition. Finally, reflect on how this information applies to you in your professional setting or in relationship to your professional goals.

(Some information for this assignment was excerpted from "Collecting Data and Connecting Real World Observations to Theoretical Constructs" by Long, University of South Carolina at http://www.ite.sc.edu/ite/Faculty/Long/Language.html

Background Information for Assignment

Research conducted in the past thirty years tells us that children learn to read and write their first language in much the same way that they learn to speak. For English language learners, too, there are many similarities in the processes of learning both the first and another language. Although there are definitely some differences between first and second language acquisition along with oral language development and learning to read and write, the similarities are significant and our understanding of them is critical to our development of effective classroom learning environments.

The research that informs our knowledge of language and literacy acquisition comes from both home and school studies. Please refer to your textbooks for specific studies related to language and literacy acquisition. Your texts present excellent theoretical discussions to ground their presentation of practical issues and you will need to support your observational data and conclusions with this research.

As you have read in your course resources, studies of language and literacy development typically involve periods of observation, interview, and analysis. You will be conducting a study of two individuals—one child acquiring English as a first language and another individual who is learning English as a second/other language. To prepare for this experience, you should review the research on language acquisition from your texts.

As you observe and interview your respondents, take field notes that will support your telling their story of language and literacy use and development. Remember the following:
- You are collecting data to tell a story about two individuals and their use of language and literacy.
- Look for vignettes that support statements you may want to make about language and literacy backgrounds, acquisition, and use.
- Jot down: words, sounds, gestures, facial expressions used by the respondents that provide evidence of
- aspects of language and literacy development and use.

Format: Arrange your assignment in the following sequence with these required sections / subheadings and the content points noted. **You must use the template provided for this assignment.**

Part 1
Part 1A: Monolingual English Respondent Data (child 3-5 years of age learning English as the first/home language):
Notes background of child interviewed including:
a)   age
b)   gender
c)   ethnicity
d)   geographic history (where the family has lived)
e)   educational background of family
f)   parents' educational goals for child
g)   examples of literacy resources in the home environment
h)   responses to Language Acquisition Interview questions below

Part 1B: English Learner Respondent Data (Child 6-18 years of age learning English as a second language. You can use this same respondent for your Case Study): Notes background of child interviewed including:
a)   age,
b)   gender,
c)   ethnicity,
d)   other languages spoken and means of learning those languages,
e)   geographic history (where they have lived, time in U.S.),
f)   educational background of respondent and family,
g)   educational goals,
h)   examples of literacy resources in the home environment,
i)   responses to Language Acquisition Interview questions below

Part 2A & B: Language Acquisition Observations & Research Support: For each respondent, be sure to include responses to all three of these questions :

1. What evidence do you see that the respondent has spent time in an environment (home, school, or both) in which one or more of Brian Cambourne's) conditions for language development are in place? (See Content Material for his article)
- Immersion
- Demonstration
- Expectation of success
- Responsibility
- Approximation
- Employment
- Feedback

2. What evidence do you see of the child's use of language for a variety of functions? (Halliday, Routman, Pinnell, and Fisher)
- Instrumental (for getting things, for satisfying needs)
- Regulatory (for controlling others)
- Interactional (for maintaining personal relationships)
- Personal (for expressing personality or individuality)
- Imaginative (for creating a fantasy world)
- Informative (for conveying information)
- Heuristic (for finding out things, for wondering, for hypothesizing)
- What do you notice about the environment that does or does not support language used for a variety of functions?

3. At what stage of language development would you place this child? Why?

Part 3: Comparison/Contrast of Language Use & Language Acquisition

a) Cites similarities and differences in language use (e.g., pronunciation, sentence structure, precision of vocabulary) by the respondents and any differences in at school and at home/in community language use.

b) Cites specific similarities and differences in the process of language acquisition for the child learning a first language and the nonnative English speaker based on your interview (e.g., consider factors of age, home environment, and school, family, and community support).

c) Supports each observation / example with research noting the source, author, etc. e) Research support indicates an understanding of the structure and use of language and language acquisition.

Part 4: Bibliography
Grading Rubric

Tasks ↓	Expert	Acceptable	Unacceptable
Format (5 points)	Follows format and fully develops each of the required components in the template using correct spelling and grammar/language. Submits parent permission form. (5)	Follows format and develops each of the required components in the template using correct spelling and grammar/language. Submits parent permission form. (4)	Does not follow format and/or does not fully develop each of the required component in the template or has errors in spelling and grammar/language. Submits parent permission form. (2)

Parts 1A & 1B (20 points)	Fully developed responses to questions about each respondent (**10 points each for a total of 20 possible points**) per the template categories:a) age, b) gender, c) ethnicity, d) geographic history (where the family has lived), e) educational background of family, f) parents' educational goals for child, g) examples of literacy resources in the home environment (h) other pertinent information	Good responses to questions about each respondent (**8 points each for a total of 16 possible**) per the template categories)	Limited or missing information in respondent data discussion (14)
Part 2: Part 1: Respondent Data 20 points Discussion of conditions of language development and use of language functions (40 points)	• Fully developed responses with many specific examples about conditions of language development for Respondent A (10) • Fully developed responses with many specific examples about use of language functions for Respondent A (10) Fully developed responses with many specific examples about conditions of language development for Respondent B (10) • Fully developed responses with many specific examples about use of language functions for Respondent B (10)	• Good responses with specific examples about conditions of language development for Respondent A (8) • Good responses with specific examples about use of language functions for Respondent A (8) • Good responses with specific examples about conditions of language development for Respondent B (8) • Good responses with specific examples about use of language functions for Respondent B (8)	• Poorly developed responses with limited or no examples about conditions of language development for Respondent A (6) • Poorly developed responses with limited or no examples about use of language functions for Respondent A (6) • Poorly developed responses with limited or no examples about conditions of language development for Respondent B (6)
Part 3 Comparison / Contrast of Language Use & Language Acquisition (30 points)	• Cites at least 3 specific and fully developed similarities and differences in language use by the respondents. (12) • Cites at least 3 specific similarities differences in the process of language acquisition for respondents that show in depth insight of language acquisition processes. (13) • Supports each example with substantive research, from the course and outside sources, that indicates	• Cites at least 2 specific and fully developed similarities and differences in language use by the respondents. (10) • Cites at least 2 specific similarities and differences in the process of language acquisition for respondents that show in depth insight of language acquisition processes. (11) • Supports each example with substantive	• Cites limited or incorrect similarities and differences in language use by the respondents. (8) • Cites limited or incorrect similarities and differences in the process of language acquisition for respondents that show a lack of understanding of the language acquisition processes. (8) • Uses limited or incorrect examples of research support that

