

| <b>Observable Difficulty</b>        | <b>Possible English Language Learner (ELL) Explanations</b>   | <b>Interventions</b><br><b>L1 (primary language) and L2 (second language)</b>  |   |
|-------------------------------------|---|--|---|
| <p><b>Retelling in sequence</b></p> | <p><b>Listening:</b><br/>-the child did not understand the story he was told because it was in English or because the context of the story or event was culturally irrelevant to him.</p> <p><b>Speaking:</b><br/>-the child understood the story told in English, but does not feel comfortable enough in his English speaking abilities to retell what he understood in English<br/>-the child may have developed her social English skills, but may not have been taught the academic language of sequence (ex. First, then, next ...)</p> <p><b>Reading Comprehension:</b><br/>-The story was not at the child's instructional level in English and so he did not understand enough of the story to retell. He could recount some details that correspond to pictures if he has acquired the vocabulary.<br/>-perhaps the child's primary language has a different structure for telling stories and so his retelling in English sounds "out of order/sequence"</p> | <ul style="list-style-type: none"> <li>•have student retell story or events in her primary language</li> <li>•provide parents a schedule of daily school routines and request that they ask their child to retell the events of school in the primary language every day for a period of time</li> <li>•ask parents to tell their child stories from their culture and then have the child retell the stories to them on different occasions</li> <li>•once the practice is established, ask parents what they observed about the retellings</li> <li>•provide the child with pictures and a sequence graphic organizer during a classroom lesson and then have them retell the story, event or procedure in the primary language with the visual supports</li> <li>•explicitly teach the language of sequence in the child's primary language; have parents, L1 tutors and primary language volunteers practice retellings with the student at first with speaking prompts and graphic organizers and eventually without these supports</li> <li>•have student retell interesting events from the news, from his past, or from movies. . .</li> </ul> | <ul style="list-style-type: none"> <li>•provide a sequence graphic organizer during reading, listening or writing</li> <li>•explicitly teach the language of sequence in English</li> <li>•provide opportunity for the child to orally practice this language</li> <li>•model this language by leading a Language Experience Approach activity after an event, experiment, story, video segment, etc.</li> <li>•allow the child to "retell" the event, story, or procedure with visuals, pictures, manipulatives by pointing, sequencing the pictures, or by recreating the routine or procedure</li> <li>•explicitly teach the story structure used in Western literature or storytelling</li> <li>•provide a word bank of the key terms and the sequential language needed to recount</li> <li>•make certain the story/text is at the student's instructional level and that the classroom instruction is highly contextualized and comprehensible with many visuals and much modeling/demonstration</li> </ul> |

| <b>Observable Difficulty</b>         | <b>Possible Disability Explanations</b>  | <b>Interventions</b>   |  |
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|                                      |  | <b>L1 (primary language) and L2 (second language)</b>  |  |
| <p>Retelling a story in sequence</p> | <p>Listening:</p> <ul style="list-style-type: none"> <li>- may not understand the story, narrative structure or organizational language in story (e.g., first, next, last)</li> <li>- auditory memory difficulties / overload in L2</li> <li>- may not be able to retain auditory information presented in order to understand</li> </ul> <p>- difficulties sequencing events</p> <p>Speaking:</p> <ul style="list-style-type: none"> <li>-oral language production difficulties in use of cohesive devices and organization at sentence or story level</li> </ul> | <ul style="list-style-type: none"> <li>•present a story in L1 to practice oral retelling; transfer process to orally retelling in L2</li> <li>•use L1 to mediate &amp; reduce overload</li> <li>•student explains what has understood in L1, support student as needed to understand and retell orally</li> <li>•use key words in L1</li> <li>•practice sequencing familiar events in L1, with visual support (2 to 8 picture cards); transfer to L2 using the same events; then extend to stories presented auditorally of increasing length</li> </ul> | <ul style="list-style-type: none"> <li>•activate background knowledge and ensure vocabulary and culture references are understood with activities prior and on-line discussion during story reading</li> <li>•present story with visual support</li> <li>•explicitly teach story structure, parts &amp; organization (characters/who; setting/where &amp; when; problem/what &amp; why; resolution/how)</li> <li>•use graphic organizer to explicitly chunk story information into parts as it is heard/read</li> <li>•model use of graphic organizer as a reference to retell stories orally <ul style="list-style-type: none"> <li>•provide ample practice orally before transitioning into print with partners, small groups, parents for homework</li> </ul> </li> <li>•model and practice use of organizational language to connect events for listeners</li> </ul> |

