

# Narratives & Dynamic Assessment for Bilingual Children

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# Plan

- Welcome and overview, orientation to on-line tools
- Narrative development in bilinguals
- Principles of Dynamic Assessment
- Application of DA with bilinguals
- Principles of mediated learning experience (MLE) and child modifiability
- Application of DA in narrative assessment
- Principles of intervention with bilingual children
- Components of language & literacy together book-based approach
- Sample outline and lesson



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# Orientation

- Padlet <http://tiny.cc/x81quz>
  - Get on padlet and click in the + sign in the lower right hand corn- introduce yourself
  - There's a subject line- write in your name, and there's a "write something incredible" use this to write a little about yourself, your goals for today, anything you want to share



# Google Sheets

- Link in padlet to files
- You'll see that there are files with group numbers- we'll move into breakout rooms and your room number will be your group number
- I want to make sure you can find it

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# THE BENEFITS OF BEING BILINGUAL





# What do we know about bilingualism?

- Bilinguals not “two monolinguals in one” (Grosjean, 1989)
- Bilinguals use amalgamated system
  - Forward & backward transfer of strategies (Hernandez, Bates & Avila, 1994)
- Bilingualism changes over lifespan (Kohnert, Bates, & Hernandez, 1999)



# Exposure

- AoA English
  - 50.3% between birth-2 years
  - 49.7% 3 years or later
- Current exposure
  - From 0-100% English/Spanish

Ages	At Home			At School/Preschool/Day Care			
	Spanish	Both	English	Spanish	Both	English	NA
0-1	✓						✓
2-3	✓						✓
2-3	✓						✓
3-4		✓			✓		
4-5		✓			✓		
5-6		✓			✓		
6-7							
7-8							
8-9							

Time	Participants (parent, sibling, peer)	Waking Hours	Language(s)					
			Participant—Input			Child—Output		
			Spanish	Both	English	Spanish	Both	English
7a.m.	mom dad sibs	0	2	1	0	2	0	0
8a.m.		0	2	0	0	2	0	0
9a.m.		0	2	0	0	2	0	0
10a.m.		0	2	0	0	2	0	0
11a.m.	grandma	0	0	1	0	2	0	0
12p.m.		0	0	1	0	2	0	0
1p.m.		0	0	1	0	2	0	0
2p.m.	siblings & mom	0	2	1	0	2	1	0
3p.m.		0	2	1	0	2	1	0
4p.m.		0	2	0	0	2	0	0
5p.m.		0	2	0	0	2	0	0
6p.m.		0	2	0	0	2	0	0
7p.m.	aunts, uncles	0	0	1	0	0	1	0
8p.m.	family	0	0	1	0	0	1	0
9p.m.		0	0	1	0	0	1	0
10p.m.		1	2	1	0	2	1	0
11p.m.		1	2	1	0	2	1	0
		Sum Weekend Hours: (F) 15	12 + 6 = 18 (B) Sum Weekend Input Score			6 + 9 = 15 (D) Sum Weekend Output Score		

# Principles of Bilingual Assessment

- Exposure matters
- Domain Matters
  - Concept mediation model
  - Narrative concepts likely to transfer



# Cultural Considerations

- Latino-American mothers focused on the conversational aspect of personal stories
- European American mothers focused more on structure, gave more description and more evaluation
- Japanese mothers less description and gave less evaluation, provided verbal attention which limited turns, with goal of producing short, concise narratives
- Taiwanese mothers used more narrations about children's transgressions

# Bilingual Performance

- Participants
  - 12 sequential bilingual (Spanish-English speaking children)
  - Between ages 4 and 6
  - Typically developing
- Tasks
  - Story from wordless picture book: “Frog, where are you”
  - Sample about a birthday party, using single picture

From: Fiestas, C. & Peña, E. (2004) Textual Discourse in Bilingual Children: Task and Language Effects. *Language Speech Language Hearing Services in Schools*

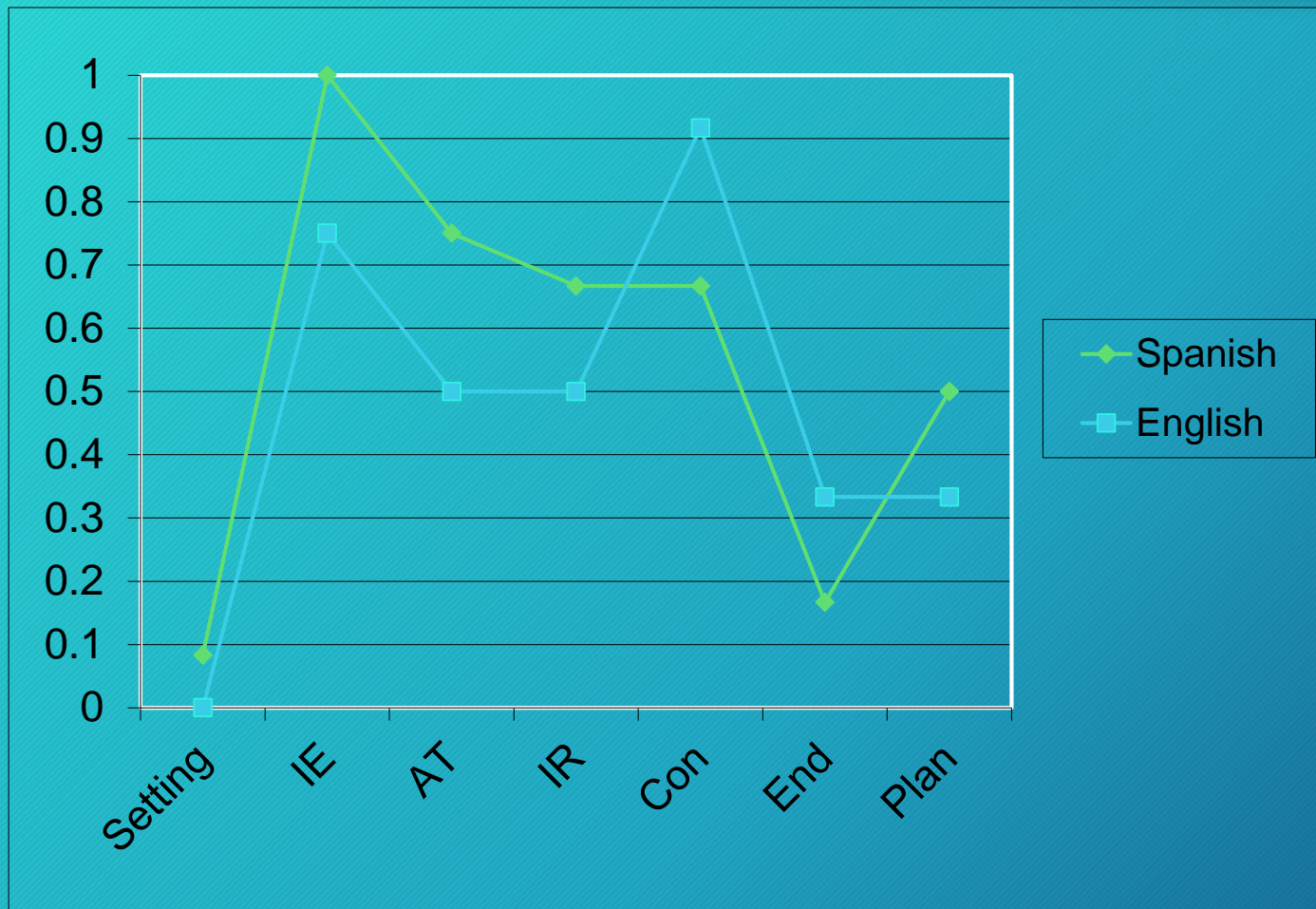


# Coding

<u>Component</u>	<u>Description</u>
Setting	introduces the main characters and tells where the story takes place.
Initiating Event*	a statement of the problem.
Internal response	thinking or feeling statements.
Plan	a character's plan to achieve aims.
Attempt/Action*	an attempt to solve the problem.
Consequence	the result of the attempt or action, an outcome.
Ending*	a resolution of the problem, can also be a summary statement.

Adapted from Glenn and Stein (1980); Hughes, McGillivray & Schmidek (1997).