	a well developed understanding of the structure and use of language and language acquisition (5)	research that indicates a well developed understanding of the structure and use of language and language acquisition. (4)	shows poorly developed understanding of the structure and use of language and language acquisition. (3)
Part 4: Bibliography (5 points)	Provides bibliography for all sources cited using correct APA format (5)	Provides bibliography for most sources cited using correct APA format (4)	Missing citations for some sources and/or uses iincorrect APA formatting (2)

3) READING RESPONSE & REPLIES HAS TWO PARTS **(RESPONSE & REPLIES,).**
Description: Candidates will engage in an electronic discussion in response to the textbook and Professor Authored readings. The electronic discussion has three parts: a) candidate's original
response to readings, b) candidate's replies to peers, **Part A: Journal Response (500+ words and include one or more multi-media artifacts):** Candidates will submit to the Group Discussion Board a reading response summarizing and linking their responses to the readings (as indicated in the schedule) as well as personal reactions to the material based on the prompt of selected guiding questions. Responses do NOT need to include all readings for that week but *should* cite specific course readings for that week in the written response.

- **For each of the discussion posts (Part A), a set of *guiding questions*, based on that session's reading will be provided on Blackboard and sent via UTA email. Select *one or more* of the guiding questions for your post to respond to, incorporating key ideas from the readings. Include the question or questions in your post (bolded or in a different color font). Please <u>cut and paste</u> your post into the discussion area! Do not simply upload your document. Be sure that all work hyperlinks correctly. Use of multimedia is encouraged.**

- **The Part A response should include *one or more* (one is a minimum) of a "multi-media or web-based artifact" that you have located and/or created. Describe in depth why you chose the artifact (or artifacts) and how it further helps extend our understanding of the related course content. An artifact can be one or more of the following:**

  - Found or created infographic that relates to the course content. If you wish to create an infographic, I suggest Piktochart: http://piktochart.com/
  - A website or website(s) with resources related to the course content. There are some great "hub" websites that have many resources such as ReadWriteThink.org and Reading Rockets.
  - Social media page that you have started or found (someone' else's) related to the course content (e.g., Pinterest board on a related course concept in that session's readings)
  - A short podcast, video, or semantic map you have created and inserted into your post. You can create a Tellegami video using a smart phone and the free app, for instance, and include that as an artifact.

(https://tellagami.com/faq/). You can also use Voki to create an avatar to express some ideas, as well.
- An image or picture that represents and connects to course content.
- Example of tool for Semantic Map: Bubbl.us or Popplet.com https://bubbl.us/ or http://popplet.com/
- To create a short podcast to link to or embed into your post, I suggest VoiceThread (https://voicethread.com/) or MixCloud (https://www.mixcloud.com/). VoiceThread has a mobile app which allows for up to five free VoiceThreads. Remember, you can also locate a podcast (e.g. through International Literacy Association or another resource).
- A quote using Pablo Buffer. https://pablo.buffer.com/
- A cartoon using Make Belief Comix http://www.makebeliefscomix.com/
- A blog post you have written or one you have found that connects to the course content.

3. The **guiding questions** for each of the discussion boards for that session will be posted on Blackboard and will also be sent via UTA email.

4. Your initial post (Part A) should be **500 words or more** (*not* including the guiding questions you cut and paste into the response). Do not submit a skeletal or superficial response. Please do the readings at the *beginning* of each session so you have time to reflect upon the readings and to also search for and/or create an artifact. Do a word count before you submit! http://www.wordcounter.net/

NOTE: For the artifact, include a link to the artifact and explain how it is useful to the course content for that session's reading. You need to locate at least one artifact to include in your post. I encourage you to include more. In your response, you can also pose your own questions to peers (e.g., if you are wondering something).

Part B: Replies: Following response posting, candidates will return to the discussion board to read and **reply to at least three or more peer's responses**. Label replies as Reply 1A & Reply 1B, etc. The format for the reply part of this assignment is as follows.

- **Personal Connections:** Why did you choose this posting to respond to?
- **Discussion:** What questions or comments do you have for the author of the response posting?
- **Extension:** How can you extend the conversation on this posting? (Share specific resources, experiences, etc.)

4) INFORMAL DISCUSSION OF ASSESSMENT AND ENGLISH LEARNERS
Guiding Questions: Share specific examples of your experiences and understanding for each of these facets with regard to both English learners and non-English learners:
- Assessment tools and practices from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools that you are familiar with and/or use
- Using assessment information to place students along a developmental continuum and identify students' proficiencies and difficulties
- Using assessment information to plan, evaluate, and revise instruction to meet the needs all learners, including those at different developmental stages and those from different cultural and linguistic backgrounds
- Communicating results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.)
- Issues of assessment (e.g.,cultural and linguistic bias; political, social, and psychological factors) and special education testing(including gifted and talented); the importance of standards; and the difference between l anguage proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning

   Grading Rubric

Tasks ⬇	Expert	Acceptable	Unacceptable
Response/ Replies	Shares well developed responses to all guiding questions; detailed reflections and comments with responses indicate well developed insights about assessment and English learners (7) Makes more than two well developed replies to peers (3)	Shares good responses to all guiding questions; reflections and comments with responses indicate good insights about assessment and English learners (5) Makes at least two developed replies to peers (2)	Shares incomplete responses to guiding questions; superficial reflections indicate limited insights about assessment and English learners (3) Makes less than two replies to peers or replies are not developed (1)

