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| **Department of Curriculum & Instruction** | A-fullname-block-2color |
| **s2qXCeAJ_utapartners** | Spring, 2014 |
| |  |  | | --- | --- | | LIST 5361.001 and LIST 5361.002 | Language Learning: Educational Perspectives |   ***my photo***  **Instructor:** Sandra K. Adams, Ph.D **Office:** 322K Science Hall **Office Hours:** By appointment only  **Phone:** 214-532-9096 (mobile) **Mailbox:** College of Education, P.O. Box 19227 **Email:** [sandrakadams@uta.edu](mailto:sandrakadams@uta.edu)  ***About Your Instructor:***  Sandra K. Adams is an instructor of literacy studies in the College of Education at the University of Texas at Arlington. She recently retired from Dallas ISD where she trained and supervised teachers of record for the district alternative certification program for ten years. She received her Ph.D. from the University of North Texas. Her research and presentations have focused primarily on issues related to effective teachers, instructional planning and delivery, curriculum, school-parent relations, middle school best practices, and urban and rural education. She held memberships in a variety of national organizations, including Phi Delta Kappa Association, serving as chapter president, Association of Teacher Educators, Kansas Association of Teacher Educators, International Reading Association, and Kansas Reading Association, serving as southeast regional director. Prior to teaching at UTA and working for Dallas ISD, she was assistant professor for the department of curriculum and instruction at Pittsburg State University in Kansas and taught undergraduate and graduate courses, which included integrated curriculum for language arts and working with at-risk students. She participated and implemented the New Jersey Writing Project as a middle school language arts teacher in Haltom City, Texas. She has taught special education students and students in grades three through seven in all core subject areas. After thirty-eight years as an educator she remains committed to public school education, with a particular focus on training elementary and secondary teachers. | |
| **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. | |

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| **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.

**Required Textbooks**

Andrews, Larry. (2006). **Language exploration and awareness: A resource book for teachers** (3rd ed.). New York: Lawrence Erlbaum.

Freeman, D. E., & Freeman, Y. S. (2004). **Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, grammar. Portsmouth, NH: Heinemann.**

**Optional Textbook**

Hadaway, N. L., Vardell, S. M., & Young, T.A. (2002). **Literature-based instruction with English language learners, K-12**. Boston: Allyn & Bacon.

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| **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 * Personal Language Story | 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 |

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| **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 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. | * Reading Response & Replies * Language Activities * Case Study * Personal Language Story | 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 |
| **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, serve as community resources, and advocate for ELLs.  . | * Reading Response & Replies * Personal Language Story | TESOL 5a-5b | TExES Reading Specialist Domain IV, Competency 014  TExES ESL Domain III Competency 008, 010 |

**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.**

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| **Lesson Title & Reading**  **(LA = Larry Andrews 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.) | |
| **Lesson1: Defining Language and Communication**   * LA, Chapters 1-4 * Online lesson information | Candidate Introduction  Posted in Discussions | 1/22 | N/A | |
| **Lesson 2: The Components and Structure of Language**   * LA, Chapter 6 * F&F, 3, 7, 9 * Online lesson information | Lesson Plan #1  Posted in Assignments | 1/29 | 1/31 | |
| Reading Response #1 (Lessons 1 and 2)  Posted in GROUPS | 2/5 | 2/7 | |
| Reading Response Replies (1A & 1B)  Posted in GROUPS | 2/8-2/10 | N/A | |
| **Lesson 3: First Language Acquisition & Instructional Considerations**   * LA, Chapter 11 * F&F, Chapter 1 * Online lesson information | Lesson Plan #2  Posted in Assignments | 2/12 | 2/14 | |
| **Lesson 4: Second Language Acquisition and Instructional Considerations**   * F&F, Chapter 2 * Online lesson information | Reading Response #2 (Lessons 3 and 4)  Posted in GROUPS | 2/19 | 2/21 | |
| Reading Response Replies (2A & 2B)  Posted in GROUPS | 2/22-24 | N/A | |
| Language Acquisition Interview, Part 1  Posted in Assignments | 2/26 | 2/28 | |
| Language Acquisition Interview, Part 2  Posted in Assignments | 3/1 | 3/3 | |
| Language Acquisition Interview, Part 3  Posted in Assignments | 3/5 | 3/7 | |
| **Lesson 5: Oral Language, Reading, Writing and English Language Learners**   * F&F, Chapters 4, 5, 6, 8 * Online lesson information | Reading Response #3 (Lessons 5 and 6)  Posted in GROUPS | 3/19 | 3/21 | |
| Reading Response Replies (3A & 3B)  Posted in GROUPS | 3/22-24 | N/A | |
| **Lesson 6: Assessing the Language Development of English Language Learners**   * Online lesson information | Case Study, Part 1 | 4/2 | 4/4 | |
| Case Study, Part 2  Posted in Assignments | 4/9 | | 4/11 |
| Informal Discussion of Assessment and English Learners | 4/12 | | 4/14 |
| **Lesson 7: Word Study**   * LA 5 & 9 * F&F, Chapter 7 * Online lesson information | Personal Language Story  Posted in Assignments | 4/16 | 4/18 | |
| Reading Response #4 (Lessons 7 and 8)  Posted in GROUPS | 4/23 | 4/25 | |
| **Lesson 8: One Language, Many Sounds**   * LA, Chapters 7, 8 & 10 * Online lesson information | Reading Response Replies (4A & 4B)  Posted in GROUPS | 4/26-28 | N/A | |
| Lesson Plan #3 | 4/30 | 5/2 | |