# Results

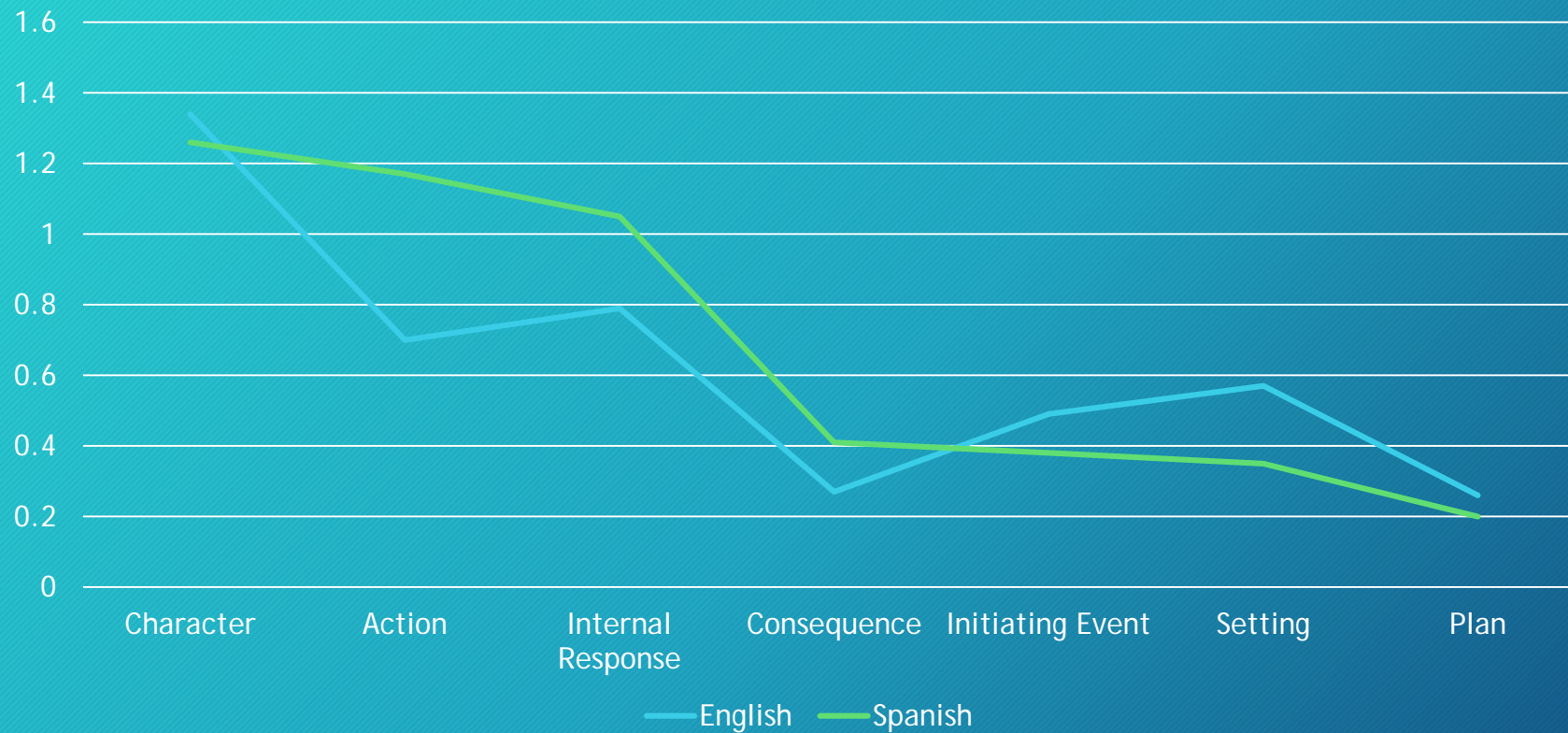





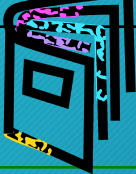
# Participants

- From pool of 186 kindergarteners who completed larger scale test battery
  - BIOS & ITALK parent & teacher questionnaires
    - Use patterns and concerns
  - BESA
    - Risk

# Results





	<u>Spanish</u>		<u>English</u>	
		Picture		Picture
Number of C-Units	31.67	20.17	33.75	19.500
Mean Length of C-Unit	5.19	4.65	5.44	4.74
Number of words	168.08	96.42	186.83	101.08
% Grammatical utterances	86.58	84.58	79.67	81.17
<b>% Influenced utterances</b>	<b>2.92</b>	<b>2.25</b>	<b>38.83</b>	<b>17.92</b>

# Maze Analysis

- 30 Latino children between ages 4 and 6
  - 10 bilingual (tested in both languages)
  - 10 predominantly Spanish speaking
  - 10 predominantly English speaking
- Told narrative based on “Frog, where are you?”
- Types of Mazes by language & group

From: Fiestas, C., Bedore, L., Peña, E., & Nagy, V.





		Bilingual Subjects		
	Predom Spanish speaking	Spanish	English	Predom English Speaking
<b>FLD Pause</b>	<b>2.30</b>	<b>2.40</b>	<b>3.70</b>	<b>3.90</b>
<b>REP</b>	<b>5.20</b>	<b>10.60</b>	<b>11.40</b>	<b>5.90</b>
<b>PREV</b>	<b>0.40</b>	<b>0.30</b>	<b>0.20</b>	<b>0.30</b>
<b>LREV</b>	<b>2.20</b>	<b>2.90</b>	<b>4.60</b>	<b>3.60</b>
<b>GREV</b>	<b>1.30</b>	<b>2.50</b>	<b>0.70</b>	<b>0.70</b>
<b>CONNECT</b>	<b>11.30</b>	<b>14.60</b>	<b>12.70</b>	<b>12.90</b>
<b>% Maze words/total words</b>	<b>14.50</b>	<b>16.70</b>	<b>20.20</b>	<b>14.20</b>

# Composites across Domains & Language

- Semantics
- Morphosyntax
- Narratives

## Identifying Developmental Language Disorder in School Age Bilinguals: Semantics, Grammar, and Narratives

Elizabeth D. Peña <sup>a</sup>, Lisa M Bedore <sup>b</sup>, Mirza J. Lugo-Neris<sup>c</sup>, and Nahar Albudoor<sup>c</sup>





# Participants

## Second Grade

TD

n = 92

DLD

n = 19

## Fourth Grade

TD

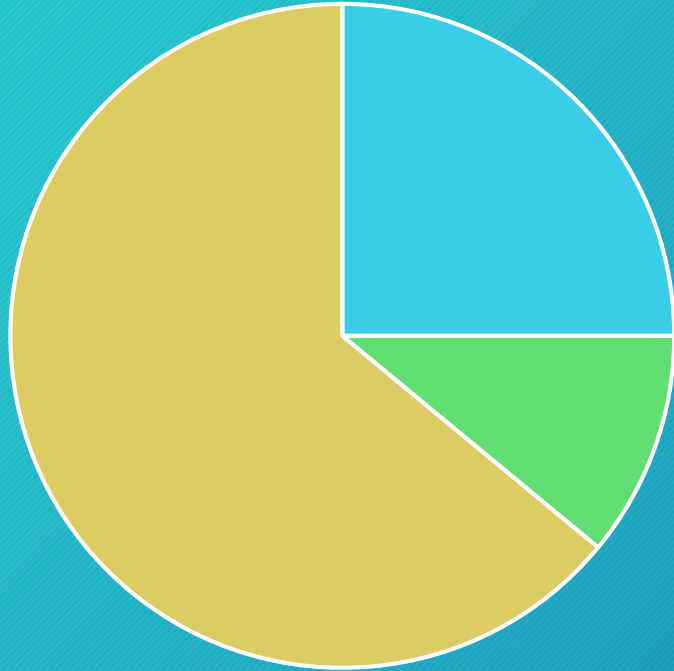
n = 57

DLD

n = 7

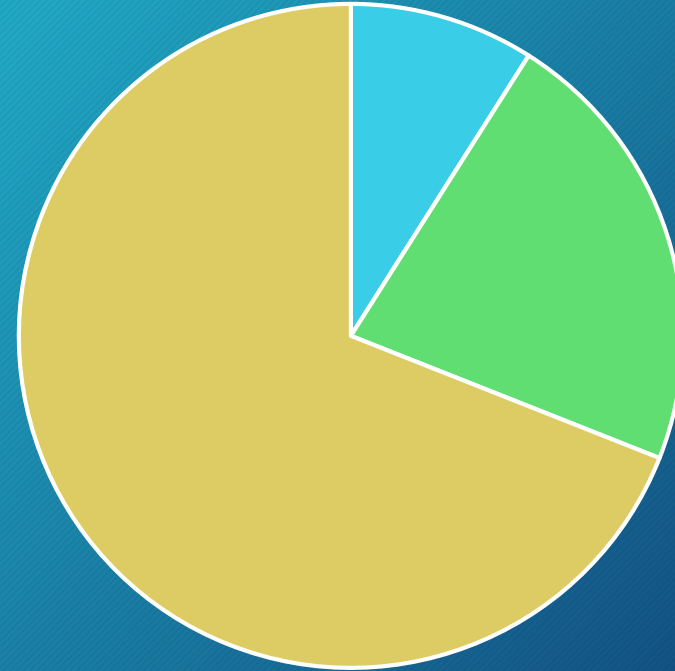
# Mixed Dominance is Common

2nd Grade



□ Spanish   □ English   □ Mixed

4th Grade



□ Spanish   □ English   □ Mixed



# Results

4 <sup>th</sup> Grade Measures	Structure Matrix
BESA-ME Morphosyntax	0.839
BESA-ME Semantics	0.502
BESA-ME Semantics TNL	0.529