5) CASE STUDIES, EACH COMPOSED OF TWO PARTS (You must use the template in Blackboard for this assignment. A sample of this template is in the Appendix at the end of this syllabus.)
NOTE: See appendix of the syllabus for forms, etc. to conduct your case study.
Description: The Case Study is a form of ethnographic research and provides information concerning a student's language/literacy development that helps the literacy professional to plan an effective instructional program. You will work with an English learner (K-12 student) for a minimum of 3-5 sessions of approximately one hour, depending upon the age of the individual. Through working with the English learner, you will consider background, interests, skills/abilities, and needs of the individual and make recommendations as to how to best help the English learner. Your case study includes pre-assessments, intervention, and post assessment with specific details about the effect you had on student learning/mastery of specific skills.
Format: Arrange your assignment in the following sequence with these required parts / subheadings and the content points noted.

PART 1 (55 points)
• **Section 1: English Learner's Background: Who is your learner? (1 page minimum):** Background information on the individual includes the following: prior educational experiences, sociocultural background, language(s) spoken in home; status (immigrant, refugee, or native born); country of origin; age upon arrival to the U.S; grade level. If the individual is in school and the teacher will share this information, report the OLPT (oral language proficiency test scores, e.g., LAS, IPT, etc.), TELPAS scores, and any other pertinent scores in the student's record. Support critical factors relating to the learner's background/language acquisition/educational implications with research.
• **Section 2: Summary of Assessments with the English Learner:** This is basically a summary of what you did without any evaluative reflections, observations, insights. You must conduct the following activities with your case study subject: Describe/summarize assessments conducted to determine learner's knowledge and skills including: 1) oral interview (see example in appendix which can be adapted; 2) oral language assessment with SOLOM; 3) writing assessment including spelling and vocabulary; 4) sight vocabulary assessment (see appendix for information on Fry's word list); 5) content area reading inventory (CARI); 6) running record (see appendix). A suggested schedule of observations of your case study subject's literacy behaviors and skills is included in the Appendix at the end of this syllabus. Take notes each meeting for writing up your final report. You do not need to include these in your report, but they will be helpful in reflecting on the individual's progress and on specific behaviors that are indicators of developmental levels and/or competencies. These will serve as examples to illustrate your main points in your case study report.
• **Section 3: Results and interpretation:** Based on your assessments, what does your learner know about English, what can your learner do in English. This is your pre-assessment. This is the evaluative part of the case study. In this part, evaluate what you observed as you conducted the assessments. Begin with a description of your subject, including their language proficiency level, their writing rubric score and any other descriptive information that will provide a complete picture of the child for the analysis to follow. The analysis should address any of the following questions that are pertinent to your findings on the language and literacy assessments of your case study subject.

These questions should serve as a guide to your analysis. Reflect on the data and summarize the experience   documenting the results of your assessment with the SOLOM.

1)   What did you learn about your case study participant and his/her level of competency and development in literacy?

2)   Can you place him/her on a developmental continuum in reading? Writing?

3)   What did you learn about academic language?

4)   What did you learn about this student's engagement with literacy tasks?

5)   Did you observe a difference between the child's level of oral language proficiency as measured by the   SOLOM and his/her reading and writing skills?

6)   What specific grammatical structures appeared to cause difficulty for the child in both his/her oral language   and writing?

7)   What specific examples of transfer of skills or linguistic interference between the child's native language and English did you find in his/her oral and written usage? What conclusions can you draw about the relationship between oral language and literacy skills based on the information available in the cumulative folder and your assessments of the child?

8)   Did you observe differences in the student's application of reading strategies according to the type of text being read? For example, was the child able to read narrative text more easily and fluently than content-area reading text?

PART 2 (45 points)

Tasks ↓	Expert	Acceptable	Unacceptable
Section 1: English Learner's Background (10 points)	Fully develops required items supporting critical factors relating to the learner's background, language acquisition, educational implications with insights and research. (10 points)	Provides required items in learner background with adequate elaboration and research support. (8)	Limited or missing information in learner background discussion. (6)
Section 2: Summary of Assessments 15 points	Fully developed description/summary of assessments (15)	Description/summary of assessments (13)	Incomplete description/summary of assessments conducted with English learner. (10)
Section 3: Results & Analysis 25 points	Provides fully developed results and interpretation of assessments with expert level insights about the language development of English learner. (25)	Provides results and interpretation of assessments with good insights about the language development of English learner. (21)	Provides limited discussion of results and/or limited or incorrect interpretation of assessments with poorly developed insights about the language development of English language learner.

- **Section 1a Analysis of results and choice of intervention focus:** Based on assessments, choose one specific area to pinpoint. Specifically describe how the assessment results were used to choose that intervention focus.

- **Section 1b: Intervention/Instruction (this is similar to a lesson plan):** Describe the intervention focus, specific details of the intervention activity/lesson process, the learner's reactions/ability to participate, student work products,

etc. Note any modifications/adaptations required during the intervention in order to help the student be successful.

- **Section 2: Assessment of Intervention / Instruction: What was the effect on student learning? This is your post assessment.** Specifically describe the effect on student learning of your intervention. To what extent was the learner able to master the information/skill. Provide concrete examples and data to support the effect on student, e.g., student was able to move from 50% mastery of the skill to 70%. (10 points)
- **Section 3: Recommendations for Future Instruction:** Based on all assessments administered and the targeted intervention, what recommendations can you make? What specific methods or approaches for literacy instruction would be most helpful for the English learner in developing language? Provide research support (cite author, year, source) for your recommendations. (10points)
- **Section 4: Research Support & Bibliography**

