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Responding to Change: A Small-district Staff Development Model

Alhambra is a community in Southern California with an elementary school district serving approximately 11,384 students, of whom 5,206 are designated as not yet English fluent (California Department of Education, 1999). According to the California Department of Education's 1999 language census, five major languages are represented: Spanish, Cantonese, Mandarin, Vietnamese, and Chaozhou.¹

When elementary teachers in Alhambra City Schools, a K-8 district, returned to their classrooms in the fall of 1998, they were faced with several challenges. First, the passage of Proposition 227 (Unz & Tuchman, 1997), its incorporation into the Education Code, and the subsequent changes in district policy and programs had resulted in the elimination of identified bilingual classes. Without parental waivers, English Learners (ELs) who had previously received reading and writing instruction in Spanish would no longer be provided with literacy development in their primary language. Although Proposition 227 directed teachers to deliver literacy and subject matter instruction in English, there were not enough appropriate English language materials to fill the void created when Spanish language texts were put away.

Second, in response to the opportunity presented by Senate Bill (S.B.) 1777 (1999) to reduce class sizes in the primary grades and focus on reading instruction, the district was continuing to hire teachers to staff additional primary grade classrooms. Historically, Alhambra's 13 elementary schools have competed for teachers with adjacent districts offering higher starting salaries. The effect of this competition has been that many of Alhambra's newly hired teachers are credentialed through the emergency credential process and may not yet be enrolled or advanced very far in credential programs at local universities. In the fall of 1998, this situation was exacerbated by S.B. 1777. Some of the newly hired teachers had undergraduate majors in child development, but many did not and almost none of them had taken

courses in methodology for ELs. Approximately 13% were classified as having only a bachelor's degree (California Department of Education, 1998).

Third, 1998 was Alhambra's fourth year of transitioning from a pull-out² model for English as a Second Language (ESL) to a model for instruction that made each classroom teacher responsible for instructing ELs. From the 1970s until about 1992, Alhambra used a pull-out program staffed by 12 teachers for 13 elementary schools. The pull-out teachers had focused their instruction on middle- to upper-grade newcomer students. During that period, as the district's ELs increased in number and diversity, a pull-out model became less and less viable because there were too many ELs to be served by a pull-out program. During a several year phase-out period, experienced ESL teachers attempted to pull-in; ESL teachers spent four days pulling-in and one day each week developing curriculum units. With no preparation and little support for the change in program model, volatile feelings surfaced on every side. Though two ESL teachers took early retirement, the rest accepted classroom positions in the district.

Some veteran "mainstream" teachers, accustomed to sending ELs to the ESL teacher several times a week, were resentful of a perceived "additional" responsibility to provide appropriate instruction. Others welcomed the opportunity to learn more about the children in their classrooms. Almost none of the classroom teachers, veteran or inexperienced, were proficient in the sorts of strategies taught in TESOL methods courses. Into this situation came Proposition 227 and S.B. 1777.

Alhambra has not been alone in facing these challenges. Though there has been little public discourse on the effect of the change in program models or the lack of appropriate instructional materials for ELs, the role of newly hired, emergency credentialed teachers has received attention. "Districts that typically hire between 35 and 45 teachers at the start of a new school year are now hiring as many as 80 to 100 new teachers, many with emergency credentials" (Lipin, 1999, p. A5). The percentage of emergency credentialed teachers in Alhambra elementary schools ranges from a low of 5% to a high of 29%, ("Academic," 2000) with an average of 16%. Although mandatory training in reading instruction has been a component of S.B. 1777, the focus has been on reading for native- and fluent-English speakers. Little or no attention has been paid in these state-mandated Alhambra trainings to the specialized oral language development needs of ELs or to an understanding of how oral language development in English relates to literacy development.

In the school year of 1998/99, the 5,206 Alhambra elementary students identified as ELs comprised 45.7% of the district population in grades K-8. (California Department of Education, 1999). If these numbers are further broken down into the primary grades targeted by class size reduction under

S.B. 1777 (including the formerly identified Spanish bilingual classrooms), there were approximately 2,776 identified ELs in grades K-3 when school opened in the Fall 1998. As shown in Table 1, these children represented more than half (53.3%) of the elementary district's EL population.

Table 1
ELs in Grades K-3
Alhambra City Elementary, Fall 1998

Language:	Chaozhou	Cantonese	Mandarin	Spanish	Vietnamese
Kindergarten	31	247	60	224	51
First	36	263	75	246	64
Second	38	242	88	220	51
Third	49	205	85	237	37

(Figures based on California Department of Education 1999 Annual Language Census.)

With only a few exceptions in the upper grades (where students were grouped by departments for instructional purposes,) most ELs were mainstreamed in primary grade classrooms. Assignments to specific classrooms were often driven by capacity (20:1) rather than specific EL needs. Often a teacher would have only one beginning level student when another teacher at the same grade level would have several.

The combination of forces (i.e., class size reduction resulting in the hiring of many untrained teachers, high numbers of ELs in grades K-3, the complete elimination of bilingual classes, and teachers unfamiliar with ESL strategies) created a need for immediate assistance. District leaders realized that all involved—new teachers, experienced teachers, children new to school, and children new to the language—would need help to succeed.

A Problem and a Partial Solution

The District's program for ELs is philosophically rooted in the Natural Approach (Krashen & Terrell, 1983), Cambourne's model of learning (Cambourne, 1988), and the district's Balanced Literacy Program (Alhambra School District, 1997). Contained in the Balanced Literacy Program are language arts and English language development (ELD) objectives, corresponding to both grade and proficiency levels. These objectives are reflected on the Alhambra ELD Progress Profile (see Appendix A), on which teachers record the dates that each EL attains benchmarks for the objectives.

When our staff conducted one-day new teacher orientations to the district program for ELs, it became clear that most of the new teachers (many

of whom were orally proficient in more than one language) held varied notions of second language acquisition. Most had little knowledge of teaching young ELs, although many of these new teachers had themselves immigrated to the United States at an early age. These immigrant teachers had little recall of participating in special programs designed to meet their own needs as young ELs. Almost none were familiar with the district materials available for ELD, or with appropriate strategies that could knit together learners' experiences, language needs, and both district and state standards.

After analyzing this situation, staff members (the author and a colleague)³ in the English Language Development Program Office proposed a series of staff development sessions targeted at new teachers who needed ESL strategies to support Beginning ELs⁴ in the primary grades. As space permitted, the series would also be open to experienced credentialed teachers. We proposed 10 modules, one per week, each covering strategies designed to develop the oral language proficiency of ELs.

Using the district's grade level standards for ELs and the state's current ELD Standards as a guide (California Department of Education, 1997),⁵ the series would assist teachers in planning lessons to help Beginning ELs:

comprehend high-frequency words and basic phrases in immediate physical concrete surroundings; ... interact with frequently used English print in a limited fashion; demonstrate initial English print awareness; write familiar words and phrases and questions drawn from content areas, and follow classroom routines and schedules; express basic personal and safety needs and respond to questions with one-to-two word answers and gestures; and demonstrate and use basic social conventions. (http://www.cde.ca.gov/cilbranch/sca/eld/eld_grd_span.pdf)

The topics of the modules would include: developing and using a picture file; using Total Physical Response (TPR) to enhance lesson delivery (Asher, 1977; Krashen & Terrell, 1983); enriching classroom activities with movement and music; utilizing graphs and matrices to develop oral English skills; playing games to build vocabulary; incorporating music and chants to develop phonemic awareness and build patterns of English syntax and grammar; developing literacy through language experience and patterned writing (Dixon & Nessel, 1983); utilizing flannel boards and puppets to engage students through storytelling; and creating books to celebrate emerging literacy.

A Few Details

The workshops were scheduled in the late afternoon from 3:30 to 5:30. We understood that beginning teachers have many demands on their time

(i.e., recuperation from the intensity of teaching, enrollment in required classes to obtain a credential, and the development, assessment and evaluation of lessons). Therefore, to encourage attendance, teachers were given materials and offered a small stipend at each session. To collect this stipend, teachers had to attend 8 out of 10 sessions. Without this encouragement, we were concerned that teachers might frequent the series only occasionally, rather than make a commitment to learning the content of the modules. The modules were designed in interconnected ways: What was introduced in one session resurfaced or was alluded to in another. Without consistent attendance, new teachers might miss these connections. Each module consisted of an explanation, several demonstrations, application by the teachers, and often a “make-and-take” component, as we shall discuss presently.