**Assignments (Detailed guidelines follow later in the syllabus):**

* Get Acquainted Posting (5 points)
* Reading Response & Replies (4 sets @ 20 points each for 80 points total)
* Informal Discussion on Assessment and English Learners (10 Points)
* Language Acquisition Interview (100 points)
* Case Study, Parts 1 & 2 (100 points)
* Personal Language Story (75 points)

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| **Assignment** | **Points Possible** | **Grading Scale**  A = 340-375 (93-100%) B= 310-339 (84-92%) C= 275-309 (75-83%) D= 259-274 (70-74%)  F= below 259 (below 70%) |
| Get Acquainted Posting | 10 | |
| Case Study, Parts 1 & 2 | 100 | |
| Language Acquisition Interview | 100 | |
| Reading Response & Replies (4 sets @ 20 points each) | 80 | |
| Informal Discussion of Assessment and English Learners | 10 | |
| Personal Language Story | 75 | |
| **TOTAL** | **375** | |

**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.

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| **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**

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| 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) |

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| **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/.](http://library.uta.edu/tutorials/Plagiarism/.%20) |

**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.

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| **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. |

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| **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. |

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| **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. | |

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

1. **LANGUAGE ACQUISITION INTERVIEW (You must use the template in Epic 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 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?

* 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**

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| **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) |
| **Part 1: Respondent Data**  **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: Discussion of conditions of language development and use of language fuctions**  **(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 a well developed understanding of the structure and use of language and language acquisition (5) | * 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 research that indicates a well developed understanding of the structure and use of language and language acquisition. (4) | * 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 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 incorrect 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, c) candidate’s assessment of the interaction during the electronic discussion.

**Format & Content:** Arrange assignment in the sequence that follows with the required sections / subheadings and the content points noted.

**Part A: Response:** Candidates will submit to the Group Discussion Board a reading response summarizing and linking the textbook and online lesson reading (as indicated in the schedule) as well as personal reactions to the material. Candidates should make ONLY ONE posting for the lessons (usually 2-3 lessons are linked for this assignment and indicated on the course schedule) no matter how many chapters/lessons read. The posting should synthesize the information for all the textbook chapters and online lessons read. Mark the posting with the following label: Response #1, etc.

* **Six Key Points I Learned/I Found Interesting:** Candidates will cite at least 6 specific pieces of research, findings, suggestions from the textbook and online reading noting the chapter/page/author and what was learned that was new/interesting. Candidates cite how these points relate to their specific teaching situation with personal reactions/responses/analysis.
* **Two Key Points I Have Questions About/Found Confusing/ Disagreed With:** Candidates cite at least 2 specific pieces of information from the textbook and online reading noting the chapter/page/author and what remaining questions they still have, why they are confused, why they disagree. Candidates cite how these points relate to their specific teaching situation with personal reactions/responses/analysis.
* **One Point I Would Like More Information About:** Candidates cite at least one piece of information from the textbook and online reading that they would like to explore further. Candidates cite how this issue relates to them in their specific teaching situation with personal reactions/responses/analysis.

**Part B: Replies:** Following response posting, candidates will return to the discussion board to read and reply to at least two 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.)

Here are some ideas for improving the quality of your discussion.

Try to avoid, just restating the points you cited from the text and the online reading with personal opinions such as the following.

* I recognize the importance of . . .
* It is important to learn/know about . . .
* I see this . . . in my classroom

For the most part, when you start with openers such as these, you are not adding anything additional/new to the discussion. Provide some specific examples of what you are seeing in school/class or in your environment related to the reading/discussion. Following are some ways to elaborate on the discussion (these were offered by a graduate of our program, Suann Claunch of FWISD).

* I agree with\_\_\_ because\_\_\_\_
* I disagree with \_\_\_ because \_\_\_\_
* I wonder about \_\_\_\_\_ because \_\_\_\_
* According to \_\_\_\_
* The evidence shows\_\_\_
* In my classroom, I see \_\_\_\_\_ and this seems to confirm/contradict \_\_\_\_\_

In other words, don’t just state an opinion. Support your point of view with specific examples and connections to other reading, discussion, etc.

For Replies, consider the following.