Tasks ⬇	Expert	Acceptable	Unacceptable
Section 1a: Analysis and choice of intervention focus (5 points)	Based on assessments, skillfully chooses one specific area to pinpoint. Fully describes how the assessment results were used to choose that intervention focus and the interventions is clearly linked to assessment results. (5 points)	Based on assessments, chooses one specific area to pinpoint. Describes how the assessment results were used to choose that intervention focus and the interventions is linked to assessment results. (4 points)	Does not choose one specific area to pinpoint and/or fails to show how the assessment results are linked intervention focus. (2 points)
Section 1b: Intervention / Instruction 10 points	Fully describes the specific process of the intervention and all the steps involved in instruction. (5) Offers well developed and insightful intervention and instruction targeted at specific need and is able to successfully make modifications / adaptations needed to meet students' needs. (10)	Describes the specific process of the intervention and the steps involved in instruction. (4) Offers intervention and instruction targeted at specific need and is able to make modifications / adaptations needed to meet students' needs. (8)	Fails to describe the specific process of the intervention and the steps involved in instruction. (3) Limited understanding of intervention and instruction targeted at specific need and lacks ability to make modifications / adaptations needed to meet students' needs. (5)

Section 2: Assessment of Intervention / Instruction 10 points	Offers an in depth analysis of the effect on student learning from the intervention. Provides insightful, concrete examples and detailed **data** to support the effect on student learning. (10)	Offers an analysis of the effect on student learning from the intervention. Provides examples and **data** to support the effect on student learning. (8)	Offers limited or incorrect analysis of the effect on student learning from the intervention. Provides limited or no examples and **data** to support the effect on student learning. (5)
Section 3: Recommendations for Future Instruction 10 points	Uses the assessments and results from both parts of case study to create a detailed set of targeted recommendations for future instruction with the English learner. All recommendations are supported by course and outside research (cite source, author, year) (10)	Uses the assessments and results from both parts of case study to create a set of targeted recommendations for future instruction with the English learner. All recommendations are supported by research (cite source, author, year) (8)	Limited ability to use the assessments and results to create targeted recommendations for future instruction with the English learner and/or recommendations are not supported by research (cite source, author, year) (6)
Section 4: Research Support & Bibliography 5 points	Offers recent research support for recommendations from course and outside resources. Citations are in correct APA format and directly linked to points and complete citation is provided in separate bibliography. (5)	Offers recent research support for recommendations. Citations are in correct APA format and linked to points and complete citation is provided in separate bibliography. (4)	Limited ability to link research support with recommendations and/or citations are not in correct APA format and/or missing separate bibliography. (2)

A Supplemental Reading List will be Posted on Blackboard.

APPENDIX – Case study instructions and information/forms

You will work with a total of three (3) students. (Two of them should be English learners) (child or adult). You should work with each of them a minimum of 3-5 sessions of one hour, depending upon the age and language development of the individual. Through working with the English learners, you will consider background, interests, and needs of the individual and make recommendations as to how to best help the English learner.

Activities or Interactions with the English Learner

These activities may have to be modified if you are working with a young adult. For instance, instead of reading aloud a picture book, you could use some type of environmental print such as a newspaper article, magazine, menu, etc.

Please conduct the following activities with your case study subject:
1)   oral interview
2)   oral language assessment with SOLOM
3)   writing assessment including spelling and vocabulary
4)   sight vocabulary assessment
5)   content area reading inventory (CARI)
6)   running record.

Below is a suggested schedule of observations of each of your case study subject's literacy behaviors and skills. Also included are assessments that you can conduct to observe and evaluate his/her literacy behaviors. Take notes each meeting for writing up your final report. You do not need to include these in your report, but they will be helpful in reflecting on the individual's progress and on specific behaviors that are indicators of developmental levels and/or competencies. These will serve as examples to illustrate your main points in your case study report.

SESSION 1: ORAL INTERVIEW AND SIGHT VOCABULARY ASSESSMENT

Select an individual who is learning English as a second language. Interview the teacher if possible to find out **background** information. Try to observe the student during class time and record **observations** (how does the individual perform during instruction: what is the class doing/ what is the student doing/what is the teacher doing).

ORAL INTEVIEW
Retrieved from http://www.bced.gov.bc.ca/esl/policy/special.pdf
At the end of the preceding link there are some rubrics for scoring oral language that you can use or you can just provide your anecdotal notes about the respondent's abilities.

Procedure	Procedure & Expectations
Section A What's your name? How old are you? When's your birthday? Where do you live? What's your telephone number? Where are you from? What language(s) do you speak? When did you come to_____ (name of town, city)?	Expectations for student: short answers such as Maria Jimenez, February 10, etc. The interviewer should: ● proceed at a normal speed and volume ● avoid repeating or rewording questions unless asked ● accept and record any responses the student makes but ● note any articulation difficulties the student is experiencing. ● If the interviewer feels it is more appropriate, he or she ● may use a tape recorder ● stop after there has been no response to three consecutive questions.

Section B 1. How many years have you gone to school altogether? 2. Tell me about your school in_____. 3. Tell me about your family. How many brothers and sisters do you have? What do they do? 4. Tell me your favorite story.	Question 1 is a conversation opener. In Question 2 the examiner may wish to add an additional prompting comment such as, I've never been to _____. The expectations for students are that longer responses will be forthcoming for questions 2 onward so it is not necessary to use all of these examples. Choose one and if it elicits very little response, try another item. (NOTE: Questions about family may be inappropriate for refugee students.) If the student is frustrated with this type of questioning, stop and proceed to section C. It is not necessary for the interviewer to record everything verbatim. Comments will suffice
Section C **Now you can ask *me* some questions.** 1. Ask me my telephone number. 2. Ask me where I live. **Ask me a question beginning with:** 3. who. 4. when. 5. how much. 6. why. 7. Ask me what I did last night. 8. Tell me what the weather's like today. **Now I'd like to test your English grammar.** **Change each of these to a question:** 9. He's going home. 10. They will make mistakes. 11. She gets on the bus. 12. He ate his dinner. 13. The work has been done.	• As the format for this section is artificial, it is important for the student to understand what is being tested; hence the openingremark. • It is always advisable to give an example to clarify instructions (e.g., Change each of these to a question. For example: This is a table. Is this a table?). The student is expected to answer in complete sentences. • This section hasbeen graded structurally from simple to more complex tasks. If the student has trouble with a given question, try the next item; if the student still experiences difficulty, stop.