87% sensitivity  
89% specificity  
86%  
specificity

# Clinical Implications...

- Reliable assessment in one language if exposure > 70%
- Mixed dominance is common
- Test in two languages for diagnostic accuracy



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# Dynamic Assessment

- Allows us to observe child modifiability



# Dynamic Assessment

- Test-Teach-Retest procedure
  - Combines assessment and teaching processes
  - Observation of learning processes and strategies
  - Latent capacities for change

# Dynamic Assessment

- Based on Vygotsky's ZPD
- Difference between independent and assisted functioning
  - Scaffolding
    - Using strategic questions and cues to support language learning within meaningful events
  - Mediation
    - Facilitating the construction of new meanings as children move from other-regulated to self-regulated functioning



# Logic of DA

- Children with DLD have difficulty learning language
- DA enables observation of children in the process of learning language within a functional context

# Outcomes of DA

- Help distinguish between language difference and language disorder
- Observe ability to learn
  - Even in L2
- MLE results assist in planning intervention



# Difference and Disorder

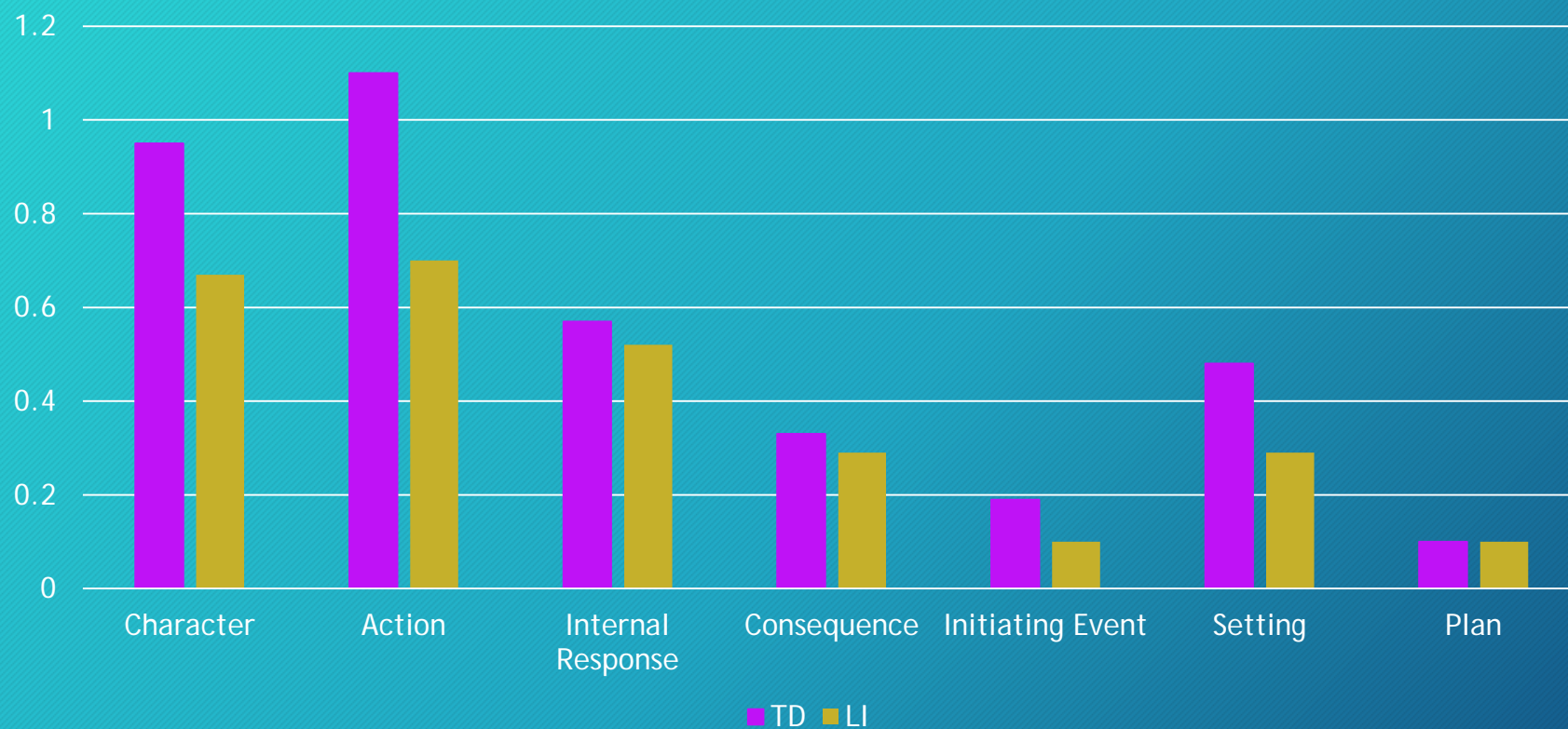
- Clinician's role
  - Transform initial, independent failures into successes by varying the task structure
  - Assess the degree and nature of support to optimize performance
  - Assess student learning
    - processes and amount of change

# Plan

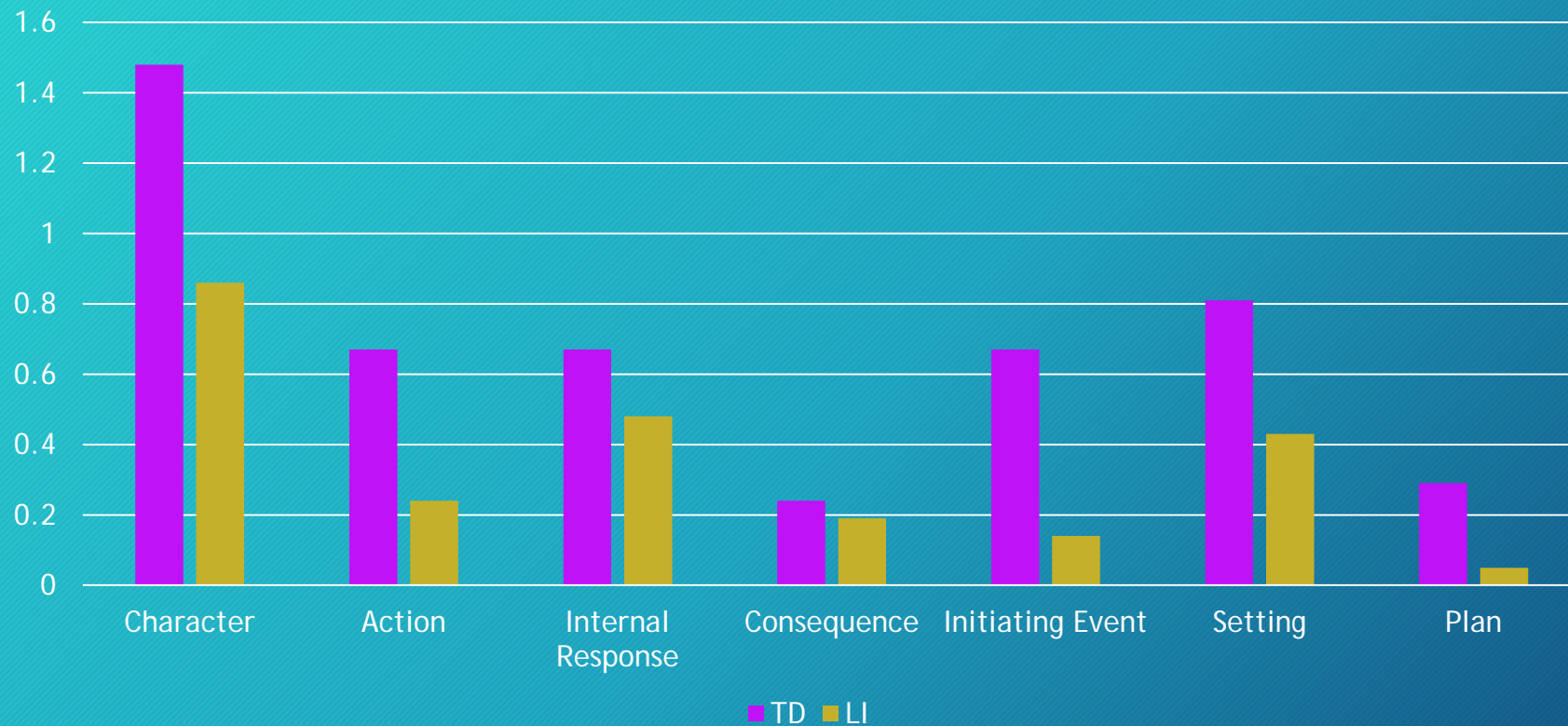
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# Spanish TD vs LI