* Can you say something similar using other words?
* What did you like about the previous contribution?
* What new ideas did that contribution give you?
* What puzzled you about the last statement?
* How did the person who made the last statement arrive at that conclusion?
* Can you elaborate, explain, or give another example of the last statement?
* What puzzled you as you were trying to think of an answer to this question?
* Did I contribute to the discussion?
* Did I encourage others to contribute or clarify ideas?
* What would I like to do in the next discussion? How can I do this?
* Who was the person who contributed the most interesting or valuable comments?
* Who was the Most Valuable Player in keeping the discussion going?
* Who encouraged me the most in the discussion?

**Grading Rubric**

**NOTE:** All assignments must be submitted on time. Assignments submitted after the deadline may, at times, be accepted according to the assignment schedule with a 25% penalty.

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| --- | --- | --- | --- |
| **Tasks**     | **Expert** | **Acceptable** | **Unacceptable** |
| ***Part A: Reading Response***  **Format** | Follows required format for response  (1) | Follows required format for response  (1) | Does not follow format for one or more of the parts  (0) |
| **Six key points**  **Two Key Points I Have Questions About/Found Confusing/ Disagreed With**  **One Point I Would Like More Information About** | Notes more than the six key points drawn from both online and text reading with excellent elaboration, in depth insights, application to classroom, and specific examples  (4)  Notes more two key points that generated questions or confusion that reflect well developed insights and in depth personal connections and application of material to classroom settings  (3)  Notes more than one key point for more information that reflects insightful reading of the material  (2) | Notes six points drawn from both online and text reading with insights, application to classroom, and examples (3)  Notes two key points that generated questions or confusion that reflect well developed insights and in depth personal connections and application of material to classroom settings  (2)  Notes one key point for more information that reflects insightful reading of the material. (1) | Does not note the minimum number of points and/or points are limited or superficial  (2)  Does not note the minimum number of questions or observations have limited connection to reading  (1)  Does not note a request for more information (0) |
| **Part B: Replies**  **Format**  **Responses**  **Replies to Peers**  **Extension of Dialogue** | **Expert**  Posts more than the two required replies according to the required format (2)  Responds to all replies (1)  All replies reflect well developed understanding of reading and synthesis of material with personal connections and application of material to classroom settings (4)  Engages in genuine in depth discussion with peers, providing well developed support and encouragement and extensions | **Acceptable**  Posts two required replies according to the required format (1)  Responds to all replies (1)  Replies reflect understanding of reading and some synthesis of material with personal connections and application of material to classroom settings (3)  Engages in good discussion with peers, providing support and encouragement and some extension of the dialogue (2) | **Unacceptable**  Does not follow format for replies or make required number of replies (0)  Does not respond to replies (0)  Replies reflect limited understanding or synthesis of reading with few personal connections or limited application of material to classroom settings (2)  Engages in limited discussion with peers or limited extension of the dialogue (1) |

**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 language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning

**Grading Rubric**

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| --- | --- | --- | --- |
| **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 STUDY, POSTED IN TWO PARTS ACCORDING TO SYLLABUS SCHEDULE (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 include 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?
8. 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?
9. 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?

## 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 language 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) |

## CASE STUDY, POSTED IN TWO PARTS ACCORDING TO SYLLABUS SCHEDULE (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 include 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.
* 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?

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| **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:** | Provides fully developed | Provides results and | Provides limited discussion |
| **Results &** | results and interpretation of | interpretation of | of results and/or limited or |
| **Analysis** | assessments with expert | assessments with good | incorrect interpretation of |
| **25 points** | level insights about the | insights about the language | assessments with poorly |
| language development of | development of English | developed insights about |
| English learner. (25) | learner. (21) | the language development of English language learner. |

**PART 2 (45 points)**

* **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. (10

points)

## Section 4: Research Support & Bibliography

## Grading Rubric

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| --- | --- | --- | --- |
| **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) |

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| --- | --- | --- | --- |
| **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) |

1. **PERSONAL LANGUAGE STORY**

**Description:** For this class, you will compose a Personal Language Story with the primary purposes of 1) examining and reflecting on your own personal language experience and the familial/community/cultural/historical values that have shaped your language development; 2) placing this language development into some sort of community/historical/cultural context so that you and others can better understand the relationships between language development/values and culture/individual community/history.