Implementation of the strategies was enhanced by giving teachers the materials used in each workshop. Teachers were provided with materials ranging from Magnetic Way (Ballard, 1985) kits to flannel puppets, pocket charts to cassette tapes. These materials will be discussed more precisely in the explication of each module.

Initially, we scheduled one afternoon each week for the workshops. Due to very strong response, however, staff members ended up conducting four separate workshops each week for ten weeks, offering more than 75 teachers an opportunity to gain practical strategies for instructing ELs. The series was repeated for 28 new teachers in the Fall/Winter session of 1999/2000.

The Modules

Picture File

A picture file is a collection of photos, illustrations, drawings, prints, and pictures that ELD teachers select to support the development of oral language and grade level concepts. For example, picture files provide visual support for teaching basic naming, describing, and action words; they can also be used to enhance concept development for young learners. Picture files complement other strategies like TPR, matrix activities, and vocabulary games. Holding up an apple as an example, we began the picture file module by emphasizing that teachers would need to remember (particularly when teaching young, preliterate ELs) that an instructional sequence moves from the concrete (things children can know through their senses, such as real apples) to the abstract (flat, one-dimensional representations of real things such as pictures, or orthographic representations such as the word *apple*).

Three-dimensional objects are always better than pictures, but, since we cannot bring cows and fire trucks into most classrooms, pictures make good

substitutes. Thus, we provided a rationale for using pictures: pictures are easy to prepare, meaningful, and authentic; they stimulate interest and motivation (Wright, 1989). We also emphasized the context that pictures and other visuals provide for actions, feelings, and behaviors; the vocabulary that can be developed; and the background knowledge that can be constructed or extended through a creative use of picture files.

In the demonstration phase, we explained how to build a picture file and how to make wrapping paper envelopes to store pictures by categories. We also provided multiple short demonstrations of how and when to use visual support. We involved teachers in first-hand experiences in how to develop oral language through pictures, demonstrating TPR, visual clustering, development of vocabulary categories through sorting and labeling, and extending oral language through values clarification exercises (Simon, Howe & Kirschenbaum, 1972) using picture stimuli.

After this definition and demonstration phase, teachers were given a stack of materials (e.g., calendars, department store catalogs, and discarded magazines) for a “make and take” experience. Each teacher left the session with the start of a picture file.

Total Physical Response

TPR is a technique developed by Asher (1977) to teach language by using the imperative “command” form. In applications of TPR, students often guess at meanings by following visible cues or gestures for each command. The strategy builds confidence in young learners as their receptive (comprehension) skills expand, gradually becoming automatic. By focusing children on comprehension of the commands and contextual remarks, TPR creates a comfortable environment that facilitates the flow of language into the child. With repeated exposures to contextualized TPR, speech emerges quite naturally as children begin to sub-vocalize the commands. The module emphasized that TPR is both familiar and common—in fact, parents and teachers use it often (e.g., “Give Mommy your shoes!” or “Open your books to Chapter 3.”). We connected TPR with the phonemic awareness emphasis of the ELD Standards and demonstrated how it could be used in conjunction with a picture file, with manipulatives, with familiar primary grade materials, and with games, chants, and rhymes.

The value of TPR was brought home to participants when one of us read a familiar fairy tale aloud in German.⁶ After the read-aloud, we discussed the activity, focusing the teachers’ attention on how little they understood, how their attention wandered, and how some were grasping to make sense of sounds they had heard. Our intent was to make the point that a

strategy like reading aloud (appropriate for fluent and native English speakers) is not appropriate for beginning ELs.

A second German demonstration followed: This time the demonstrator retold the story using a big book of *Little Red Riding Hood* as a prop. Discussion again helped teachers to acknowledge that they understood more than in the previous demonstration because of the visual support provided by the book and due to their prior knowledge of the fairy tale. Though several teachers recalled specific cognates (such as apple/*Apfel*), they realized they had learned little language.

The final German demonstration used the Magnetic Way fairy tale kit.⁷ Using four figures from the kit (mother, grandmother, girl, and wolf), the demonstrator selected several volunteers to participate with the Magnetic Way board and engage with the German words for the characters, four colors, two simple commands (“point to” and “show me”), simple either/or questions, and several compliments (“good,” “very good,” and “outstanding”).

Discussion with the volunteers elicited how TPR combined with a classroom resource had helped them to understand almost everything in the demonstration as well as to acquire some German phonology and vocabulary. We listed these understandings of the demonstration on a chart: instruction occurred with a small group; members of the group were similar in their proficiency; the stream of language was slightly slowed down; limited instructions were preceded and clarified by demonstrations; volunteers were not forced to speak or corrected when they did; and each person in the group had opportunities to interact with the highly visual manipulatives (i.e., the four story “characters”), the teacher, and other group members. Noting that the demonstrator used smiles and praise to encourage the group, one new teacher mentioned that her mentor teacher had told her not to smile at her class until “after Christmas.” This provided us with an opportunity to discuss the role of interaction and encouragement in the development of oral language.

After the TPR demonstration, teachers formed small groups to practice activities incorporating TPR. We began by demonstrating several activities: the familiar children’s game “Simon Says,” the nursery chant “Open, Shut Them,” the action song “Head, Shoulders, Knees, and Toes,” and an invented game using a *Nerf* or *Koosh* ball tossed and caught across a circle to say names and ages, and practice numbers in sequence.

Finally, because we believe that the impact of TPR is better understood when demonstrated in non-English languages, during the last phase of the module, teachers who spoke Spanish, Vietnamese, Cantonese, or other Chinese dialects were invited to practice TPR with small plastic animals. In

new teacher training, it has been our experience that when TPR is demonstrated in English, participants have difficulty seeing its value. Their fluency in English makes them impatient to move quickly into full production and enables them to overlook TPR's incorporation of extraneous language, the prepositions, adjectives, greetings, and praise. Demonstrating TPR in English to English speakers leads those unfamiliar to misuse the strategy by moving too quickly, by incorporating too much language, or by delivering it in a stilted, artificial form and by focusing on productive rather than receptive language skills. Thus, we concluded our demonstration by asking teachers to employ TPR in languages other than English.

In small mixed language groups (e.g., a Cantonese-speaking teacher would present TPR to those who spoke no Cantonese) teachers were given small plastic animals ("manipulatives") to teach one another the names of lion, tiger, bear, elephant, crocodile, and zebra. There was laughter as teachers learned that TPR requires very few words, many repetitions, lots of praise, and multiple opportunities for participants to demonstrate comprehension. As teachers left, each received a bag of small plastic farm or wild animals and a plastic container for their storage.

Movement and Music

We began the third module by asking how many teachers knew the American singing game called "The Hokey Pokey." Teachers who were familiar with this game were distributed in a large circle to serve as models. Using a recording as background and stimulus, teachers and leaders danced "The Hokey Pokey." Discussion of the experience elicited some of the emotions indicative of a low affective filter (Krashen & Terrell, 1983): the group felt interested and relaxed. These good feelings helped focus attention on the use of movement and music to soothe, energize, or enhance children's moods. Activities with music and movement help teachers accommodate different learning styles, particularly for musical, spatial, and kinesthetic learners.

If teachers are comfortable with movement and music (and to use it most effectively, teachers should be able to enjoy and participate), these activities lower the affective filter. This occurs because EL children can participate as equal partners in the whole group and because many linguistic and kinesthetic cues and clues are embedded in the experience. As ELs participate in music/movement activities, speech emerges quite naturally. To emphasize this, we recalled how many of us non-speakers of French can sing "Alouette" or "Frères Jacques" as a result of participation in scouting and other recreational programs.