# English TD vs LI





# DA findings

Authors	Population	Target	Results
Peña, Gillam, et al (2006)	LI & TD, 1 <sup>st</sup> & 2 <sup>nd</sup> grade African American, Latino, & White	Narratives	Mod + NDW + TNW + Story Components 100% correct classification
Kramer, Mallett, Scheidner, & Hayward, 2009	LI & TD, 3 <sup>rd</sup> grade First Nations	Narratives	Mod (effort & respon) + change on targets & non-target components, 94%

# DA findings

Authors	Population	Target	Results
Kapantzoglou, Restrepo, & Thompson, 2012	Spanish speaking, PK LI & TD	Novel word learning	<b>Mod</b> + word learning score 79% correct classification
Peña, Gillam, & Bedore (2014)	Spanish dominant ELL	Narratives	<b>Mod</b> (orientation, metacog, compliance) + complex vocab + dialog + setting + gramm



# Does DA of narratives differentiate bilingual children with and without LI?

Peña, Bedore, & Gillam (2014)

# DLD & Matches

- 21 children identified with LI (on basis of expert review of 1<sup>st</sup> grade data)
- 21 TD children matched by:
  - Sex
  - Age
    - At time of testing
    - Fall/Spring term
  - IQ
  - %input/output Spanish/English
  - Age of first exposure to English



# Participants

- 18 matched pairs
  - 3 children not able to do narrative tasks in English

# DA Design

## DYNAMIC ASSESSMENT DONE IN ENGLISH

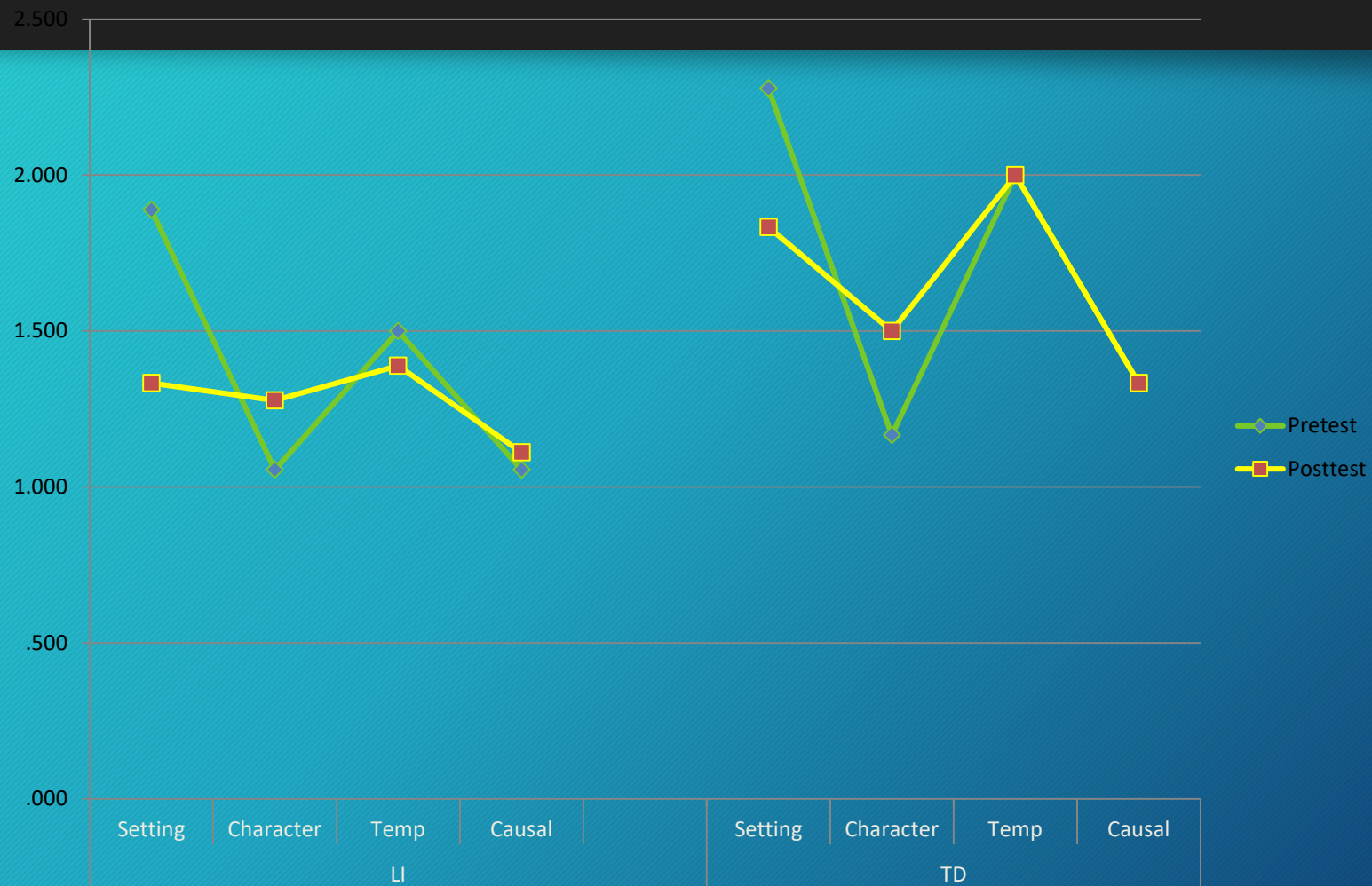
- Pretest
- Teach (MLE)
  - narratives
  - targets child strategies
  - observe modifiability
- Posttest
  - same as pretest



# Narrative Analysis

- Story Components
- Story Ideas & Language
- Episode Structure

# STORY COMPONENTS





# Complexity



# Episode Structure







# Modifiability components





	Sensitivity	Specificity
Anxiety	88.9%	88.9%
Task Orientation		
Motivation		
Metacognition		
Non-Verbal Persistence		
Non-Verbal Self Reward		
Responsiveness to Feedback		
Problem Solving		
Attention		
Verbal Mediation		
Compliance		
Flexibility		
Complexity of Vocabulary		
Dialogue		
Grammaticality		
Setting		