Change each of these to the negative:
14. That's a window. (point to the door)
15. This belongs to her.
16. She'll go to the store.
17. He said something.
18. I could've gone earlier.

Sight Vocabulary Resources (You may use other sight vocabulary lists with permission)
Fry's Sight Word Lists http://www.candohelperpage.com/sightvocab_1.html
Fry's Phrases http://www.timrasinski.com/presentations/fry_600_instant_phrases.pdf

SESSION 2: CARI, RUNNING RECORD,

CARI: Create a Content Area Reading Inventory (CARI) for a content textbook in your grade level/subject area and/or a grade/subject that is appropriate for your respondent. You will need to provide a copy of the CARI you create with a citation for the textbook. Instructions for creating a CARI and examples of two CARIs are in Assignments in BLACKBOARD.

Running Record: Listen to your student read aloud from a nonfiction book with academic content or content textbook (science, social studies, **or** math) at his/her instructional level. **NOTE: You do not have to do a running record on all of the content areas explained below. Choose one content area.** Complete a Running Record (see information on Running Records below and also in the Weekly Course Content). If the child is not reading yet, "picture talk" the content and note the vocabulary (numbers, colors, nouns, adjectives, actions, phrases) the student uses to tell the information back to you.

Read some pages from a grade-level textbook with the student. Note the vocabulary, concepts, illustrations used and the student's ability to comprehend these displays of information. If the student does not have a textbook, try to find out what themes the teacher is teaching in social studies (history of …., geography of …, biography of …).

Read some pages from a **math** related source with the student. Note the vocabulary, concepts, illustrations used and the student's ability to comprehend these displays of information. Help the student with basic/grade level math vocabulary and concepts. Or assess your student's ability to count in English, use ordinal numbers (first, second, third), read and write numbers, tell time, add, subtract, multiply, divide, measure, graph.

Read some pages from a grade-level **language arts/literature** textbook with the student. Note the vocabulary, concepts, illustrations used and the student's ability to comprehend and retell the story. If using a literature textbook, a story grammar process grid to record student's retelling of the story: Setting, Characters, 3 Events, Problem, Resolution.

Running Record (retrieved at http://www.readinga-z.com/newfiles/levels/runrecord/runrec.html,

How to Take a Running Record
- Select a book that approximates the child's reading level. Explain to the child that he or she will read out loud as you observe and record his or her reading behavior.
- With the running record form in hand, sit next to the child so that you can see the text and the child's finger and eye movements as he or she reads the text.
- As the child reads, mark each word on the running record form by using the symbols on the chart that follows. Place a check mark above each word that is read correctly.
- If the child reads incorrectly, record above the word what the child reads.
- If the child is reading too fast for you to record the running record, ask him or her to pause until you catch up.
- Be sure to pay attention to the reader's behavior as he or she reads. Is the child using meaning (M), structural (S), and visual (V) cues to read words and gather meaning?
- Intervene as little as possible while the child is reading.
- If the child is stuck and unable to continue, wait 5 to10 seconds and tell him or her the word. If the child seems confused, indicate the point of confusion and say, "Try again."

Table 1
Running Record Symbols and Marking Conventions

Reading behavior	Marking convention	Example
Accurate word reading	✔ above each correctly read word.	✔ ✔ ✔ The brown fox……..
Substitution (one error if not self- corrected; record one error regardless of the number of incorrect substitutions)	Write each word attempted above the actual word.	✔ brave ✔ The brown fox……..
Omission (one error)	— (long dash)	✔ — ✔ The brown fox……..
Insertion (one error)	∧ at point of insertion with the inserted word above it	✔ ∧little ✔ The brown fox……..
Repetition of one word (no error)	R (one repetition) R2 (two repetitions) R3 (three repetitions)	R The brown fox……..
Repetition of phrase (no error)	R with line and arrow to the point of where the reader returned to repeat.	──────R The brown fox……..
Self-correction (no error)	SC after the error to indicate child has corrected error.	brave/SC The brown fox……..
Intervention / student confused and unwilling to try again (one error)	Write TA if you need to tell student to "try again" and point to where he or she needs to try again. Place brackets around part of the text that the child had to try again.	TA [The brown fox]…….
Intervention / unable to read a word (one error)	Write T above word if you tell the child the word after a 5–10 second wait.	T The brown fox……..
Beginning sound (no error)	Mark the beginning sound above the word if the child says it first, then a (check) if he or she follows with the correct word.	b/✔ The brown fox……..

Reading a-z **Running Record**

Level D

Student's Name _____ Matt Jones _____   Date _____ 1/28/02 _____

The Wheel
99 words

Have the student read out loud as you record.   Assessed by _____ B. Castillo _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E M S V	S-C M S V
3	✓ ✓ ✓ of/sc ✓ ✓ The wheel comes off the truck.		I	M S Ⓥ	M Ⓢ V
4	✓ ✓ ✓ It rolls down the hill. ✓ ✓ Faster and faster.				
5	✓ ✓ went/goes ✓ ✓ ✓ The wheel rolls through the field. ✓ ✓ p/✓ — ✓ It rolls past the cows. ✓R ✓ ✓ Faster and faster.	I I		Ⓜ Ⓢ V	
6	✓ ✓ ✓ ✓ farm The wheel rolls through the barn. ✓ ✓ TA It rolls [past the chickens.] ✓ ✓ Faster and faster.	I I		Ⓜ Ⓢ V M S V	
7	✓ ✓ ✓ ✓R₂ ✓ water The wheel rolls toward the river. ✓ ✓ ✓ ✓ T It rolls over the bridge. ✓ ✓ ✓ Faster and faster.	I I		Ⓜ Ⓢ V M S V	
8	✓ ✓ ✓ in/sc ✓ ✓ The wheel rolls into the school. ✓ ✓ ✓ of ✓ It rolls out∧the door. ✓ ✓ Faster and faster. ✓ ✓ ✓ R The wheel rolls through the town.	I	I	M Ⓢ V	M S Ⓥ
9	✓ ✓ ✓ ✓ P/ ✓ R It rolls past the policeman. ✓ ✓ ✓ Faster and faster.				
10	✓ ✓ ✓ ✓ ✓ T The wheel rolls into the garage. ✓ ✓ ✓ It stops rolling. ✓ ✓ ✓ ✓ ✓ track/sc The wheel is on the truck.	I I		M S V M S Ⓥ	Ⓜ Ⓢ V
	Totals	8	3		