Discuss how your oral and written language is different today than the language you used five years ago? How is it different than ten years ago? Fifteen, etc.? What have been the major influences on your evolving language? Discuss members of your LASS (Language Acquisition Support System) and what specific influence they have had on your language development. Interview parents or older siblings/friends of the family and have specific quotes and/or examples about how you learned to speak, read, and write. Consider your own community and its influence on your language. Cite the research that supports your points. If you learned a second language, discuss this process as well. Your language development can include both oral communication as well as reading/writing. But the focus should be on how you have used language, particularly oral language, to negotiate your personal and professional environment from birth to the present. Your story should also include the social, cultural, familial, community, and personal values that have shaped your language development. Mark your posting with the following label: **Language Story.**

Additional Background Information for Assignment

* To compose your story, look at the questions below and shape this information into a first person narrative according to the guidelines provided later.
* First, create a **timeline** of your life noting key language dates in your life.
* On the top side of this timeline, identify the key historical/social/cultural events that gave your life and your language experiences shape. Choose those events that have some bearing on language values/practices (e.g., the invention of the WWW in 1991 shaped many language practices in online environments; the boom of web-based gaming environments in the 1990's changed the language practices/values of many online gamers).
* On the bottom side of the timeline, identify the key language events in your life—focusing on those you mentioned in response to the language autobiography questions. You can illustrate these historical/social/cultural events with appropriate images.

**Here are some tips for succeeding on this assignment:**

* This is not an autobiography. You must focus on your language learning and language use with specifics about how people and events in your personal history have shaped the way you use language, particularly your specific idiolect (individual dialect). Provide as many specific language shaping experiences and specific examples of language, e.g., computer terminology, etc. as possible.
* Support examples with research from course materials or other sources.
* Do some careful thinking about the key historical/cultural/social events that shaped your language values and practices—this is hard to do! Think back in your life about the larger events that shaped you and your family's circumstances—especially your language values/practices.
* For the top of the timeline, don't just pick any old historical dates; be *selective* and identify only those that had some important influence on your language history.
* For the bottom of the timeline, don't pick all the language events/happenings in your life—select

only the key happenings/events that seem particularly important/salient for your own personal language history.

* On your timeline, make explicit the connection between your own language practices/values (or those of your family) and the historical/social/cultural events that you have chosen to identify.
* If you are at a loss for historical material, go online (use your favorite search engine and the key words "timeline" and "historical") or go to the library to find some historical timelines (e.g., Wikipedia has a timeline divided into various eras in recent history <http://en.wikipedia.org/wiki/Timeline_of_United_States_history>) to consult for inspiration. Choose timelines that cover the years of your own life.

## Personal Language Story Questions (these are just examples)

Early Language Practices/Values:

* What kinds of things did you read (e.g., comics, cereal boxes, magazines, library books, computer games, etc.) *and write* (e.g., stories, e-mail) at home when you were a young child? How might what you read have shaped your language use?
* An adolescent? (e.g., a diary, letters, notes to friends, IM exchanges, music, scripts, short stories) How might what you read have shaped your language use?
* Did you have a computer in your home? Did you use it as a young child? An older child? An adolescent? If so, how did you use it at each of those stages? For what purposes (e.g., www surfing, word-processing, programming, computer games, etc.)?

**School Language Practices**

* What kinds of language shaping activities did you have with your peers? (e.g., clubs, groups, peer influences)
* Historical/Cultural/Social/Familial Events That Provided a Context for Language
* What important historical/political/social events were happening in your state, country, or around the world when you were a child growing up? When you were a teenager? Please list as many of these as possible—especially those that shaped your language practices/values.
* What important family events happened when you were a child growing up? When you were a teenager? Please list as many of these as possible—especially those that shaped your language practices/values.
* How did these events shape your language use, your vocabulary?

**Format:** Arrange your assignment in the following sequence with these required sections / subheadings and the content points noted.

**Section I: Timeline:** Include timeline of important personal language events (include personal events, e.g., early years and first language acquisition, schooling, clubs/organizations, jobs/professional affiliations).

**Section II: People that shaped my language:** a) Discuss the specific growth of your language from child to teen to adult and provide concrete examples of people who shaped your language. (What specific family members, friends, and community members influenced your language development? What community influences shaped your language?). Cite the research that supports your points. See the questions in the syllabus to guide your thought process. b) Cite specific differences in vocabulary (e.g., jargon for vocation/avocation) and language use (informal vs. formal) from age to age and the reasons for the vocabulary/language use changes. Cite the research that supports your points.

**Section III: Life events that shaped my language:** a) Discuss the specific growth of your language from child to teen to adult and provide concrete examples of events that shaped your langauge. (What specific life events (e.g., membership in a particular group such as sorority/fraternity, military;

historical events such as 911, Vietnam War, etc.) influenced your language development?). Cite the research that supports your points.. See the questions in the syllabus to guide your thought process.

b) Cite specific differences in vocabulary (e.g., jargon for vocation/avocation) and language use (informal vs. formal) from age to age and the reasons for the vocabulary/language use changes. Cite the research that supports your points.

**Section IV: Implications for the Classroom:** a) How does reflecting on your own language story help you better understand the factors at work in your students’ language development? Cite the research that supports your points. b) What similarities/differences do you see in your students’ language development/use and your own at that same age? c) What implications do your language story observations have for your work with students, families, community? Cite the research that supports your points.