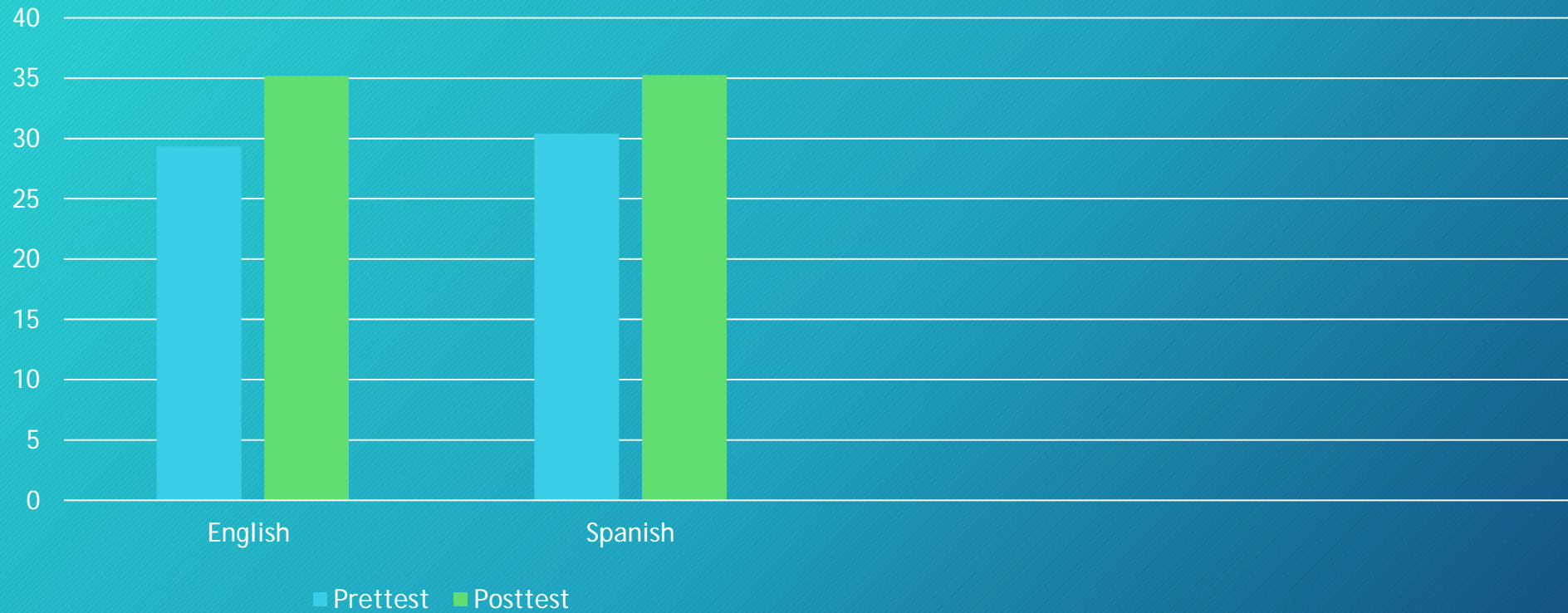
	Sensitivity	Specificity
Anxiety Task Orientation Motivation Metacognition Non-Verbal Persistence Non-Verbal Self Reward Responsiveness to Feedback Problem Solving Attention Verbal Mediation Compliance Flexibility Complexity of Vocabulary Dialogue Grammaticality Setting	100%	88.9%



# Summary

- Narrative task is challenging for kindergarteners
  - Minimal pre-post test change in some areas
  - Some tradeoff
- Similarity in patterns of modifiability to studies with older children

# DA in L1 or L2



From: Fiestas & Pena (2018)



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# Mediated Learning Experience



# MLE

<i><b>Component</b></i>	<i><b>Definition</b></i>
<i>Intentionality</i>	<i>Engage child for teaching</i>
<i>Meaning</i>	<i>Help child understand relevance, value</i>
<i>Transcendence</i>	<i>Bridge concepts &amp; events beyond task</i>
<i>Competence</i>	<i>Strategic, planful problem solving</i>

MLE 1 Script	
Component	Script
Intentionality	[Show the child the “Two Friends” book.] Do you think the story you told was a good story? Why or why not? [Let child answer. Tell the child what components and episode structures they included/excluded in a way they can understand.]



MLE 1 Script	
Component	Script
Intentionality	<p>Today we're going to talk about telling good stories. Good stories have lots of parts. At the beginning, you should say the names the people or animals and where they are. There's usually a problem in a story. Something bad happens. You should say how the people or animals feel about the problem, what they do about it, and how the problem gets fixed. The people or animals are usually happy that the problem got fixed. As you tell the story, you should use time words like "then", and you should say why things happen.</p>

MLE 1 Script	
Component	Script
Meaning	It's important to be able to tell good stories. Children tell each other stories all the time, and you read and write stories in school. So, learning to tell good stories helps you make friends and do better in school. Now, why is it important to tell good stories? [Help the child explain that stories are important for communication, relationships, and school success.]
Intentionality	Let's talk about the different parts that need to be in a story.
Meaning	Story tellers start their stories by telling us when and where something happened because it helps the listener understand about the world the characters live in. So, what do we need to think about? [Setting/When & Where]



MLE 1 Script	
Component	Script
Competence	<p>[refer to p. 1] How does this story start? [pause, wait for response] Where do you think they are? [pause, wait for response] What time do you think it is? [pause, wait for response] So, to say when and where, you could say... [pause, wait for response; if they don't, give an example "One morning the dog and cat stood by the river."] That tells us when and where (setting). Now you tell me how to start the story.</p>
Meaning	<p>We also need to know about the people or animals. They're called the characters. Good story tellers name the people or animals and say what they look like. So, what should you say about the people or animals? [what their names are and what they look like]</p>



MLE 1 Script	
Component	Script
Competence	Let's think about the characters in this story. What do they look like? [pause, wait for response] What shall we name the dog and cat? [pause, wait for response] So you could say, "Bill the dog and Sally the cat were talking." You can also tell what they look like. For example, you could say , "Sally looked like a triangle. Who would that describe? [pause, wait for response] Yes, the cat. What could you say about the dog? [let child name and describe characters]
Meaning	When we tell stories, we also want to talk about what happened first, second, and last (Order) and why things happened (Causal Relationships). This is important because it helps people understand the order of the story (Order) and the reasons the characters did what they did (Causal Relationships).



MLE 1 Script	
Component	Script
Transcendence	What would happen if you told the story backwards or out of order? [help the child state that it would be hard to know what happened] So, at the beginning of the story, first they were...[help the child describe], then... So we use words like first, next, and then to describe what happened (order) and why it happened (causal relationships). [Help the child explain and use order and causal relationships]
Competence	So, let's tell a story that has the parts that we just talked about. [help the child with setting, characters, temporal order, and causality by asking questions] [Example HERE] In this story you remembered to tell me... [the animals names, what they looked like, what the problem was, how Sally felt about it, what happened, and why it happened]

Modifiability



# Modifiability

- How we describe CHILD'S response to MLE
- Observation of child during teaching session

# Modifiability

- Examiner Effort
- Child Responsivity



# Observation of Modifiability

<u>Social</u> <u>Emotional</u>	<u>Internal</u>	Anxiety
		Motivation
		Non-Verbal Persistence
	<u>External</u>	Responsiveness to Feedback
		Attention
		Compliance

# Observation of Modifiability

<u>Cognitive</u>	<u>Arousal</u>	Task Orientation
		Metacognition
		Non-Verbal Self Reward
	<u>Elaboration</u>	Problem Solving
		Verbal Mediation
		Flexibility



# MLE observation scale

Internal Social-Emotional					
	1	2	3	4	5
<i>Anxiety</i>	Calm, little to no soothing required	Fidgety, but can be soothed	Uncomfortable, breaks needed to sooth	Distressed, much soothing required	Distraught, crying, cannot be soothed
<i>Motivation</i>	Enthusiastic, engages in tasks readily	Curious, shows interest	Ambivalent, unsure about tasks	Guarded, seems fearful of tasks	Avoidant, does not want to engage
<i>Non-verbal persistence</i>	Persistent, wants to continue despite difficulty	Indicates difficulty non-verbally, but continues	Tentative, appears unsure about continuing	Demonstrates non-verbal frustration, continues under protest	Non-verbal rejecting, cannot continue



# MLE observation scale

External Social-Emotional					
	1	2	3	4	5
<i>Respon- siveness to feedback</i>	Very positive, maintains enthusiasm	Positive, but hesitant; requires some feedback	No response to feedback	Negative, disheartened; requires much feedback	Very negative, rejects feedback
<i>Attention</i>	Attentive and focused	Focused, but distractible at times	Distractible, but can be refocused, needs prompting	Distracted, and difficult to refocus	Distracted and off task
<i>Compli- ance</i>	Cooperative	Insecure	Hesitant	Uncooper- ative	Refusing



# MLE observation scale

Cognitive Arousal					
	1	2	3	4	5
<i>Task orientation</i>	Completely understands tasks	Mostly understands tasks (75%)	Understands tasks some of the time (50%)	Often does not understand tasks (25% of the time)	Doesn't understand tasks
<i>Meta-cognition</i>	Aware of all errors	Aware of most errors (75%)	Aware of some errors (50%)	Unaware of most errors (25%)	Unaware of any errors
<i>Non-verbal self reward</i>	Positive response to task regardless of difficulty	Positive response related to task difficulty	Demonstrates insecurity, positive & negative responses related to difficulty	Negative response related to task difficulty	Negative response regardless of task difficulty



# MLE observation scale

Cognitive Elaboration					
	1	2	3	4	5
<i>Problem-solving</i>	Systematic and efficient, used forethought, reflection	Organized, but somewhat inefficient, (less than 25% off task)	Sketchy plan, trail & error	Disorganized, haphazard plan	No plan; unsystematic guessing
<i>Verbal mediation</i>	Elaborates plan clearly	Talks through problem	Talks occasionally	1-2 word utterances only	No verbal mediation
<i>Flexibility</i>	Uses multiple strategies readily	Has preferred strategies, but can change when necessary	Some evidence of more than 1 strategy; occasionally utilizes them	Recognizes limitations of strategy, but cannot see alternatives	Persists with one strategy, regardless of outcome



Lunch

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- Sample outline and lesson



# Basic DA Framework

- Pretest
- Teach (MLE)
  - targets child strategies
  - observe modifiability
- Posttest
  - same as pretest

# Test and Retest

Have child look through book and ask them to generate story after they've looked at all the pictures

- Pretest
  - Elicit a narrative using: "Two Friends"
- Posttest
  - Elicit a narrative using: "Bird & His Ring"





# Pretest

- Collect a narrative sample using “Two Friends”





# Dog and cat are talking





Dog falls asleep, cat is sad.