Accuracy Rate: 91%   Error Rate: 1:11   Self-correction Rate: 1:4

Analyzing and Scoring a Running Record
Qualitative Analysis

The qualitative analysis is based on observations that you make during the running record. It involves observing how the child uses the meaning (M), structural (S), and visual (V) cues to help him or her read. It also involves paying attention to fluency, intonation, and phrasing. Think back to the prompts you offered and how the child responded to the prompts. All of these things help you to form a picture of the child's reading development.

Scoring

The information gathered while doing a running record is used to determine error, accuracy, and self-correction rates. Directions for calculating these rates are given below. The calculated rates, along with qualitative information and the child's comprehension of the text, are used to determine a child's reading level.

Error Rate

Error rate is expressed as a ratio and is calculated by dividing the total number of words read by the total number of errors made.

Total words / total errors = Error rate TW / E = ER

Example:: 120 / 6 = 20

The ratio is expressed as 1:20. This means that for each error made, the child read 20 words correctly.

Accuracy Rate

Accuracy rate is expressed as a percentage. You can calculate the accuracy rate by using the following formula: (Total words read – total errors) / total words read x 100 = Accuracy rate.

(TW - E) / TW x 100 = AR

Example:

(120 – 6) / 120 x 100 = Accuracy rate 114/120 x 100 = Accuracy rate

.95 x 100 = 95%

You can use accuracy rate to determine whether the text read is easy enough for independent reading, difficult enough to warrant instruction yet avoid frustration, or too difficult for the reader. The breakdown of these three categories is as follows:

Category description	Accuracy rate range
Easy enough for independent reading	95 – 100%
Instructional level for use in guided reading session.	90 – 94%
Too difficult and will frustrate the reader	89% and below

Self-correction Rate

Self-correction is expressed as a ratio and is calculated by using the following formula:

(Errors + self-correction) / self-correction = Self-correction rate (E + SC) / SC = SC rate

Example:

(10 + 5) / 5 = SC

15 / 5 = SC

3 = SC

The SC is expressed as 1:3. This means that the child corrects 1 out of every 3 errors.

If a child is self-correcting at a rate of 1:3 or less, this indicates that she or he is self-monitoring her or his reading.

After the Reading

Retelling

After the child reads the benchmark book and you record a running record, have the child do an oral retelling of the story. Ask the child to close the book and then tell you about the story in as much detail as she or he can remember. If the child has difficulty retelling parts of the story or remembering certain details, you can use prompts such as "Tell me more about (character x)" or "What happened after…." Analyze the retelling for information the child gives about the following:

- Characters
- Main idea and supporting detail
- Sequence of events
- Setting
- Plot

- Problem and solution
- Response to text-specific vocabulary and language

Retelling Checklist
- Can the child tell you what happened in the story or what the factual book was about in his or her own words?
- Does the child include details about the characters in the retelling? Can she or he explain the relationships between the characters?
- Can the child describe the setting? How detailed is the description?
- Can the child recall the events of the story, and can he or she place them in the correct sequence?
- Can the child identify the problem and the resolution?
- Does the child use vocabulary from the text?
- Does the child's retelling demonstrate minimal, adequate, or very complete and detailed understanding of the text?

Student Talk
After the reading, talk to the child about some of the things he or she did during the reading. Reinforce and praise certain behavior with comments and questions that focus on specific behaviors. For example, after the child reads the text, you might focus on a self-correction and ask, "How did you know it was people and not persons?"

Observation Checklist
In addition to the things revealed by the running record and retelling, there are other behaviors you should also be looking for. The things you should look for will vary with the reading level. They include the following:
- Does the child have mastery of directionality, one-to-one correspondence, return sweep, etc.?
- Did the errors made by the child make sense or sound right?
- Did the child attempt to self-correct?
- Did the child use the meaning, structure, and visual cues to identify words and get meaning from the text? Did he or she use them in an integrated way, or did he or she rely heavily on one particular source of information?
- Did the child make an attempt to read a word before asking you to help?
- How was the child's fluency? Did she or he just word-call?
- Did the child seem to recognize phrases?
- Were there many pauses? Were the pauses lengthy?
- How was the child's expression or intonation?

SESSION 3: WRITING ASSESSMENT, SOLOM ASSESSMENT OF ORAL LANGUAGE

Writing: Collect a writing sample from the child. Score it using an appropriate writing rubric. Examples are found at a suggested website found at   http://www.rubrics4teachers.com/

SOLOM: GUIDELINES FOR STUDENT ORAL LANGUAGE OBSERVATION MATRIX (SOLOM)

The purpose of this assignment is to provide an experience in administering a rating scale for second language proficiency. The administration of the SOLOM to a student who is learning English as a second language will allow you to observe the interaction between oral language proficiency termed Basic Interpersonal Communication Skills (BICS) and the Cognitive Academic Language Proficiency (CALP) required for proficiency in reading and writing. Analysis of this type informs teachers about how bilingual students' strengths and weaknesses in oral English interact in the four skills of language arts: listening, speaking, reading and writing. The SOLOM is designed to assess authentic oral language used for real, day-to-day classroom purposes and activities. In addition, language assessment allows a teacher to closely observe students' development of different features of language proficiency in a holistic fashion. This information is useful in planning appropriate instruction for bilingual readers and writers..