## Section V: Research Support & Bibliography

**Grading Rubric**

**NOTE:** All assignments must be submitted on time. Assignments submitted after the deadline may, at times, be accepted according to the assignment schedule with a 25% penalty.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Tasks**   | | **Expert** | **Acceptable** | **Developing** |
| **Section I:**  **Timeline 10 points** | | Includes elaborated timeline of important personal language events (includes personal events, e.g., early years and first language acquisition, schooling, clubs/organizations, jobs/professional affiliations) (10) | Includes timeline of important personal language events (include personal events, e.g., early years and first language acquisition, schooling, clubs/organizations, jobs/professional affiliations (8) | Limited or no timeline provided (6). |
| **Section II:**  **People That Shaped My Language**  **20 points** | | Provides a detailed and  well developed analysis of personal language growth from child to teen to adult with many concrete, elaborated examples (7), citing key people (5) who influenced specific differences in vocabulary (e.g., jargon for vocation/avocation) and language use (informal vs. formal) (8). | Provides a good analysis  of personal language growth from child to teen to adult with concrete examples (6), citing key people (4) who influenced specific differences in vocabulary (e.g., jargon for vocation/avocation) and language use (informal vs. formal) (7). | Provides a limited  analysis of personal language growth from child to teen to adult with few specific examples (4) and people (3) who influenced specific differences in vocabulary (e.g., jargon for vocation/avocation) and language use (informal vs. formal) (5). |
| **Section III:**  **Life**  **Events That Shaped Language**  **20 points** | | Provides a detailed and  well developed analysis of personal language growth from child to teen to adult with many concrete examples, citing specific differences in vocabulary (e.g., jargon for vocation/avocation) and language use (informal vs. formal) from age to age (10) and the specific events that shaped those vocabulary/language use changes (10). | Provides a good analysis  of personal language growth from child to teen to adult with concrete examples, citing specific differences in vocabulary (e.g., jargon for vocation/avocation) and language use (informal vs. formal) from age to age (9) and the events that shaped those vocabulary/language use changes (9). | Provides a limited  analysis of personal language growth from child to teen to adult with few specific examples of events (6) that influenced specific differences in vocabulary (e.g., jargon for vocation/avocation) and language use (informal vs. formal) (6). |
| **Section IV:**  **Reflections & Implications for the Classroom**  **20 points** | | 1) Provides an insightful  reflection and rationale about the importance of considering a personal language story with well developed understandings about the factors at work in students’ language development. (8)  2) Offers at least five well developed instructional implications linking your own Personal Language  Story and the language development of English learners (e.g., What  similarities/differences  do you see in your students’ language development/use and your own at that same age?) (7) with specifics about how people and events shape language in and out of the classroom (e.g., What implications do your language story observations have for your work with students, families, community?) (5). | 1) Provides a reflection  and rationale about the importance of considering a personal language story with basic understandings about the factors at work in students’ language development (6).  2) Offers at least four instructional implications linking your own Personal Language Story and the language development of English learners (e.g., What similarities/differences do you see in your  students’ language  development/use and your own at that same age?) (6) with specifics about how people and events shape language in and out of the classroom (e.g., What implications do your language story observations have for your work with students, families, community?) (4). | 1) Provides a limited  reflection about the importance of considering a personal language story with limited understandings about the factors at work in students’ language development (5).  2) Provides limited instructional implications and/or is unable to clearly link Personal Language Story to instructional implications  regarding the language development of English learners (5) |
| **Section V:**  **Research Support &**  **Bibliography**  **5 points** | Offers recent research support for points from  course and outside resources (3).  Citations (APA format) are directly linked to points within text and complete citation is provided in separate bibliography at the end of the paper (2). | | Offers research support for points from course  resources (2).  Citations (APA format)  are linked to points within text and citation is provided in separate bibliography at the end of the paper (1). | Offers limited or no research support for points from course resources (1).  Citations (APA format) are not noted within text and/or not included in separate bibliography at the end of the paper (1). |

**Supplemental Reading List**

**ALPHABETS AND LANGUAGE SYSTEMS**

Bourke, L. (1991). **Eye spy: A book of alphabet puzzles.** San Francisco: Chronicle Books.

Der Manuelian, P. (1991). **Hieroglyphics from A to Z: A rhyming book with ancient Egyptian stencils for kids**. New York: Scholastic.

Kitamura, S. (1992). **From acorn to zoo and everything in between in alphabetical order.** New York: Trumpet Club.

Liptak, K. (1990). **North American Indian sign language.** New York: Scholastic.

Pallotta, J. (1991). **The dinosaur alphabet book.** New York: Trumpet Club.

Pallotta, J. (1993). **The extinct alphabet book.** New York: Trumpet Club.

Viorst, J. (1994). **The alphabet from Z to A (with much confusion on the way).** New York: Atheneum.

**COMMUNICATION**

Aliki. (1993). **Communication.** New York: Scholastic.

**DIALECT**

Labov, W. (1981). **The study of nonstandard English.** Urbana, IL: National Council of Teachers of English.