Subsequently, we elicited ideas for music and movement activities that connect with or extend a story, theme, or classroom topic. For example, we asked, "If you are reading a book about bears, how can you include a music activity?" We suggested bringing in an old favorite such as "The Bear Went over the Mountain." We also suggested putting new words to familiar tunes; for example at Halloween, we can change the words for "The Paw Paw Patch" to "...picking up pumpkins, put 'em in a wagon...."

Since many of the new teachers have been raised and schooled outside the United States, many traditional United States songs are unfamiliar. Because some teacher preparation programs have eliminated required music courses and children's literature from the curriculum, immigrant teachers are at a disadvantage in the area of traditional children's songs, rhymes/chants, and stories. Some new teachers with immigrant backgrounds exhibited discomfort when the silliness of some songs (such as "The Hokey Pokey") asked them to lose inhibitions. Though the use of music may lower children's affective filter, it may have the opposite effect on their teachers. By stating that many paths to language are opened by music and telling teachers to start first with music they like and feel comfortable with, we acknowledged this discomfort before moving onto the next demonstration.

Subsequently, we asked teachers to select a rhythm band instrument to play along with the Ella Jenkins song "Play Your Instrument and Make a Pretty Sound" (Jenkins, 1990, track 1). We modeled an introduction to using music in a lesson: listen to the whole song, chunk it into manageable portions, and model any activity to accompany the song.

Following this, teachers were assigned to one of six songs: "Baby Beluga" (Raffi, 1980, track 1), "Wheels on the Bus" (Raffi, 1982, track 4), "Put a Little Color on You" (Palmer, 1993, track 3), "You'll Sing a Song and I'll Sing a Song" (Jenkins, 1989, track 1), "What are You Wearing?" (Palmer, 1969a, track 2), and "Parade of Colors" (Palmer, 1969b, track 8). Each group was provided with a tape recorder and a tape of the song. We provided time to learn the song and any motions as well as time to create appropriate props using pictures. In the concluding activity, following the previously modeled sequence, each group taught a song with its movements or props to the whole group. On leaving, each teacher chose one of the above cassettes and a rhythm band instrument to use in future ELD lessons.

Graphs and Matrices

The fourth module introduced teachers to charts in the bigger category of *visual organizers* (also called *graphic organizers*). Because graphs and matrices convert concrete information to abstract formats, they can be used

to practice both language and interpretation/inference skills. This module exposed new teachers to both pictographic and numeric charts and again used a picture file in combination with a T-graph and a pocket chart.⁸

Graphs and matrices are useful to children because even very young children almost instinctively develop a concept of number (i.e., “more or less,” “none or some,” “more than one”). Parents will recall that the two-year-old who gets a cookie in one hand soon holds out the other hand for another cookie and is not long satisfied by mother breaking the first cookie in half. For children who have learned to count in their home languages, graphs and matrices tap into the universality of numeric/enumeration systems. For those ELs who are learning to count, graphs and matrices provide many opportunities to practice enumeration.

Though new teachers often think of graphs and matrices as belonging to content areas like math or social science, such tools are useful in vocabulary and concept development across the curriculum (Heimlich & Pittelman, 1986; Pittelman, Heimlich, Berglund, & French, 1991). Incorporating graphs and matrices in an ELD lesson helps provide the redundancy that is necessary to increase vocabulary because it provides opportunities for both teachers and ELs to use new words and structures in meaningful ways over and over again. Additionally, the use of graphs and matrices anticipates some of the difficult syntactic structures used in mathematics, statistics, and social science (e.g., “many/more/most,” “few/fewer/least,” “more than/less than,” “the most/the least,” “how many/how much,” “same/different,” and “as...as...” Used to make comparisons or evaluations, words like these are almost meaningless in isolation. In context, however, they become significant and meaningful to young children.

This module’s first activity demonstrated a simple T-graph combining a picture of an African wart hog (from the picture file) with the “yes/no” question: “Do you like wart hogs?” Teachers wrote their names on a clothespin and attached it to the side of the T that represented their answer. We followed this by showing how oral language could be developed with the data generated by the question and answer. Techniques included: *counting* clothespins (answers); *asking who* answered “yes” or “no” (eliciting names); *making statements* about the most and least number of pins; and *questioning* what reasons might have gone into these choices.

Next, we demonstrated how to use the same T-graph data to construct a bar graph. Asking the question again, we used chart paper with two vertical columns, one labeled YES, the other labeled NO. Teachers each used one adhesive-backed piece of paper and placed it in the column representing their answers. Because the sticky papers aligned with the columns, the paper looked more like a traditional bar-graph than did the T-graph using clothes

pins. We then elicited other ways of representing data, and teachers suggested coloring in squares and pasting pictures into appropriate columns.

The next activity used a paper grid laid out on the floor. Animal pictures were glued along the bottom edge of the grid; numbers were written vertically along the left edge. Using corresponding plastic animal manipulatives from the previous module, teachers chose their favorite animal and put it in a rectangle above the picture to which it corresponded. Discussion again elicited suggestions on how to read and use the graph and why a graph using real objects (such as plastic animals) is a concrete way for very young learners to develop symbolic thinking.

The final demonstration used a pocket chart with six animal pictures aligned with its left edges. After modeling a review of the animal names, we asked teachers to draw their favorite animal from among the target group. We used their pictures to construct a pictorial, horizontal bar graph. Discussion once again elicited suggestions on how to use the chart for language development.

Our matrix demonstration showed how to use a simple matrix to build vocabulary for African animal attributes (see Appendix B). Though the matrix has only four categories (hooves, claws, tusks, and horns) for four animals (elephant, zebra, water buffalo, and lion), it provides a context to create a variety of patterned sentences. Examples might include: "The lion has claws, but the zebra doesn't." and "Both the zebra and the water buffalo have hooves." In the "make and take" component, teachers worked with a partner to lay out a T-graph back-to-back with a matrix (for dimensions, see Appendix C). On index board, teachers glued a contrasting paper T to one side and measured a matrix on the reverse side. After laminating, the product was ready for classroom use.

Vocabulary Building Games

This module opened with a tea party strategy (targeted for adults) in which teachers mingled to find matching proverb halves. The teacher who had "A penny saved" had to find a partner who held "is a penny earned." The discussion after the activity elicited other ways to use a tea party strategy with young beginning ELs using pictures or single words. Matching activities suggested by the teachers included: matching a picture to a picture; matching a picture to a word; matching a picture of one cat with a picture of two cats; matching two halves of the same picture or word; matching collocated pictures or words of items such as "shoes and socks" or of concepts such as "off and on," "up and down," or "hot and cold"; and matching comparatives, such as a small cat with a smaller cat, a large dog with a larger dog, and so forth.

Vocabulary games can be played by ELs of all levels. Although beginning students can play games that focus on receptive language, as speech emerges children can play games that increase their oral language production. More advanced students can play games to develop oral language and literacy skills simultaneously.

Whether games are simple or complex depends on the age and oral proficiency of the learner. Used judiciously, games lower the affective filter and subtly teach social skills as well as syntactic patterns and vocabulary. Games can reinforce and enliven lessons. In addition to asking teachers to consider linguistic requirements, we asked them to consider such aspects as space requirements, noise, and physical activity levels. We suggested providing a balance between physically active games, visual/oral games, and paper games. We also modeled how to teach a game like a lesson the first several times it is played.⁹ We asked teachers to consider, "When you introduce a game, how will you demonstrate the object and rules of the game? How will you coach the players?"

The following games were demonstrated to small groups with the remaining teachers as observers:

Add-on: This game, which is carefully scaffolded from concrete to more and more abstract, is an excellent way to augment a reading lesson and to activate students' vocabulary. It uses picture support to cue phrase generation and involves having students use a phrase pattern with a fill-in and add-on element. For example, when using the book *A Chair for my Mother* (Williams, 1982) with first graders, the game would be played as follows. The teacher names things we find in the kitchen. Then, using the picture file, she names an array of kitchen furnishings found in the pictures (stove, refrigerator, sink, and so forth). She next distributes the pictures, asking each student "What do you have?" She listens and confirms each answer, correcting indirectly if necessary; she repeats this procedure until she is assured that all students in the group can answer.