Administrating the SOLOM
Choose an individual who is classified as an English language learner. Observe the student in several different authentic activities in which he/she is interacting. Observe for a minimum of five minutes on each occasion. On each occasion, mark the rankings on the matrix according to your impressions of the child's use of English. You may wish to audio record one or more of your sessions to go back and confirm your impressions or to look for certain patterns of errors or usage. You will rate

the child's language use on a scale from 1 to 5 on each of these traits: comprehension, fluency, vocabulary, pronunciation, and grammar. Cross-check your ratings from the different contexts in which you observed the child for consistencies or variations that may indicate different levels of proficiency according to language function or purpose.

Student Oral Language Observation Matrix (SOLOM)

The SOLOM is not a test per se. A test is a set of structured tasks given in a standard way. The SOLOM is a rating scale that teachers can use to assess their students' command of oral language on the basis of what they observe on a continual basis in a variety of situations - class discussions, playground interactions, encounters between classes. The teacher matches a student's language performance in a five mains - listening comprehension, vocabulary, fluency, grammar, and pronunciation - to descriptions on a five-point scale for each (See Figure 1). The scores for individual domains can be considered, or they can be combined into a total score with a range of five through 25, where approximately 19 or 20 can be considered proficient. SOLOM scores represent whether a student can participate in oral language tasks typically expected in the classroom at his or her grade level.

Because it describes a range of proficiency from non-proficient to fluent, the SOLOM can be used to track annual progress. This, in turn, can be used in program evaluation, and as some of the criteria for exit from alternative instructional programs. However, to be used for these purposes, it is important to ensure that all teachers who use it undergo reliability training so that scores are comparable across teachers. For this purpose, a training video has been produced by Montebello School District in California.

The SOLOM does not require a dedicated testing situation. To complete it, teachers simply need to know the criteria for the various ratings and observe their students' language practices with those criteria in mind. Therein lies the greatest value of the SOLOM and similar approaches:

- it fixes teachers' attention on language-development goals;

- it keeps them aware of how their students are progressing in relation to those goals; and

- it reminds them to set up oral-language-use situations that allow them to observe the student, as well as provide the students with language-development activities.

While observing, teachers should be attuned to the specific features of a student's speech that influenced their rating. They can use this information as a basis of instruction. The SOLOM is sufficiently generic to be applicable to other language besides English. The SOLOM is not commercially published. It was originally developed by the San Jose Area Bilingual Consortium and has undergone revisions with leadership from the Bilingual Education Office of the California Department of Education. It is within the public domain and can be copied, modified, or adapted to meet local needs.

Directions for Administering the SOLOM:

Based on your observation of the student, indicate with an "X" across the category which best describes the student's abilities.

- The SOLOM should only be administered by persons who themselves score at level "4" or above in all categories in the language being assessed.

- Students scoring at level "1" in all categories can be said to have no proficiency in the language.

SOLOM Teacher Observation Student Oral Language Observation Matrix
Student's Name :

A. Comprehension	1	2	3	4	5
	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands everyday conversation and normal classroom discussions.
B. Fluency	Speech so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant: often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of	Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.
C. Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited: comprehension quite difficult.	Student frequently uses conversation limited because of inadequate	Student occasionally uses inappropriate and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	Pronunciation problems necessitate concentration on part of the listener occasionally lead misunderstanding	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of of a native speaker
E. Grammar	Errors in grammar and word order so severe as to make speech	Grammar and word order errors make comprehension difficult. Must often rephrase and/or	Makes frequent errors of grammar and word order that obscure meaning.	Occasionally makes grammatical and/or word order errors that do not obscure meaning.	Grammar and word order approximate that of a native speaker.

30

	virtually unintelligible.	restrict him/herself to basic patterns.			

Source:
Developed by San Jose Unified School District, San Jose, California

Scoring the SOLOM

The SOLOM yields ratings for four phases of English language proficiency. Phase 1 = 5-11
Phase 2 = 12-18
Phase 3 = 19-24
Phase 4 = 25   Full English proficiency

Reporting the SOLOM Results

You will submit a brief report of the results of the SOLOM to include the following information:

- The child's total score and phase of English language acquisition.
- A discussion of the child's strengths and weaknesses in the five traits.
- A brief description of the classroom context and activity or activities in which you observed the child.
- Overall impressions of the child's ability to function in English in an academic context as well as a social interaction context.
- A discussion of what insights you gained from the experience of administering the rating scale. These could include addressing issues such as:
- Did the child's level of overall fluency allow him/her to participate fully in academic activities or was his/her participation impaired?
- Was the child's command of vocabulary adequate for him/her to gain "comprehensible input" from academic instruction?
- Did you note a marked difference between the child's performance in social settings within the classroom versus his/her performance on academic tasks?
- Did the child's pronunciation and/or grammar usage impede others' abilities to comprehend the child? If so, did this occur occasionally or frequently?
- What modifications in instruction and or interpersonal communications did you observe for this child? Would you recommend different or additional accommodations based on this analysis?

OBSERVATIONS

Begin with a description of your subject, including their language proficiency level, their writing rubric score and any other descriptive information that will provide a complete picture of the child for the analysis to follow. The analysis should address any of the following questions that are pertinent to your findings on the language and literacy skills of your case study subject. These questions should serve as a guide to your analysis.

Reflect on the data and summarize the experience documenting the results of your assessment with the SOLOM. What did you learn about your case study participant and his/her level of competency and development in literacy? Can you place him/her on a developmental continuum in reading? Writing? What did you learn about academic language? What did you learn about this student's engagement with literacy tasks?

- Did you observe a difference between the child's level of oral language proficiency as measured by the SOLOM   and his/her reading and writing skills?
- What specific grammatical structures appeared to cause difficulty for the child in both his/her oral language and writing?
- What specific examples of transfer of skills or linguistic interference between the child's native language and English did you find in his/her oral and written usage?
- What conclusions can you draw about the relationship between oral language and literacy skills based on the information available in the cumulative folder and your assessments of the child?

- Did you observe differences in the student's application of reading strategies according to the type of text being read? For example, was the child able to read narrative text more easily and fluently than content-area reading text?