**DICTIONARIES, LEXICOGRAPHY, AND WORD FORMATION PROCESSES**

Ammer, C. (1992). **Southpaws and Sunday punches and other sporting expressions.** New York: Dutton.

Bayan, R. (1994). **The cynic's dictionary.** New York: Hearst Books.

Benthul, H. F. (1981). **Wording your way through Texas.** Burnet, TX: Eakin Press.

Berg, P. (1953). **A dictionary of new words in English.** New York: Thomas Y. Crowell.

Brown, I. (1974). **Words in our time.** Westport, CT: Greenwood Press.

Colcord, J. C. (1977). **Sea language comes ashore.** New York: Arno Press.

Chapman, R. L. (1986). **New dictionary of American slang.** New York: Harper & Row.

Funk, C. E. (1985). **A hog on ice.** New York: Harper and Row.

Funk, C. E. (1985). **Thereby hangs a tale: Stories of curious word origins.** New York: Harper and Row.

Hargrave, B. (1968). **Origins and meanings of popular phrases and names.** Detroit, MI: Gale Research Company.

Lerner, S., & Belkin, G. S. (1993). **A dictionary of new words.** New York: Barnes and Noble.

Mackay, C. (1987). **Lost beauties of the English language.** London: Bibliophile Books.

Mayberry, G. (1961). **A concise dictionary of abbreviations.** New York: Tudor Publishing.

Morris, W., & Morris, M. (1962). **Dictionary of word and phrase origins.** New York: Harper and Row.

Partridge, E. (1977). **A dictionary of catch phrases: British and American from the sixteenth century to the present day.** New York: Stein and Day.

Partridge, E. (1978). **A dictionary of clichés.** London: Routledge & Kegan Paul.

Radford, E. (1946). **Unusual words and how they came about.** New York: Philosophical Library.Reifer, M. (1955). **Dictionary of new words.** New York: Philosophical Library. Room, A. (1986).

**Dictionary of changes in meaning.** London: Routledge & Kegan Paul.

Schur, N. W. (1987). **British English: A to Zed.** New York: HarperCollins.

Sullivan, George. (1979). **The complete sports dictionary.** New York: Scholastic.

Train, J. (1980). **Remarkable words with astonishing origins.** New York: Clarkson N. Potter.

Vanoni, M. (1989). **Great expressions: How our favorite words and phrases have come to mean what they mean.** New York: William Morrow.

**Why do we say it?** (1985). Edison, NJ: Castle Books.

**LANGUAGE ACQUISITION--FIRST AND SECOND LANGUAGE**

Diaz-Rico, L.T., & Weed, K.Z. (1995). **The crosscultural, language, and academic development handbook.** Boston: Allyn & Bacon.

Faltis, C.J. (1997). **Joinfostering: Adapting teaching for the multilingual classroom.** Upper Saddle River, NJ: Merrill.

Freeman, D. E., & Freeman, Y. S. (1994). **Between worlds: Access to second language acquisition.** Portsmouth, NH: Heinemann.

Gibbons, P. (1993). **Learning to learn in a second language.** Portsmouth, NH: Heinemann.

Heath, S. B. (1983). **Ways with words: Language, life, and work in communities and classrooms.** New York: Cambridge.

Holdaway, D. (1985). **Stability and change in literacy learning.** Portsmouth, NH: Heinemann.

Krashen, S. D. (1981). **Second language acquisition and second language learning.** Oxford: Pergamon.

Lessow-Hurley, J. (1996). **The foundations of dual language instruction.** New York: Longman.

Perez , B., & Torres-Guzman, M. E. (1996). **Learning in two worlds: An integrated Spanish/English biliteracy approach.** New York: Longman.

Piper, T. (1993). **Language for all our children.** Engelwood Cliffs, NJ: Merrill.

Power, B.M., & Hubbard, R.S. (Eds.). (1996). **Language development: A reader for teachers.** Englewood Cliffs, NJ: Merrill.

Wells, G. (1986). **The meaning makers: Children learning language and using language to learn.** Portsmouth, NH: Heinemann.

**LANGUAGE STRUCTURE**

Cleary, L. M., & Linn, M. D. (1993). **Linguistics for teachers.** New York: McGraw-Hill.

Delahunty, G. P., & Garvey, J. J. (1994). **Language, grammar and communication: A course for teachers of English.** New York: McGraw-Hill.

Fromkin, V., & Rodman, R. (1993). **An introduction to language (5th ed.).** Ft. Worth, TX: Harcourt Brace.

Lyons, J. (1979). **Theoretical linguistics.** New York: Cambridge.

Parker, F., & Riley, K. (1994). **Linguistics for non-linguists: A primer with exercises** (2nd ed.). Boston: Allyn & Bacon.

Quirk, R., & Greenbaum, S. (1973). **A concise grammar of contemporary English.** New York: Harcourt Brace.