Next, the teacher explains the game. Student #1 begins by saying, "In my kitchen I have a stove." Student #2 adds to the statement by saying, "In my kitchen I have a stove and a refrigerator." Student #3 continues, saying, "In my kitchen I have a stove, a refrigerator, and a table." After playing the game with the pictures face up (providing visual support), the students turn the pictures over and play the game again. For variation, the teacher can redistribute one picture to each student, asking them not to show their picture to anyone else. Playing the game in this fashion, using the oral statements alone, is cognitively challenging to all young children, ELs or English proficient.

Modified 20 Questions: The object of this game is for the teacher to guess which animal the students are thinking of. In version one, the teacher

puts a row of animal pictures in the pocket chart, naming them as she does so. She asks a demonstration group of students to quietly collaborate and decide on an animal but not tell her which one it is. She then explains the rules, i.e., that she will ask them “yes/no” questions to guess which animal they are thinking of, stressing that they can only answer with “yes” or “no.” For example, she might ask: “Is the animal big? Does it fly? Does it have a long tail? Is it gray? Does it have four legs? Does it have a long nose? Does it eat meat? Is it an elephant?” If the teacher fails to guess the animal after asking ten questions, the students win the round.

Once the students have played this version several times, version two of the game can be played. Here, the roles are reversed, with the teacher thinking of the animal and the children asking the questions. The teacher should rehearse the question types that elicit “yes/no” answers and establish ground rules (e.g., no wild guesses about animal names). A third version of the game involves having individual children at the center of attention. One child thinks of the animal and the others ask questions while the teacher acts as a coach and helps children pay attention to the answers and develop question-asking strategies. We recommend that teachers always use picture support and use the pocket or T-graph chart to keep track of “yes/no” answers.

Marketing: This is an add-on game with more activity. The teachers seat children on chairs in a circle, as if for musical chairs. With one less chair than the number of children, the extra child is named “It.” (Be sure this child can speak clearly and can remember a long phrase.) The teacher gives all seated children a picture of something they can buy in a grocery store, naming each item as a model. She then explains the rules of the game. Following the directions, “It” walks around the circle looking at the pictures, saying, “I went to the market and I bought some..., and some...”, naming the pictured items that the seated children are holding.

As each item is named, the seated child puts the picture face up on the chair and follows “It.” Whenever “It” is ready, he or she says, “...and then I dropped the basket.” At this point, the children scramble for their seats. The one left standing becomes “It” and the game begins again. This game challenges children because the tension of finding a chair complicates the listening task. It presumes that children are very familiar with the vocabulary.

Have you seen my friend?: This is a tag game, played similarly to “Duck, Duck, Goose.” It should follow an ELD lesson in which children have worked on descriptive vocabulary of clothing. This game makes use of pictures from the picture file depicting children wearing colored and striped shirts, skirts, jeans, jumpers, and so forth. Best for this game are pictures with some degree of similarity. The students first practice describing the

pictures. The teacher then designates one child as "It" and puts the remaining children and their pictures in a circle.

The children conceal their pictures from "It" as "It" walks around the outside of the circle, taps another child on the shoulder, and says, "Have you seen my friend? S/he is wearing..." (i.e., describing one of the pictures held by another child). As soon as the child holding the picture recognizes the description, he or she drops the picture and chases "It." "It" runs around the circle and takes the empty seat, picking up the picture that was described. The new "It" walks around the circle, taps someone on the shoulder, and the game begins again.

The remaining vocabulary games were demonstrated by asking teachers to move from station to station for Picture Bingo; Spinner games for story retelling; Concentration and Cube games; Picture Dominoes; and Go Fish! At each station, teachers created a game, in the process learning how to quickly and easily randomize bingo boards, create picture support for story retellings with a storyboard and spinners, develop pre-reading skills through concentration, and review and repeat target vocabulary by fishing with magnets for pictures or words to develop target vocabulary. Teachers left the session with bamboo fishing poles and magnets for Go Fish! as well as with directions and patterns for the remaining games. They were also provided with a copy of *Basic Vocabulary Builder: Black Line Masters* (Liebowitz, 1988) to use in creating their own vocabulary games. It was not coincidental that many of the pictures also lent themselves to constructing graphs and matrices.

Chants and Rhymes

At the beginning of the school year, new teachers attending these modules had already received intensive staff development in balanced literacy and reading strategies designed for native speakers of English as a component of S.B. 1777. Because we believed that these inexperienced teachers had little context for the message they had heard, we wanted to engage them with an opportunity to place phonemic awareness and phonics in a learning context. As Gibbons (1991) states, "The importance of context extends to the teaching of phonological awareness. Sounds in isolation become very distorted and hard to remember because they are abstract" (p. 78).

Chants not only naturally develop phonemic awareness but also provide strong support for topics developed in ELD lessons as well as what Richard-Amato (1996) calls "meaningful word/sound play" (p. 157). Chants and rhymes provide engaging models of stress and intonation patterns in English — particularly important to students like those in Alhambra whose first languages are tonal (Piper, 1993).¹⁰

Because the theme of wild animals had been used in all the previous modules, the module on chants and rhymes opened with the poem “A Trip to the Zoo,” from a big book with pictorial support (Animals, 1997.) Teachers located the poem’s rhythmic patterns and were led to discover the onsets and rhymes, syllables, and syntactic features (e.g., participles and nouns used as adjectives, complex sentences, and elliptical dependent clauses). We modeled one way that a poem or chant can be taught: Present the poem in meaningful segments; ask children to listen to the lines as they are presented; then ask children to repeat or read along with the lines; and increase the segments in length until the whole poem can be recited with confidence. Then we modeled a variation on the basic presentation: When students are familiarized with a poem, bring it back again by taking turns (teacher and groups of students, e.g. first table/second table; girls/boys) reading different lines or segments.

Teachers shared familiar childhood rhymes when we prompted them to recall jump-rope chants (such as “Teddy bear, teddy bear, tie your shoe...”) or silly rhymes (such as “I asked my mother for fifty cents...”). These rhymes and chants elicited memories and laughter, helping new teachers realize that—like the games and music—chants and rhymes extend topics and themes, providing the necessary redundancy and repetition that contribute to oral language development. Perhaps as importantly, chants and rhymes are naturally attractive to children, providing listening and speaking practice as ELs develop awareness of the phonemes and structures that they will need to become successful readers and writers.

Once again, teachers were grouped and given materials. The materials in this case were *Jazz Chants for Children* (Graham, 1979) and *Let’s Chant, Let’s Sing, Book 1 and Book 2* (Graham, 1994.) Each group of teachers prepared a chant and taught it to the whole group using gestures and props as needed. We distributed a packet containing references to collections of jump-rope and other familiar chants and rhymes (Cole, 1989; Cole, 1995; Worstell, 1972). Each teacher kept a copy of one of the books demonstrated and its accompanying cassette tape.

Lesson Planning

The lesson planning module underwent several revisions in format and delivery as we incorporated what we learned about beginning teachers into the staff development. Our intent had been to assist inexperienced teachers in pulling together the separate module strategies into a comprehensive whole. However, the teachers were inadvertently revealing that they had no long range plans (and often no plan beyond tomorrow), that many lessons

were delivered as activities without conceptual or linguistic goals, and that the pace of presentation was too quick (“been there, done that”).

From a more experienced perspective, we knew that new vocabulary and structures were appearing too briefly for EL children to make sense of, let alone use in language development. Many of the newly hired teachers could not differentiate between EL production levels and consequently did not design lessons according to the fluency level of each child. Except when students were grouped for formal reading instruction, most lessons were delivered “whole class” (i.e., to the whole vast range of proficiency levels, from non-speakers to articulate English monolinguals).

After one early module in which we had presented several songs, a new teacher reported that she had returned to her classroom and played the whole tape for her ELs. The fact that the children liked the tape was more important to her than using it in a meaningful way. To forestall this misuse of materials and strategies, we felt strongly that at least two hours should be spent on lesson planning. As summarized in Richard-Amato (1996), Wong-Fillmore (1985) “concludes that teacher lessons that are consistent, are well organized, and have similar formats with clear beginnings and endings appear to be the most effective” (p. 273). Our staff development goal was not only to provide practice with ESL strategies, but also to improve teacher lessons, including the delivery and impact of those lessons.