APPENDIX-AssignmentTemplates

LANGUAGE ACQUISITION OBSERVATION/INTERVIEW TEMPLATE

Student: School/District: Grade level taught:		
PART I: **Respondent Data**	**Respondent A** **Monolingual English Speaker**	**Respondent B** **English Learner (individual learning English as a second/other language)**
Age		
Gender		
Ethnicity		
Geographic history (where the family has lived)		
Siblings or other family members in the household		
Educational background of family		
Parents' educational goals for child		
Examples of literacy resources and experiences in the home environment		

Other pertinent information influencing language acquisition		

RESPONDENT A. Monolingual English Speaker

PART IIA: <u>Specific examples/evidence with quotes and activities/actions</u> (or nonexamples/lack of evidence) that the child has spent time in an environment in wihich the following conditions for language development (Brian Cambourne) are In place.

Immersion:

Demonstration:

Expectation of success:

Responsibility:

Approximation:

Employment:

Feedback:

PART IIB: <u>Specific examples/evidence with quotes and activities/actions</u> (or nonexamples/lack of evidence) of the child's use of a variety of language functions (Halliday, Routman, Pinnell, andFisher)

Instrumental (language used for getting things, for satisfying needs):

Regulatory (language used for controlling others):

Interactional (language used for maintaining personal relationships):

Personal (language used for expressing personality or individuality):

Imaginative (language used for creating a fantasy world):
Informative (language used for conveying information):
Heuristic (language used for finding out things, for wondering, for hypothesizing):
Question: At stage of language development (per the stages from text/readings) would you place this child? Why?
<u>**RESPONDENT B.**</u> **English Learner (individual learning English as a second/other language)**
PART IIA: <u>**Specific examples/evidence of conditions of language development with quotes and activities/actions**</u> (or nonexamples/lack of evidence) that the child has spent time in an environment in wihich the following conditions for language development (Brian Cambourne) are In place.
Immersion:
Demonstration:
Expectation of success:
Responsibility:
Approximation:
Employment:
Feedback:
PART IIB: <u>**Specific examples/evidence of use of language functions with quotes and activities/actions**</u> (or nonexamples/lack of evidence) of the child's use of a variety of language functions (Halliday, Routman, Pinnell, and Fisher)
Instrumental (language used for getting things, for satisfying needs):
Regulatory (language used for controlling others):
Interactional (language used for maintaining personal relationships):
Personal (language used for expressing personality or individuality):

Imaginative (language used for creating a fantasy world):

Informative (language used for conveying information):	
Heuristic (language used for finding out things, for wondering, for hypothesizing):	
Question: At stage of language development (per the stages from text/readings) would you place this child? Why?	
Part III: Comparison/Contrast of Language Use & Language Acquisition a) Cites <u>specific</u> similarities and differences in language use (e.g., pronunciation, sentence structure, precision of vocabulary) by the respondents. c) Cites <u>specific</u> similarities and differences in the process of language acquisition for the respondents (e.g., consider factors of age, home environment, and school, family, and community support). **Be sure to support each observation / example with research support noting the source, year, author** **in APA format.**	
a) **Language Use** (similarities and differences in how the respondents **use** language)	
b) **Language Acquisition** (similarities and differences in how do the respondents have **learned/acquired** language)	
Part IV: BIBLIOGRAPHY (in APA format)	

CASE STUDY, Part 1 TEMPLATE

Section 1: English Learner Background Cite and discuss each factor and its relationship to language development of English learner. Support critical factors relating to the learner's background/language acquisition/educational implications with research, citing information, source, author, year. (10 points)	
Age upon arrival to the U.S	
Grade level	
Country of origin	
Prior educational experiences	
Sociocultural background	
Language(s) spoken in home	
Immigrant, refugee, or native born	
Previous assessment information, such as OLPT (oral language proficiency test scores, e.g., LAS, IPT, etc.), TELPAS scores, and any other pertinent scores in the student's record	

Section 2: Summary of Assessments with **English Learner** Describe/summarize assessments conducted to determine learner's knowledge and skills including: 1) oral interview; 2) oral language assessment with SOLOM; 3) writing assessment including spelling and vocabulary; 4) sight vocabulary assessment; 5) content area	Section 3: Results/Interpretation: This is the evaluative part of the case study. Based on each assessment, what does the learner know about English, and what can the learner do in English. (25 points)
Assessment 1: Oral interview	**Results/Outcomes:** **Interpretation:**
Assessment 2: Oral language assessment with SOLOM	**Results/Outcomes:** **Interpretation:**
Assessment 3: Writing assessment	**Results/Outcomes:** **Interpretation:**
Assessment 4: Sight vocabulary	**Results/Outcomes:** **Interpretation:**
Assessment 5:Content area reading inventory (CARI)	**Results/Outcomes:** **Interpretation:**
Assessment 6:Running record	**Results/Outcomes:** **Interpretation:**
Section 4: APPENDIX with samples of student work and assessments to substantiate your summary of activities and recommendations (5 points)	

CASE STUDY, Part 2 TEMPLATE

Section 1a Analysis of results and choice of intervention focus: Based on assessments, choose <u>one </u>specific area to pinpoint. Specifically describe how the assessment results were used to choose that intervention focus. (5 points)

Section 1b: Intervention/Instruction: Describe the intervention focus,, specific details of the intervention activity/lesson process, the learner's reactions/ability to participate, student work products, etc. Note any modifications/adaptations required during the intervention in order to help the student be successful. (15 points)

Section 2: Assessment of Intervention: What was the response to intervention/effect on student learning? Specifically describe the effect on student learning of the intervention. To what extent was the learner able to master the information/skill. Provide concrete examples and data to support the effect on student learning, e.g., student was able to move from 50% mastery of the skill to 70%. (10 points)

Section 3: Recommendations for Future Instruction: Based on all assessments administered and the targeted intervention, what recommendations can you make? What specific methods or approaches for literacy instruction would be most helpful for the English learner in developing language? Provide research support (cite author, year, source) for your recommendations. (10 points)

Section 4: Research Support & Bibliography (5 points)