Dog wakes up and the cat is gone.





Dog asks the armadillo if he's seen the cat.





The dog finds the cat.





# Narrative Analysis

- Story Components
- Story Ideas & Language
- Episode Structure

# Observation of modifiability

<u>Social Emotional</u>	<u>Cognitive</u>
Anxiety	Task Orientation
Motivation	Metacognition
Non-Verbal Persistence	Non-Verbal Self Reward
Responsiveness to Feedback	Problem Solving
Attention	Verbal Mediation
Compliance	Flexibility



# Posttest

- Story Components
- Story Ideas & Language
- Episode Structure



# Narrative Analysis

- Story Components
- Story Ideas & Language
- Episode Structure



# Story Components

## Setting: Time and Place

None 2

Time OR Place 4

Time AND Place

## Character Information

None 2

Some Information 4

Described in detail

## Temporal Order of Events

None 2

Some Order Stated 4

Well Specified

## Causal Relationships

None 2

Some Relationships  
Stated 4

Well Specified

# Story Ideas & Language

## Complexity of Ideas

Literal	2	Some non-literal	4	Extensive use of figurative language
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## Complexity of Vocabulary

Literal	2	Some use of tier 2 words	4	Extensive use tier 2 and 3 words
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## Grammatical Complexity

Simple	2	Some complex	4	Complex and embedded sentence
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## Knowledge of Dialogue

None	2	Some Dialogue	4	Extensive use
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## Creativity

Predictable	2	Some interesting elements	4	Use of surprise, plot twists
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# Episode Structure

- Initiating Event\*
- Attempt\*
- Consequence\*
- Internal Response
- Plan
- Reaction/Ending

1	2	3	4	5	6	7
none	Incomplete (1 or 2 elements)	Basic Episode (IE, A, C)	Basic Episode +1 element (IR, P, R/E)	Basic Episode +2 elements (IR, P, or R/E)	Complete episode (all elements)	Multiple episode story

# Productivity Measures

- MLUw
- Total number of words
- Number of different words
- Subordination Index



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# Case Example: Pretest “Two Friends”

- First grader
- Age 6-11
- Speaking English for 3 years



# Pre-Test Analysis

He was thinks about the cat.

He was thinking.

He was talking to him.

Next, he was telling something to him and him too.

Next, (he's) she's telling bye.

And he's sad.

And he was going thinking and

He was thinks about the cat.

He went and he saw a dinosaur (he was still) he was thinks he didn't look like a cat.

And that (little and that he) he was thinks to that cat and he's not the cat either.

He was swimming .

He saw some fish (they were not the cat) it's not the cat.

And he saw a tail like the cat.

And, he (pound) found it in his.

The End

Internal  
Response

Consequence

End

# Assessment Mediation

- During AM, examiners:
  - point out the learning goal (intentionality)
  - explain why the goal is important (meaning)
  - help children develop and follow a plan for learning (competence)
  - help children think about possible relationships between the goal and everyday situations (transcendence)



# Case Example: Posttest “Bird & His Ring”

# Post-Test Analysis

He got his ring out it, where he got its.

And, next he give it to the bird.

He take off there.

He give it to the bird.

Next, he was thinks about his ring.

And (um, he was looking the animal) he was looking the animal.

Next, (he) the ring he was thinks about the ring.

He went walking to tell the bird (he now) he gots the ring he should know.

He said, "have you got my ring?"

Initiating event

Attempt



# Post-Test Analysis

He said, "no" too.

He talked to other animal.

And he said, "if he got his ring?"

And he said, "no"

And he was thinks (a lot) a lot for his ring.

(And he told a other animal) he was looking at this ring fall.

And he was saying" (bird had it) bird had it"



Attempt



Consequence

# Post Test Analysis

Initiating Event

And he was saying, "he's not giving it to me"

"He's keeping it"

And he said, "you can't have my ring"

"You didn't want to give it to me back"

(And bird) the bird got mad at him.

And the animal who had the ring he got happy for finding his ring.

The end.

Internal Response

Consequence

End



# Summary of Assessment

- Episode Structure
  - Initiating Event\*
  - Internal Response
  - Attempt\*
  - Plan
  - Consequence\*
  - Reaction/Ending

# Summary of Assessment

- Story Components
  - Temporal Order
  - Setting
  - Character Information
  - Causal Relationships



# Summary of Assessment

- Story Ideas & Language
  - complexity of ideas
  - complexity of vocabulary
  - grammatical complexity
  - knowledge of dialogue
  - creativity

# Summary of Assessment

- Story Productivity
  - 60% change on # words
  - 28% change on #C-units
  - 26% change on MLC-unit
  - 70% change on # clauses
  - 33% change on clauses/c-unit



# Case Studies

- Break up into 10 groups
- You will work on one of two case studies in a google doc
- Find the corresponding document (1-10) in [google drive](#), the link to your case study will be found there
- Read through the case study pretest and posttest sample, and the MLE
- Rate and discuss the story scores
- Rate and discuss modifiability
- Work collaboratively to enter your observations in the document

# Comparison of Cases

457

	English	Spanish
BIOS	72-Home, 100-School	28-Home 0-School
TNL	76	
Lang Sample	MLU-6.17 ungram-30%	MLU-4.5 ungram-53%
DA	16-mod 26-post	

679

	English	Spanish
BIOS	67-Home, 100-School	33-Home, 0-School
TNL	67	
Lang Sample	MLU 4.1, ungram-59%	MLU-3.76 ungram-76%
DA	30-mod 23-post	



# Comparison of Cases

457

<i>Social Emotional</i>	Anxiety	Motivation	Persistence
	1	2	1
	Responsiveness	Attention	Compliance
<i>Cognitive</i>	1	1	1
	Orientation	Meta-cognition	Self reward
	1	2	1
	Problem-solving	Verbal mediation	Flexibility
	1	2	2

679

	Anxiety	Motivation	Persistence
	2	3	3
	Responsiveness	Attention	Compliance
	2	1	2
	Orientation	Meta-cognition	Self reward
	3	3	2
	Problem-solving	Verbal mediation	Flexibility
	3	3	3

# Plan

- Welcome and overview, orientation to on-line tools
- Narrative development in bilinguals
- Principles of Dynamic Assessment
- Application of DA with bilinguals
- Principles of mediated learning experience (MLE) and child modifiability
- Application of DA in narrative assessment
- Case Study
- Components of language & literacy together book-based approach
- Sample outline and lesson



# Language & Literacy Together

- Based on “Early Interventions in Reading/Intervenciones Tempranas de la Lectura” by Vaughn & Linan-Thompson, SRA
  - Designed as tier-2 intervention (K-3 curriculum)
- 5 components
  - Phonemic awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension
  - Writing