To this end, we wanted teachers to engage with the Magnetic Way (Ballard, 1985) visual kit, a crucial resource for beginning ELs in the district ELD program, and to bring to the magnetic board other strategies and materials that had been demonstrated. We distributed plastic bags of Magnetic Way visual “manipulatives” from kits as varied as *Dinosaurs* and *The Supermarket*. Teachers joined grade-alike groups of four and chose a partner to work with. This resulted in 8-10 small groups. Teachers were given one hour to plan and share lessons using the pieces, the Magnetic Way board, and the TPR strategy (Asher, 1977). We provided a template (Appendix D) to help script their presentations. As teachers worked, we circulated to clarify and coach. In their presentations, we asked teachers to explain how they determined the focus of the lesson, describe any struggles to sequence activities within the lesson, and discuss their concerns with lesson delivery.

Following these presentations, we demonstrated a lesson-planning map (Appendix E). Teachers were given a blank map and asked to work with a partner to map a series of lessons that targeted beginning ELs. We emphasized that the map is filled with categories of activities in no particular order. To bridge the gap between activity and the ELD progress profile (Appendix A), we examined each activity from the perspective of production level and skills, then matched it to a benchmark on the profile. As we worked through the planning maps, we asked teachers to keep in mind the

curriculum objectives in the content areas at their grade levels and the district benchmarks for ELs as measured by the ELD Progress Profile.

As the teachers worked, we again moved from group to group, to assist and engage them in dialogue. Teachers submitted their maps so office staff could retype them in a standard format. The maps were compiled and given back in packet form at the conclusion of the series.

Building Literacy through Storytelling and Language Experience

We began this session by demonstrating how to use a flannel board and a picture book to tell a story. We used two books, *Caps for Sale* (Slobodkina, 1968) and the rebus book *The Jacket I Wear in the Snow* (Neitzel, 1989).

Telling a story with a flannel board, like using the Magnetic Way, requires practice in managing small pieces and in putting them on and off a board.¹¹ Our demonstration asked volunteers to hold the pieces and put them on or remove them from the board as they appeared in the story. This is a variation of story experience as described by Richard-Amato (1996). Follow-up discussion elicited the observation that kinesthetic involvement in the story telling builds a sense of story (both books feature a problem and solution) as well as specific vocabulary. Additionally, teachers noted that the variations provide comprehensible input, redundancy, and a topical focus.

Following the story activity, teachers made the flannel pieces needed for storytelling in their classrooms. Each teacher also received a copy of one book and a large piece of flannel to mount on the back of the Magnetic Way board in order to increase their opportunities to use both sides of the board. When teachers finished the “make and take” portion, we demonstrated the Language Experience Approach (LEA)¹² by showing a video made in a district first-grade classroom.

Preceding the video, our discussion with the teachers emphasized that when we spoke of introducing print to beginning primary grade ELs, we were *not* talking about formal reading instruction. Rather, we were talking about using children’s existing oral language (structure and vocabulary) to introduce thoughtful, experience-based activities with print. The goal of such interaction is to make students *successful* readers and writers in English. Though the messages new teachers received in staff development accompanying S.B. 1977 were perceived as urging them to hurry young second language students into formal reading instruction, we believe the best route to formal reading instruction begins when the oral foundation is strong.

As Gibbons (1991) explains:

The reconstruction of meaning is an interactive process between the reader and the text, because the reader also makes a contribution. To get meaning from a text, readers bring their own background

knowledge of the “field” or topic, and their understanding of the language system itself. Without these, a piece of text is meaningless to a reader—for example, if it is in an unfamiliar language or about unfamiliar things. (p. 71)

Thus, we planned the LEA demonstration to show how literacy activities can be specifically targeted to prepare students for reading success by building background and vocabulary, establishing concepts, and using language structures. We believe that lessons for ELs should provide multiple opportunities to use language in meaningful ways as well as opportunities for language reformulation and innovation when children apply their knowledge (both acquired and learned). LEA capitalizes on this process by utilizing children’s own experiences, encoded by words, dictated to a teacher, who then helps them reformulate their utterances to create a text for shared and individual reading.

Since fluent or monolingual English-speaking children come to reading with their experiences encoded in thousands of English words, we asked teachers to consider how these children express their experiences. These children have the ability to use English to make statements, ask and respond to questions, give information, express opinions, as well as to follow the social conventions expected by their community. Such language performance is usually embedded in contexts in which these children use age-appropriate syntax and vocabulary. This fluency signals their readiness for formal reading instruction. If EL children do not have this fluency in the language of instruction, then the road to English literacy will require additional time to travel.

The LEA video showed how five first-grade ELs listened to a story, dictated statements about the story, and then participated in choral and individual reading of their statements. The video also showed students reconstructing their statements after they had been separated into individual words and reading their own and a partner’s statement. For EL children, LEA lessons build receptive and productive skills in language structure, vocabulary, and pre-reading skills. These general language skills will transfer to make children successful readers and writers in English.

Building Literacy through Book Making

During the last several years, new teachers have often asked us for help with ELs who have become successful decoders despite comprehension skills that are significantly below grade level. When we ask questions about the context of instruction, we have often found that a teacher categorizes the child as “too shy to speak” or “speaks only when spoken to” or “generates only short phrases.” We have also often discovered that classroom instruc-

tion has focused on formal reading instruction to the exclusion of oral language development. Consequently, our motive in this module was again to give teachers additional strategies for embedding reading in meaningful contexts and connecting it with classroom strategies.

We began by reading *Rosie's Walk* (Hutchins, 1987) aloud and discussing what meanings beginning level ELs would construe from this simple story. We wanted teachers to focus on the language skills needed to understand the story-line and to notice the prepositional phrases the author employs. Bridging *Rosie's Walk* to LEA, we demonstrated how a class could take a walk "out of the room," "across the playground," and so forth and use this experience to create a dictated LEA story patterned after *Rosie's Walk*. We also demonstrated how to make a slider to use in practice for retelling.¹³

Subsequently, we shared a big book generated by ELs with an innovative reformulation yet following the pattern of *Rosie's Walk*. In this instance, the children had dictated and illustrated "*Spooky's Walk*"—their own story of a cat (Spooky) who is followed by a dog as she walks along a beach. The reformulation demonstrates that the ELs had internalized the story-line of *Rosie's Walk* as well as the structure of its prepositional phrases.

As we segued into a "make and take" book construction session, we once again emphasized the use of print in context. Print use is the culmination of ELD lessons that have built oral vocabulary and language structures. Reformulations such as "*Spooky's Walk*" follow predictable patterns and challenge the creativity of ELs. Each such reformulation demonstrates the solid acquisition of regular features of the target language. Thus, in the "make and take" segment, teachers made the following books: an accordion shaped book with patterned, dictated sentences about the Gingerbread man; a triangular stand-up book for the days of the week; a step book about the animals who live in the layers of the rain forest; an origami environment book with windows through which four sea creatures can be seen; and a sequence flip-book with dictated sentences about a read-aloud story. Each new teacher then received a comprehensive packet with directions and some patterns for making many different kinds of books.

Puppet Making and Storytelling

Congruent with our philosophy about the importance of a solid oral language foundation and our concern that ELD lessons had been replaced by formal reading instruction for all students, our final module focused teachers on the use of puppets and props to accompany storytelling and retelling. Our goal was not to diminish the importance of reading for all children, but to reinforce the importance of strong oral language skills for ELs as a foundation for reading instruction.

The use of puppets and props helps make story elements clear and understandable while at the same time engaging children's attention. As children interact with puppets, they focus their attention outside of themselves. In this way, shy children may lose their anxiety about speaking. When children use a prop or puppet to aid in retelling a story they have heard in their ELD lessons, they feel safe in using language from the story that is not yet their own. Imagine the delight of holding a bear puppet and being able to shout, "Who's been sleeping in my bed?"