**LANGUAGE MAINTENANCE/LANGUAGE SHIFT**

Baker, G. C. (1972). **Social functions of language in a Mexican-American community.** Tucson, AZ: The University of Arizona Press.

**SECOND LANGUAGE INSTRUCTION**

Krashen, S. D., & Terrell, T. D. (1983). **The natural approach.** San Francisco: Alemany.

Larsen-Freeman, D. (1986). **Techniques and principles in language teaching.** New York: Oxford.

Omaggio, A. C. (1986). **Teaching language in context: Proficiency-oriented instruction.** Boston: Heinle & Heinle.

Richards, J. C., & Rodgers, T. S. (1986). **Approaches and methods in language teaching.** New York: Cambridge.

Stevick, E. W. (1988). **Teaching and learning languages.** New York: Cambridge.

**SEMANTICS, VOCABULARY, WORD PLAY**

Agee, J. (1991). **Go hang a salami! I'm a lasagna hog! and other palindromes.** New York: Trumpet Club.

Arnosky, J. (1990). **A kettle of hawks and other wildlife groups.** New York: Lothrop, Lee and Shepard Books.

Day, A. (1994). **Frank and Ernest on the road.** New York: Scholastic.

Geller, L. G. (1985). **Wordplay and language learning for children.** Urbana, IL: National Council of Teachers of English.

Gwynne, F. (1970). **The king who rained.** New York: Simon and Schuster.

Gwynne, F. (1976). **A chocolate mousse for dinner.** New York: Simon and Schuster.

Gwynne, F. (1980). **The sixteen hand horse.** New York: Simon and Schuster.

Gwynne, F. (1988). **A little pigeon toad.** New York: Simon and Schuster.

Hatch, E., & Brown, C. (1995). **Vocabulary, semantics, and language education.** New York: Cambridge.

Heimlich, J. E., & Peterman, S. D. (1986). **Semantic mapping: Classroom applications.** Newark, DE: International Reading Association.

Peterman, S. D., Heimlich, J. E., Berglund, R. L., & French, M. P. (1991). **Semantic feature analysis: Classroom applications.** Newark, DE: International Reading Association.

Shaw, N. (1991). **Sheep in a shop.** Boston: Houghton Mifflin.

Shaw, N. (1992). **Sheep out to eat.** Boston: Houghton Mifflin.

Stein, W. (1968). **CDB!** New York: Trumpet Club.

Stein, W. (1984). **CDC?** New York: Scholastic.

**SPELLING**

Henderson, E. H. (1990). **Teaching spelling** (2nd ed.). Boston: Houghton Mifflin.

## APPENDIX – Case study instructions and information/forms

You will work with an English learner (child or adult) for a minimum of 3-5 sessions of one hour, depending upon the

age of the individual. Through working with the English learner, 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 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).

## EXAMPLES OF oral interview, sight vocabulary links follow

**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? | 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 |
| What’s your telephone number? Where are you from?  What language(s) do you speak?  When did you come to (name of town, city)? | 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. 3. Ask me a question beginning with: 4. who. 5. when. 6. how much. 7. why. 8. Ask me what I did last night. 9. Tell me what the weather’s like today.   Now I’d like to test your English grammar. Change each of these to a question:   1. He’s going home. 2. They will make mistakes. 3. She gets on the bus. 4. He ate his dinner. 5. 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:

1. That’s a window. (point to the door)
2. This belongs to her.
3. She’ll go to the store.
4. He said something.
5. I could’ve gone earlier.

## Sight Vocabulary Resources

**Fry’s Sight Word Lists** <http://www.candohelperpage.com/sightvocab_1.html> <http://www.oe.k12.mi.us/balanced_literacy/fry_word_lists.htm>

**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 RESOURCES in EPIC.

**Running Record:** Listen to your student read aloud from a nonfiction book with academic content or content textbook (science, social studies, math) at his/her instructional level. Do a Running Record (see information on Running Records). 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 …).

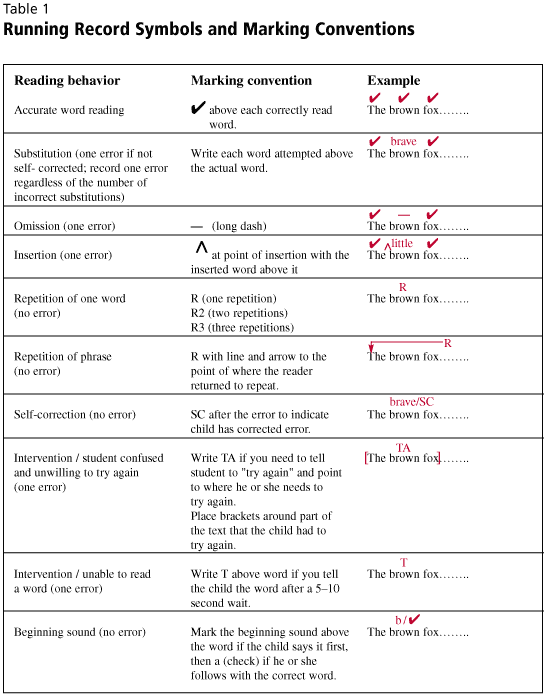
Read some pages from a **math** related source with the student. Note the vocabulary, concepts, illustrations used and the student’s ability to comprehend these displays of information. Help the student with basic/grade level math vocabulary and concepts. Or assess your student’s ability to count in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