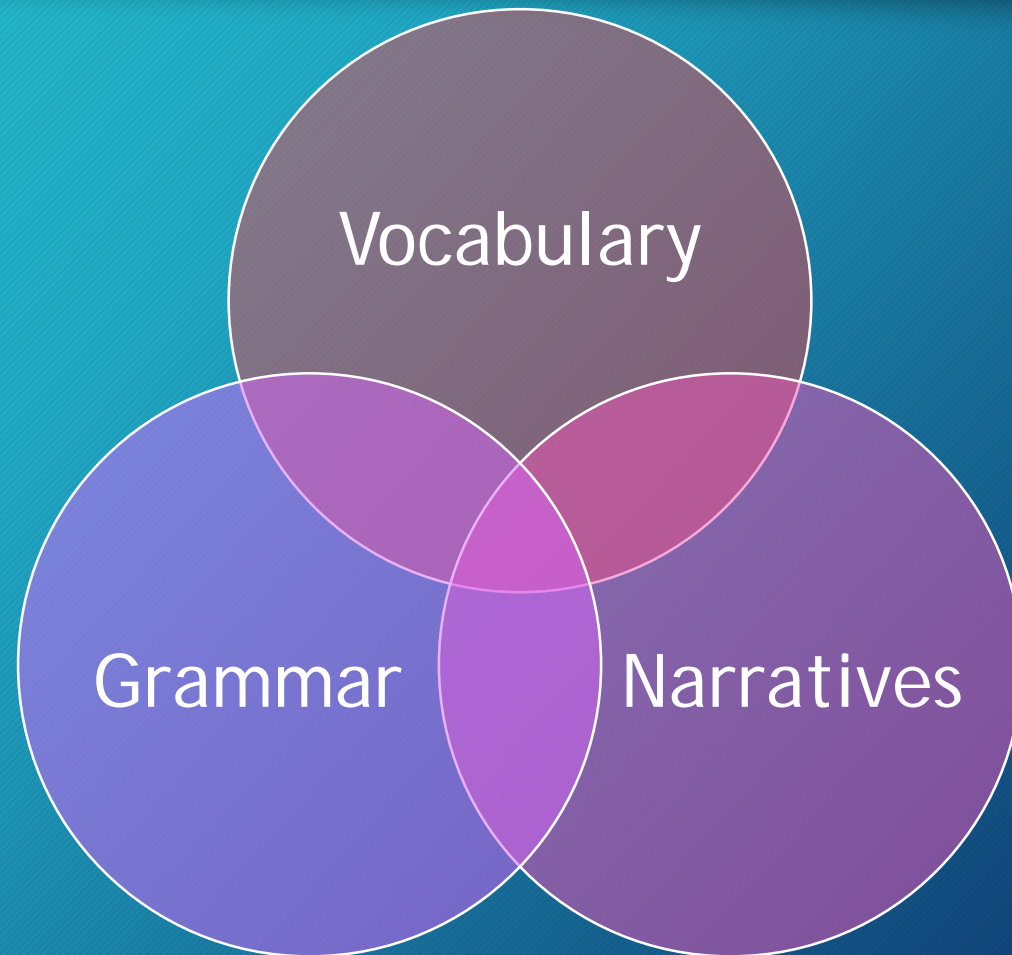
# Language & Literacy Together: Enhancements

- Lexical-Semantic concepts
- Morphosyntactic comprehension and production
- Story grammar
- ALL WITHIN BOOK ACTIVITIES



# Language & Literacy Together

- Maximize between language transfer



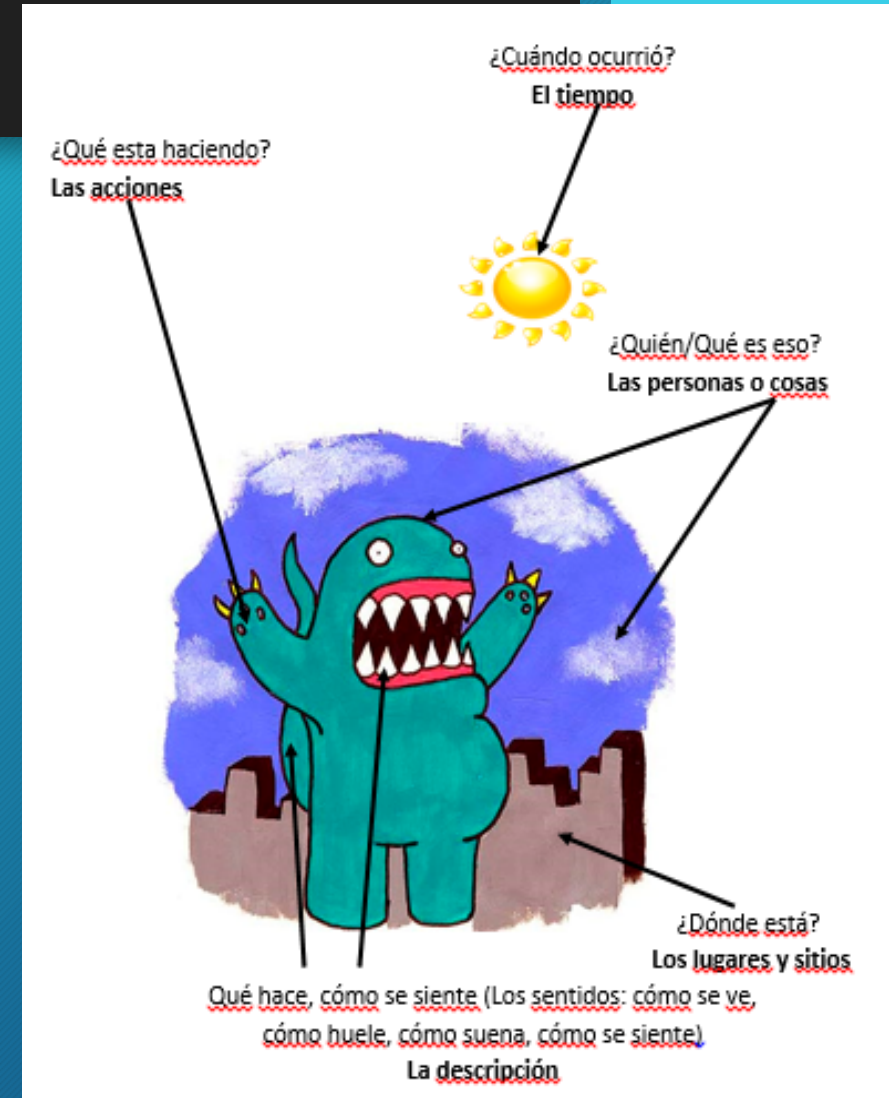
# Planning: Aligning to Curriculum

Unit Themes	Lesson	Book	Text Type	Sample vocabulary targets	Sample Grammar targets
Family, Feelings, & Communication	1-2	Gorilas/ Gorillas (Freed, n.d.)	Expository	<ul style="list-style-type: none"> <li>Nouns - forest, family</li> <li>Verbs - feel</li> <li>Adjectives - upset</li> </ul>	<ul style="list-style-type: none"> <li>subject and object specific nouns (noun phrases)</li> <li>agreement of adjectives in subject noun phrases</li> </ul>
	3-5	Mi Propio Cuartito/ My Very Own Room (Perez, 2000)	Narrative	<ul style="list-style-type: none"> <li>Nouns space, relatives</li> <li>Verbs wish</li> <li>Adverb while</li> </ul>	<ul style="list-style-type: none"> <li>adjective + noun agreement with 2 adjectives</li> </ul>



# Language & Literacy together

- Lexical-semantic concepts
  - Increase vocabulary breadth and depth
  - Maximize transfer through use of cognates
  - Provide repeated opportunities for exposure
  - Practice of words and their meaning



# Language & Literacy together

- Morphosyntactic comprehension & production
  - Common general goals
  - Realized differently for each language

Goal	Spanish	English
Tense marking	<ul style="list-style-type: none"><li>• Past</li><li>• Present</li><li>• Imperfect (esp. plural forms, e.g., come-comen)</li></ul>	<ul style="list-style-type: none"><li>• Past</li><li>• Present</li></ul> (regular & irregular forms)
Noun-phrase elaboration	La <u>ca</u> sa <u>ro</u> ja (mark number and gender)	The red house
Prepositional phrases	Cerca del lago	Near the lake



# Language & Literacy together

- Story Grammar
  - Character(s)
  - Setting
  - Initiating event (problem)
  - Plan
  - Attempt (to solve the problem)
  - Internal response
  - Consequence

# Plan

- Welcome and overview, orientation to on-line tools
- Narrative development in bilinguals
- Principles of Dynamic Assessment
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# Language & Literacy together

## *Lesson example:*

Gorilla book (family theme)

Rules: Eyes on me, make sure you can see.