Moreover, such manipulatives add context to activities. When children enact parts of a story using puppets or retell an event with the assistance of a prop, they have opportunities to use skills that may be more familiar (both culturally and linguistically) than formal school skills. For others, puppets and retelling activities may be a new experience, helping these children to grow in other directions.

We showed teachers puppets made of paper, cloth, wood, plastic, found objects, and a combination of materials. Teachers observed that puppets range in size from miniatures (such as finger puppets, whether manufactured, drawn on the hand, or made of paper) to larger than life (such as those used in the Broadway production *The Lion King*). As to kinds, there are sock puppets, paper bag and paper plate puppets, stick and rod puppets, hand puppets, shadow puppets, and marionettes. Depending on the age and interest of the learners, any or all of these are appropriate in the ELD context.

Puppets provide natural repetition and redundancy. A puppet used in the telling of a story can be used again by children in formal (teacher directed) or informal instructional settings (at a classroom learning center). Students can choose from an array of puppets to retell and/or reenact a familiar story or create stories of their own. In free play, language emerges when students have access to puppets. Small groups of children can present puppet plays for one another or for another class; they can also share these stories with family members when a teacher lets them take a puppet home. Puppets can also serve as therapy: A lonely child and a puppet can engage in "conversation;" a big red dog puppet can become a friend.

In our final module, each teacher made two puppets. Though teachers had time to make only two puppets (a ladybug and a big red dog, for which we provided patterns, felt, trimmings and glue guns), patterns were provided for other puppets that they could make on their own. As teachers created these puppets, language and memories flowed—certainly, oral language was alive and well in the staff development setting.

Conclusion

Our goal for the series was to assist new teachers and their EL children by providing strategies for ELD instruction and by emphasizing the critical need for oral language development, particularly at the beginning level. We were fortunate in being able to provide materials to enhance the strategies we demonstrated, as well as some peer-support for new teachers in the area of lesson planning. Although there were only two of us instructing more than 100 module attendees, we two continue to have contact with many of the new teachers as they ask for us assistance and share with us their successes.

Evaluations from the last session of each series indicate that we met our goals and that new and inexperienced teachers benefited from the focus on the needs of ELs and strategies to meet those needs. A few sample comments from the evaluations follow:

Content/workshop topics:

“I thought the chants were very helpful because it [*sic*] went well with the curricular areas.”

“I enjoyed the TRP. [*sic*] session and Magnetic Way because I could put them into practice and the materials were already given.”

“I thought songs and chants were especially good because singing and chanting makes learning new vocabs [*sic*] easier. Besides, singing is one of the activities that gets eliminated when there’s a shortage of time.”

“The games are great fun in my class.”

Strategies:

“I thought that the planning sessions were very beneficial because it [*sic*] made us aware of all the elements that should be in place for an ELD lesson.”

“If there was a strategy which wasn’t useful, I must have forgotten it. I’ve learned many things and I’m using them. If I have not done it as well as you have showed us, it will be just a matter of practice.”

“If you walk into my classroom, you would find picture files, games, and Magnetic Way that I use for ELD instruction.”

“After each class I went home thinking when to start doing it in my classroom.”

Benefits to students:

“The children are less self-conscious about using English.”

“The children feel more comfortable and confident about using English and are willing to take risks.”

“When I am using the ideas and strategies I have learned from the workshops, the students are a lot more involved.”

“The workshops gave me a plan to follow. I became more focused on a path of organization.”

“I didn’t know there was so much out there and so many possibilities of making ELD come alive. The workshops really opened my eyes!”

Included among the comments were some negative evaluations made by those who had not understood our focus on beginning ELs. Many of these respondents were disappointed that we had not provided more specific literacy strategies for writing and grammar instruction. If time and circumstances permit, another (differently focused) series would be beneficial to meet the needs of experienced teachers and the needs of intermediate and early advanced ELs.

Time will also tell of the long-lasting effect of the staff development we have concluded. We have been invited to puppet performances and have seen the Magnetic Way, matrices, and T-graphs in almost daily use. Several teachers have reported their successful inclusion of chants and lots of singing. Those we have trained are using their materials. But of the close to 700 elementary teachers in the Alhambra district (all of whom teach ELs, and most of whom are responsible for ELD lessons), only 127 have participated in the after school workshops.

The pressures on us all remain formidable. We need to articulate and implement the new ELD Standards; we need to provide appropriate materials and training for many, many new teachers; and we need to address issues of exit criteria and grade level retention. Finally, there are only seven hours in the teaching day, with limited opportunities for staff development. We have many more teachers to serve if we are to have a positive impact on all classrooms for English language learners.

Author

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Endnotes

- 1 Chaozhou is a Chinese language from South China, often spoken by ethnic Chinese from Vietnam.
- 2 Model programs for ELs vary from district to district: In a pull-out program, ELs leave their assigned classroom and go to a designated teacher for ELD services. In a pull-in program, the designated ELD teacher moves from classroom to classroom working with small groups of ELs.
- 3 I am profoundly grateful to my colleague in the Alhambra School District, Linda Naccarato. Her vast classroom experience with elementary ELs informed every aspect of delivery for this project.
- 4 As defined in the October, 1997 draft of the *English Language Development Standards*, Beginning Proficiency Level contains students who progress “from having no receptive or productive English skills to possessing a basic use of English” (California Department of Education, 1997).
- 5 At the time of planning and delivering this staff development, California’s standards for ELs were mired in political in-fighting. Because of the urgent need to help teachers and students, we were unable to wait for the adoption of the ELD Standards that was scheduled for Summer 1999.
- 6 This language was chosen because it was not spoken by any of the teachers.
- 7 Based on Ballard’s (1985) Magnetic Way teaching approach, this kit consists of a magnetic “background” board upon which story “characters” (plastic overlays impregnated with metal) can be arranged. The product is not currently available from the distributor.
- 8 A pocket chart is a primary grade classroom tool. It consists of lateral pockets that are open along the top and sewn onto a backing of canvas or plastic. These pockets, which are often made of clear plastic, can be used to hold small illustrations or words on a strip of paper (much as a music staff holds a line of notes, or lined paper “holds” text).
- 9 Because we wanted to emphasize scaffolding for ELs in all our interactions with the teachers, we encouraged teachers to think about how they would introduce a game and its rules, in other words not merely to “play” a game but to teach children how and why a game is played.

¹⁰ For those interested in the subject of how English sounds contrast with those of other languages, Piper's book has a non-technical chapter that may be helpful to second language instructors and curriculum developers.

¹¹ We glued felt to the back of a Magnetic Way board to use as a flannel board. This created a multi-purpose board. On the smooth side, the Magnetic Way pieces adhere; on the felt side, flannel or felt pieces adhere. The mechanism of putting pieces on and off the board is similar, as are the stimulation and immediate engagement of the children.

¹² For those unfamiliar with Dixon & Nessel's (1983) Language Experience Approach, its strategy can be described thus: After students have experienced an activity (for example, petting a rabbit), they are encouraged to talk about it. The teacher guides this conversation for the purpose of building vocabulary and structures to encode the experience. Subsequently, the students dictate sentences about the experience. As each child dictates, the teacher repeats and writes his or her words (e.g., "Oanh said, *I like the rabbit.*"). From this dictation, the child builds the concept that print come from speech, that what is spoken can be written.

Because their experience and their own words are important to children, a sense of ownership enables them to find their own words and repeat (or "read") them to the teacher. Many activities can then build upon this single sentence. Depending on the child's age, ability, and the teacher's selection of appropriate activities, the sentence can be illustrated, cut-apart, reassembled, added-to, modified, copied, and so forth. These repeated activities serve to create for the children an individualized lexicon of words that they recognize by sight, such as: their names, high frequency words like "and" and "the," simple verbs like "said" and "like," and high interest vocabulary words such as "rabbit."

¹³ A slider is a piece of tag board cut with slits that hold phrases that can be slid in and out of view. In this instance, the stationary sentence stem was "Our class walked" and the sliding prepositional phrases used to complete the sentence included "out of the room," "across the playground," and so forth.

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Appendix A
ELD Progress Profile

ALHAMBRA SCHOOL DISTRICT
ENGLISH LANGUAGE DEVELOPMENT PROGRESS PROFILE K-8

To be passed on to next year's teacher until all skills are mastered.