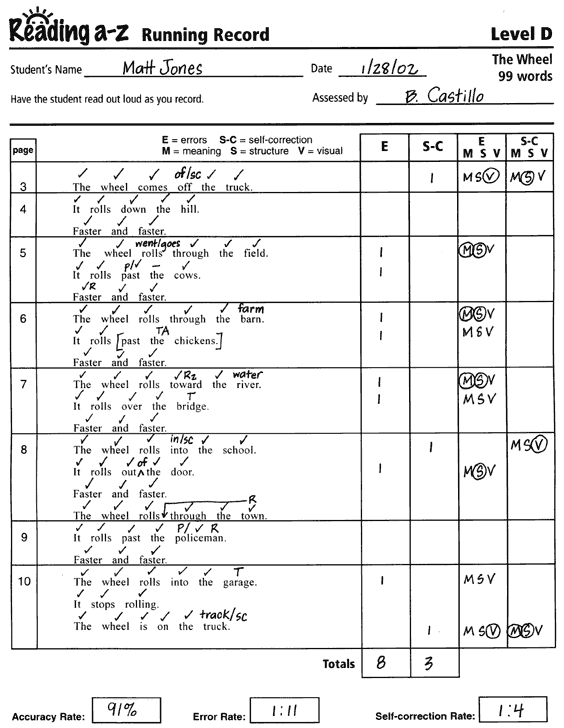
Read some pages from a grade-level **language arts/literature** textbook with the student. Note the vocabulary, concepts, illustrations used and the student’s ability to comprehend and retell the story. If using a literature textbook, a story grammar process grid to record student’s retelling of the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

**Running Record** (retrieved at <http://www.readinga-z.com/newfiles/levels/runrecord/runrec.html>, see also <http://ww2.chandler.k12.az.us/tarwater-elementary/teacherresource/Running%20Records.htm>)

## 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.”





**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 (see below for some examples).

## 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:

1. **2 3 4 5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Comprehension** | 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 expression. | Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker. |
| **C. Vocabulary** | Vocabulary  limitations so | Misuse of words  and very limited: | Student frequently uses  wrong words: | Student  occasionally uses | Use of vocabulary  and idioms |
|  | extreme as to | comprehension | conversation somewhat | inappropriate terms | approximate that of |
|  | make | quite difficult. | limited because of | and/or must | a native speaker. |
|  | conversation |  | inadequate vocabulary. | rephrase ideas |  |
|  | virtually |  |  | because of lexical |  |
|  | impossible. |  |  | inadequacies. |  |
| **D. Pronunciation** | Pronunciation problems so | Very hard to understand because of | Pronunciation problems necessitate | Always intelligible, although the | Pronunciation and intonation  approximate that of |
|  | severe as to | pronunciation | concentration on the | listener is | of a native speaker |
|  | make speech | problems. Must | part of the listener and | conscious of a |  |
|  | virtually | frequently repeat in | occasionally lead to | definite accent and |  |
|  | unintelligible. | order to make | misunderstanding. | occasional |  |
|  |  | him/herself |  | inappropriate |  |
|  |  | understood. |  | intonation patterns. |  |
| **E. Grammar** | Errors in grammar and | Grammar and word order errors make | Makes frequent errors of grammar and word | Occasionally makes grammatical | Grammar and word order approximate |
|  | word order so | comprehension | order that occasionally | and/or word order | that of a native |
|  | severe as to | difficult. Must often | obscure meaning. | errors that do not | speaker. |
|  | make speech | rephrase and/or |  | obscure meaning. |  |
|  | virtually | restrict him/herself |  |  |  |
|  | unintelligible. | 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?

## WRITING RUBRICS

Possible rubrics at: <http://www.geocities.com/fifth_grade_tpes/musdrubric.html>

## 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-Assignment Templates

**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: Specific examples/evidence with quotes and activities/actions** (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: Specific examples/evidence with quotes and activities/actions** (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?** |
| **RESPONDENT B, English Learner (individual learning English as a second/other language)** |
| **PART IIA: Specific examples/evidence of conditions of language development with quotes and**  **activities/actions** (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: Specific examples/evidence of use of language functions with quotes and**  **activities/actions** (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 specific similarities and differences in language use (e.g., pronunciation, sentence structure, precision of vocabulary) by the respondents.  c) Cites specific 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 |  |
| Iimmigrant, 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 reading inventory (CARI); 6) running record (15 points) | **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 one 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 reations/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 thelearner 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) |