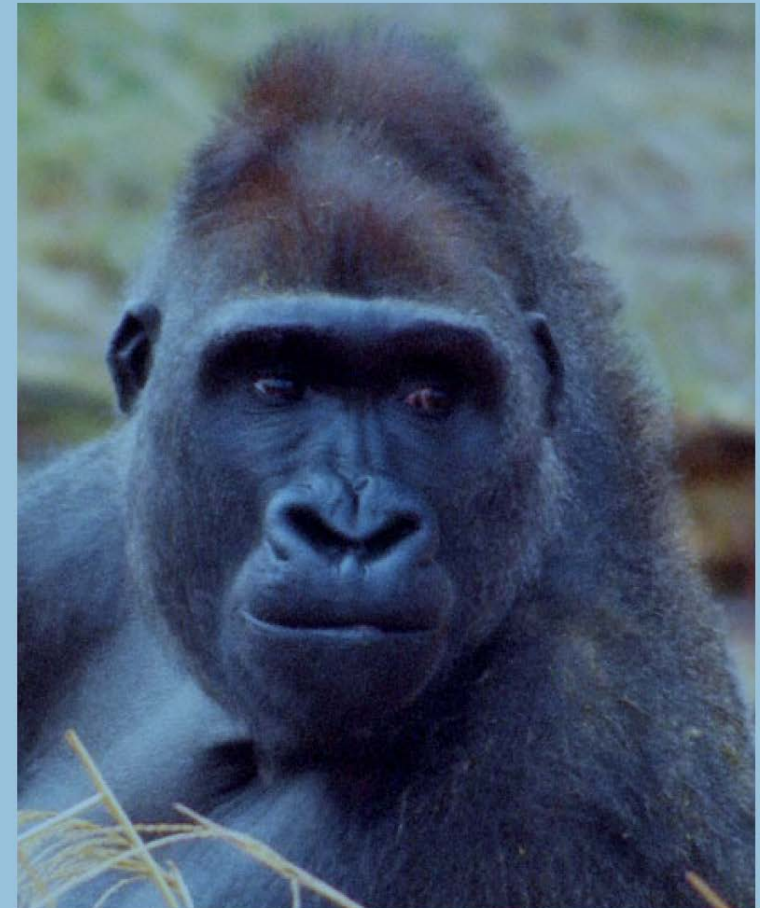
When I call your name, then you'll answer. When someone else is talking we'll listen and learn.

Discussion of why we are meeting. We'll learn more about letters, how letters make sounds. We'll learn new words, what they mean, and how to use them in sentences.

# Language & Literacy together

- Know, Learn for Expository Text (comprehension)
- First we are going to look at the cover of the book. What do you know about gorillas?
- **KW of gorillas** (Know, Want to know- chart)  
[Look through the book and make predictions]
- Prompts: What do you think that you will learn? What will tell us?
- **Expository organization:**  
This book has chapters, titles, and pictures. Let's look at them. What do these tell us about the story? [Expand on headings]
- Read first few pages of book

## Gorillas



Written by Kira Freed





## **Gorillas**

Gorillas are members of the great ape family. They live in the forests of Africa. Gorillas have strong, heavy bodies. They can walk on two legs like people do. Most of the time they walk on their feet and hands.

Gorillas eat leaves, stems, fruits, flowers, and wood. They also eat insects and small animals. Most gorillas do not hunt.



Gorillas make faces to show how they feel. Their faces tell if they are happy, sad, or upset. Gorillas can cry, and they laugh when they are tickled.



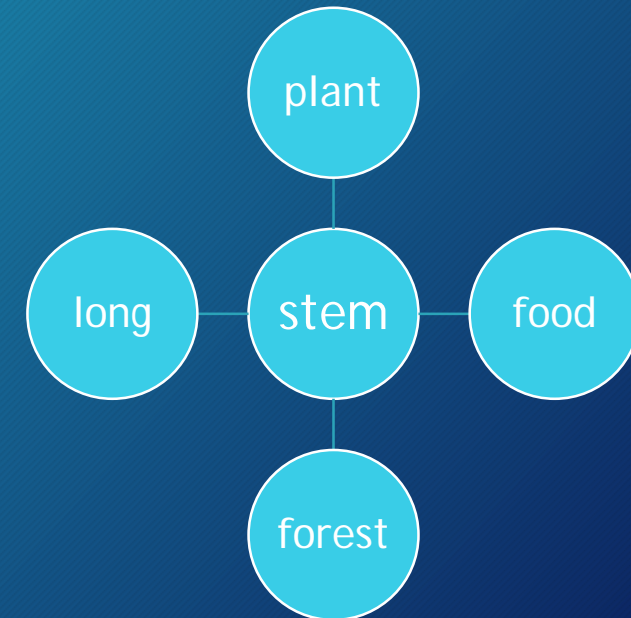
# Language & Literacy together

- *Vocabulary lesson.* Now we're going to look at some special words from our story and figure out what they mean. [Present written cards for each word and Look up the words in the story.]
- *Model:* "This word says 'forest.' Can you tell me something you know about forest? [xxx] Let's use the Vocabulary Monster to help us figure out some more things about the word 'forest' "
  1. What is it? It's a place with a lot of trees
  2. What's it like? Its' very green; it's pretty; it's clean;
  3. What's IN it? Some animals live in forests; sometimes there are rivers or creeks; plants live in forests; insects, birds, etc. live in forests
  4. What can you do there? Go camping, hiking, picnic



# Language & Literacy together

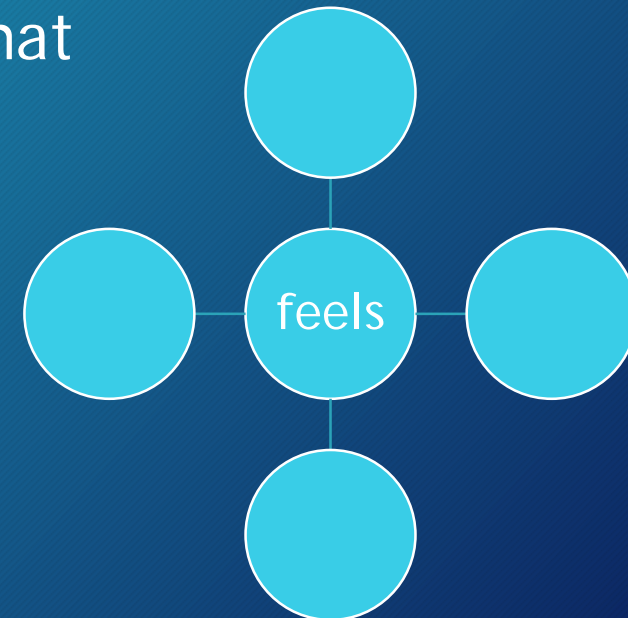
- *Guided Practice:* Now, let's think about another word. Here's 'stem.' [show written card] Can anyone tell me something they know about 'stem'? [xxxx] A stem is a part of a plant that holds the leaves, branches, flowers or fruit. Look at this picture (show a picture of a plant), can you help me find the stem? Point to the stem.
- How can we describe the word stem so we can figure out what it means?
  1. Tell me again, what is a stem? [part of the plant that holds the leaves, branches...]
  2. What does it look like? (scaffold as necessary)
  3. Where can we find it?
  4. Why do gorillas eat stems? \*relating it back to story



# Language & Literacy together

## *Semantic Map:*

- You're doing great! Now we're going to draw a picture with all the words we're using to describe our vocabulary words. The next word is 'feels.' Let's draw a circle with this word in the middle. Then, we're going to draw more circles with words that describe 'family.'





# Language & Literacy together

## *Grammar Lesson:*

- Stories are interesting because they help us find about things or people or they tell us about what happens to things or people. Do you remember what today's story was about? [gorillas] That's right, it was about gorillas. (open the book and read through page 4)

# Language & Literacy together

## *Grammar Lesson:*

- If I said:
  - Look at these
  - They live there
  - They're big
  - They walk
- What is wrong with that? (not interesting, we wouldn't know what the gorillas are called or very much about them)



# Language & Literacy together

## *Grammar Lesson:*

- We use nouns to talk about specific things. Let's read some more sentences from the book and see if we can find some specific names. (Read the first page of the story (p. 4) again and identify names)

Gorillas, Ape, Family, Forest, Body, Legs, hands, feet

# Language & Literacy together

## *Grammar Lesson:*

- Let's practice making up some parts of a story that have specific names for things. (Start with objects for cloze task)
- Gorillas eat \_\_\_\_\_ (leaves, wood, apple, flowers, insects, snails)
- Gorillas look at \_\_\_\_\_ (trees, balls, the sun, orange, rock)
- We can use nouns for the person or animal who does things.
  - \*action pictures from story
  - Gorillas eat sticks (p. 5)
  - Gorillas make faces (p. 6)
  - Gorillas dance (p. 7)
  - Gorillas carry babies (p. 8)
  - Gorillas walk (p. 9)
  - Gorillas eat in the kitchen (p. 10)



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