Name: (Last) _____ (First) _____ Primary Language _____
 Student I.D. Number _____
BEGINNING
ELD 1/PRE-PRODUCTION
 Date _____ Grade _____ Teacher _____ School _____ L_ Instr. _____
EXIT CRITERIA (Mark with date completed) _____

Listening [student consistently] _____
 Demonstrates understanding by responding to simple instructions and/or directions _____
 Participates in group activities _____
 Demonstrates understanding by manipulating objects or pictures _____
 Comprehends simple face to face conversations _____

Speaking [student consistently] _____
 Responds nonverbally by gesturing and imitating _____
 Responds verbally to oral word responses _____
 Uses words to meet personal needs _____
 Participates in a group setting _____

Reading [student consistently] _____
 Practices reader-like behavior _____
 Recognizes environmental print _____

Writing [student consistently] _____
 Writes name _____
 Illustrates to convey meaning _____
 *Uses "writing" to convey meaning _____

EXIT: _____
 Date _____ Grade _____ Teacher _____ School _____

Listening [student consistently] _____
 Demonstrates understanding of multi-step directions appropriate to grade level _____
 Demonstrates understanding of social language _____
 Demonstrates understanding of story elements in a familiar story _____

Speaking [student consistently] _____
 Engages in social conversations _____
 Actively participates in dramatics and retelling of a familiar story _____
 Practices Language Experiences stories _____
 Responds in sentences through coaching _____

Reading [student consistently] _____
 Shows interest and chooses own reading material _____
 Demonstrates phonemic awareness _____
 Exhibits use of cueing systems for unfamiliar text (semantic, syntactic, graphophonic) during Shared Reading _____
 Independently reads simple text/stories with rehearsal _____
 Retells stories in sequence _____
 Demonstrates comprehension by responding orally _____

Writing [student consistently] _____
 Produces Language Experience stories _____
 Uses phonetic spelling _____
 Fills in graphic organizers with guidance _____
 *Prewrites, drafts, and does simple editing for mechanics with guidance _____

EXIT: _____
 Date _____ Grade _____ Teacher _____ School _____

Listening [student consistently] _____
 Demonstrates understanding instructions and directions _____
 Demonstrates understanding of social interactions/conversation in a small group _____
 active listening/participation _____

Speaking [student consistently] _____
 Responds/participates with phrases and simple sentences _____
 Recites simple poems, songs, chants, and rhymes _____

Reading [student consistently] _____
 Repeats simple text and/or repetitive pattern _____
 Participates in Shared Reading _____
 Demonstrates some comprehension of story using simple language _____
 Identifies some words and letters _____

Writing [student consistently] _____
 Produces patterned writing _____
 *Uses "writing" to convey meaning _____

EXIT: _____
 Date _____ Grade _____ Teacher _____ School _____

Listening [student consistently] _____
 Demonstrates understanding of multi-step directions appropriate to grade level _____
 Demonstrates understanding of social language _____
 Demonstrates understanding of story elements in a familiar story _____

Speaking [student consistently] _____
 Engages in social conversations _____
 Actively participates in dramatics and retelling of a familiar story _____
 Practices Language Experiences stories _____
 Responds in sentences through coaching _____

Reading [student consistently] _____
 Shows interest and chooses own reading material _____
 Demonstrates phonemic awareness _____
 Exhibits use of cueing systems for unfamiliar text (semantic, syntactic, graphophonic) during Shared Reading _____
 Independently reads simple text/stories with rehearsal _____
 Retells stories in sequence _____
 Demonstrates comprehension by responding orally _____

Writing [student consistently] _____
 Produces Language Experience stories _____
 Uses phonetic spelling _____
 Fills in graphic organizers with guidance _____
 *Prewrites, drafts, and does simple editing for mechanics with guidance _____

EXIT: _____
 Date _____ Grade _____ Teacher _____ School _____

Affix Redesignation Sticker Here

LAS RESULTS			
Date	Grade	Teacher	School
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name: (Last) _____ (First) _____

Appendix ELD Progress Profile

INTERMEDIATE	EARLY ADVANCED
ELD 3/SPEECH EMERGENCE	ELD 4/IMMEDIATE FLUENCY
Grade _____	Grade _____
Teacher _____	Teacher _____
School _____	School _____
L_ Instr. _____	L_ Instr. _____
Date _____	Date _____

ADVANCED	ADVANCED
ELD 5/ADVANCED FLUENCY	ELD 5/ADVANCED FLUENCY
Grade _____	Grade _____
Teacher _____	Teacher _____
School _____	School _____
L_ Instr. _____	L_ Instr. _____
Date _____	Date _____

STUDENT NOW RECEIVES GUIDED READING INSTRUCTION (RUNNING RECORDS ARE APPROPRIATE)

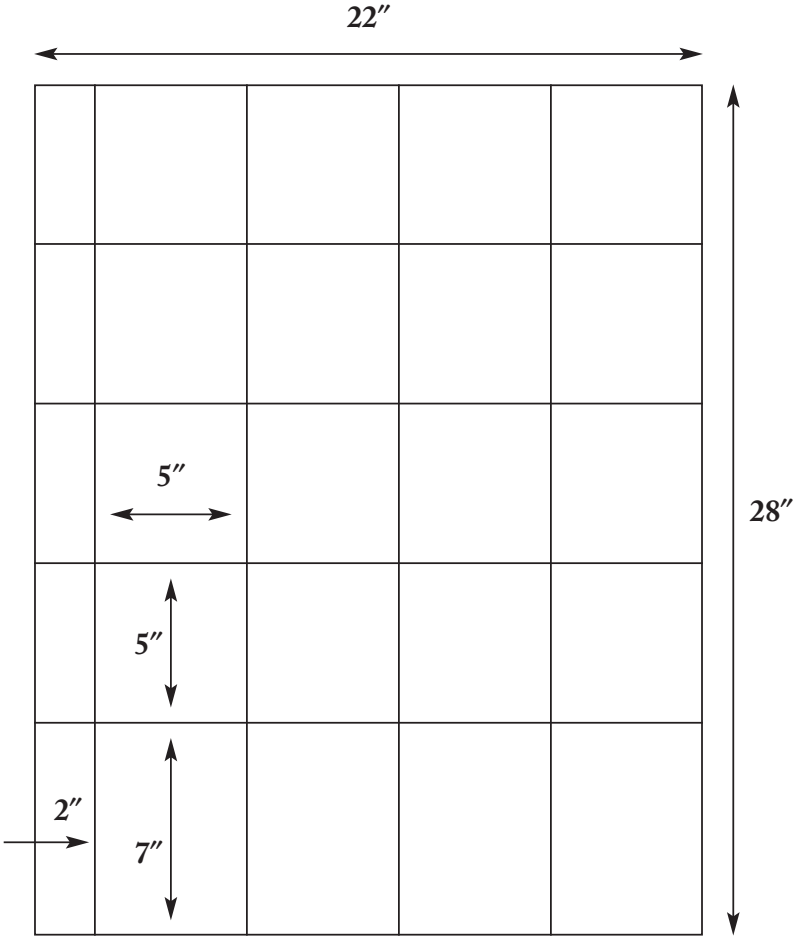
<p>EXIT CRITERIA (Mark with date completed)</p> <p>Listening [student consistently]</p> <p>_____ Demonstrates understanding of complex directions at age appropriate level</p> <p>_____ Demonstrates understanding of academic language</p> <p>_____ Demonstrates understanding of story elements in an unfamiliar story</p> <p>Speaking [student consistently]</p> <p>_____ Engages in academic conversations</p> <p>_____ Actively participates in dramatics, story telling, and presentations through speaking roles</p> <p>_____ Generates sentences spontaneously</p> <p>Reading [student consistently]</p> <p>_____ *Exhibits use of cueing systems (semantic, syntactic, graphophonic) for unfamiliar text during Guided and Independent Reading</p> <p>_____ Independently reads simple text/stories</p> <p>_____ Retells stories in sequence with elaboration</p> <p>_____ Demonstrates comprehension by responding in writing in at least two ways</p> <p>Writing [student consistently]</p> <p>_____ Combines phonetic spelling with conventional spelling</p> <p>_____ Creates graphic organizers across the curriculum</p> <p>_____ Prewrites and drafts independently</p> <p>_____ *Writes original stories and/or paragraphs</p> <p>_____ Revises and edits with guidance</p> <p>EXIT: Grade _____ Teacher _____ School _____</p> <p>Date _____</p>	<p>EXIT CRITERIA (Mark with date completed)</p> <p>Listening [student consistently]</p> <p>_____ Demonstrates understanding of social language at native-like English level</p> <p>_____ Comprehends detailed information with minimal contextual clues on unfamiliar topics</p> <p>_____ Demonstrates understanding of academic language/concepts at native-like English level</p> <p>Speaking [student consistently]</p> <p>_____ Initiates and sustains spontaneous and structured language interactions</p> <p>_____ Expresses native-like English in social and academic discussions and learning activities</p> <p>_____ Articulates feelings, observations, and experiences during social and academic interactions</p> <p>_____ Selects appropriate and/or precise vocabulary to express ideas</p> <p>Reading [student consistently]</p> <p>_____ Comprehends and responds to literary works in a variety of genres beyond a literal level with native-like English fluency</p> <p>_____ Reads and responds in the content areas with intentional scaffolding</p> <p>_____ Transfers main text into given formats</p> <p>_____ Meets grade level criteria in reading</p> <p>Writing [student consistently]</p> <p>_____ Writes in grade level domains for specific audience using all stages of the writing process</p> <p>_____ Uses conventions of writing at native-like English level</p> <p>_____ Self-monitors for regular features of English syntax</p> <p>EXIT: Grade _____ Teacher _____ School _____</p> <p>Date _____</p>	<p>EXIT CRITERIA (Mark with date completed)</p> <p>Listening [student consistently]</p> <p>_____ Exhibits understanding of social language at native-like English level</p> <p>_____ Demonstrates understanding of academic language/concepts at native-like English level</p> <p>_____ Comprehends abstract topics and recognizes language subtleties in a variety of communicative settings</p> <p>Speaking [student consistently]</p> <p>_____ Demonstrates fluency in academic and social situations</p> <p>_____ Demonstrates the use of an expansive vocabulary</p> <p>_____ Uses native-like pronunciation and intonation</p> <p>Reading [student consistently]</p> <p>_____ Reads, comprehends, and responds independently to literary works in a wide variety of genres beyond a literal level with native-like English fluency</p> <p>_____ Reads and responds independently in the content areas</p> <p>_____ Demonstrates ability to compare, contrast, and analyze works of literature</p> <p>Writing [student consistently]</p> <p>_____ Writes with native-like fluency for a wide variety of purposes and audiences across content areas</p> <p>_____ Applies consistent use of mechanics, grammar, syntax, and spelling at native-like English levels</p> <p>EXIT: Grade _____ Teacher _____ School _____</p> <p>Date _____</p>
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* Denotes the need for student work sample
 Waiver on file, updated annually. Dates:

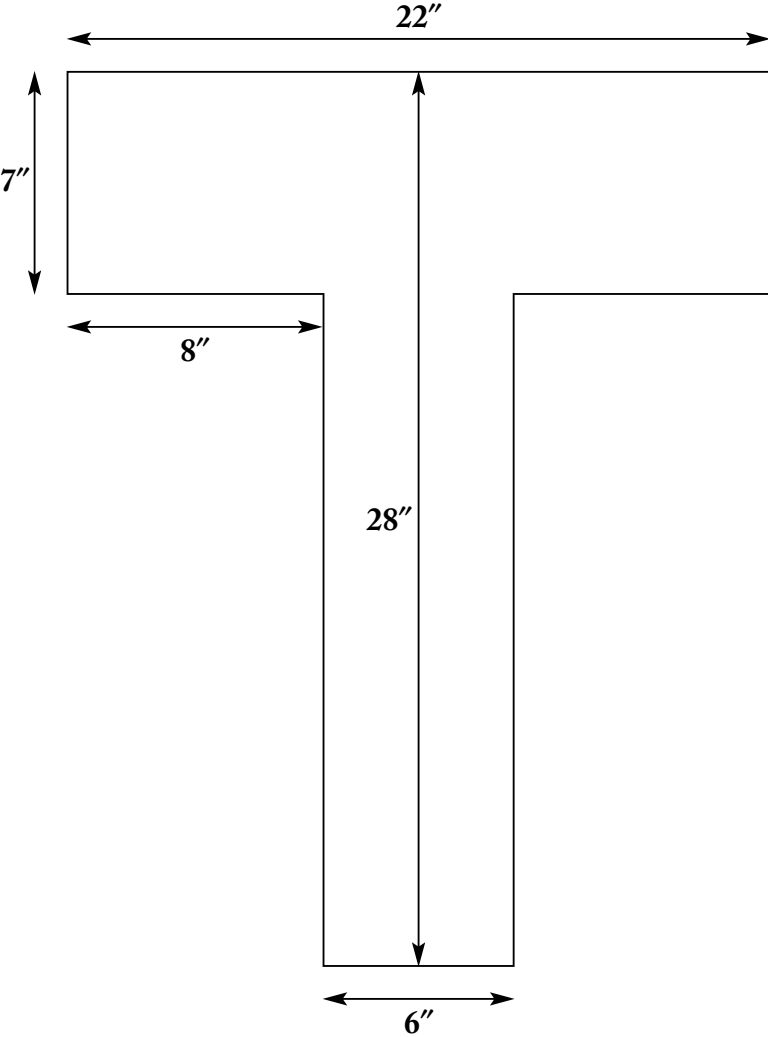
Appendix B Matrix Demonstration

	hooves	claws	horns	tusks
<i>illustration or word</i> elephant	no	no	no	yes
<i>illustration or word</i> zebra	yes	no	no	no
<i>illustration or word</i> water buffalo	yes	no	yes	no
<i>illustration or word</i> lion	no	yes	no	no

Appendix C Matrix/T-Graph Dimensions



Appendix C Matrix/T-Graph Dimensions



Appendix D Lesson Planning Frame

Beginning ELD

Grade level: *Kindergarten*

Lesson focus: Arctic animals on the Magnetic Way board

Subject area (circle one): ELD Science Health Social Studies

Target vocabulary (limited to 7-10 words):

water ice polar bear seal fish cold

Target structures (receptive understanding of commands, yes/no or either/or; single word answers):

point to show me put in take out put on
Is...? What is this? Who has?

Lesson sequence:

What will the Teacher do?

- I'll put the water piece and the animals on the board.
- I'll identify each and distribute them.
- I'll ask who's holding each piece.
- I'll put the pieces back on the board.
I'll ask children to point to the pieces.
- I'll put the animals in the water and take them out.
- I'll use the target vocabulary.

What will the Students do?

- They will listen as I name the items.
- Each child will hold one of the pieces.
- The children will point to or hold up the pieces I name.
- The children will point to the pieces as I tell them to show or point.
- The children will follow my demonstration and my question.
- After repeated practice with the figures, I expect the children to answer questions about the names of animals, in/out of the water; on/off the ice.

Appendix E Lesson Planning Map

TPR

- identify characters from the story
- teacher tells the story with cutout pictures on the MW board
- students retell the story with... pictures on the MW board with teacher assistance

Vocabulary Building Games

- sequence story pictures on a storyboard
- play bingo with characters and items from the story
- play "Go Fish" with characters

Graphs or Matrices

- T-graph "do you like Gingerbread" yes/no
- bar graph the answers to the yes/no survey; bar graph favorite purchased cookies
- matrix cookie types and ingredients

Picture File or Realia Support

- sort cookies/pictures by type, size shape, etc.
- select cookie pictures from an array including cake, pie, doughnut, crackers, etc.
- taste gingerbread or ginger cookies
- make gingerbread men

The

Gingerbread Man
Addison-Wesley
Big Book

Music and Movement

- chant the story refrain
- chant "who stole the cookies..."

Chants, *Let's Chant, Let's Sing*