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|-----------------------|---|--|---|
| <p>Omitting words</p> | <p>Listening:<br/>-the child might not understand the English word and therefore does not recognize it when someone says it; he will not produce words he has not understood</p> <p>Speaking:<br/>-the child has understood a concept but does not know the English word or words that express this concept<br/>-the particular vocabulary word is still not in the child's expressive language in English</p> <p>Reading :<br/>-the child might skip over words he does not know or recognize or substitute with a word the child does know</p> <p>Writing:<br/>-under time constraints, it is common for ELL students to omit words or forget English words when writing<br/>-also, a student may not know the correct spelling of a word and will choose to omit it rather than risk an incorrect spelling</p> | <ul style="list-style-type: none"> <li>•have the child discuss/explain the concept in his/her primary language—this is a check for understanding of the concept</li> <li>•explicitly teach the concept/word in the child's primary language</li> <li>•have the child discuss the concept in her/his primary language at home</li> <li>•have the child ask parents/older siblings, etc. for the primary language equivalent of the concepts/vocabulary taught in a thematic unit at school</li> <li>•show the student how to use online multilingual dictionaries and search engines to find images and L1 equivalents for the English vocabulary</li> <li>•ask parents, caregivers, L1 tutors, bilingual teachers, etc. to look for this behavior in the L1 (Does the child frequently omit words he knows and has produced before? When does it happen? . . . when he is fatigued?)</li> <li>•have the child keep a theme-based word bank for each unit of study and collect these word banks into a book (ex. 3<sup>rd</sup> grade math word banks; 4<sup>th</sup> grade science word banks, all with student-generated defin./diagram/drawing)</li> </ul> | <ul style="list-style-type: none"> <li>•have the children develop illustrated word banks for each of the academic themes taught; this improves academic speaking and writing)</li> <li>•check for understanding of the concept independent of the label/vocabulary word</li> <li>•provide opportunities for the student to practice the key vocabulary words orally during the course of instruction</li> <li>•use cooperative structures frequently in class; students may produce more of the second language in the small group / partner settings than they would in the whole-class setting</li> <li>•allow time for ELL student to formulate answers/questions as they are often going between their two languages throughout the lesson</li> <li>•in writing, check to see if the student produces words that are omitted during speaking or vice versa</li> <li>•preview vocabulary pictorially, in written form as well as orally before entering text or while conducting a demonstration or formal lesson</li> </ul> |

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|---|---|--|--|
| <p>Omitting words</p> <p>a) content word / vocabulary</p> <p>b) grammar / structural word</p> | <p style="text-align: center;"><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- may not know word</li> <li>- may not fully understand the word</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>- may not have established or consolidated use of this grammatical aspect of syntax</li> </ul><br><ul style="list-style-type: none"> <li>- word retrieval (i.e., word is known and has been produced but is not readily accessed)</li> </ul> | <ul style="list-style-type: none"> <li>•connect to L1 equivalents (if exist) or highlight differences between L's</li> </ul><br><ul style="list-style-type: none"> <li>•model use of equivalent structures in L1 if they are problematic</li> <li>•practice use of equivalent structure in L1 (e.g., use prepositions to describe where to place objects in setting the table; give directions to find things in hiding games or daily life)</li> </ul><br><ul style="list-style-type: none"> <li>•use L1 equivalent as cue</li> </ul> | <ul style="list-style-type: none"> <li>- present visually in multiple contexts to build depth of understanding through relationships with other words/concepts and multiple meanings (ie., broaden semantic knowledge)</li> </ul><br><ul style="list-style-type: none"> <li>• model use of word by repeating what student has said in a conversational way while stressing the missing word</li> <li>•talk aloud to give student choices Is it “He is going” or “He going” then confirm that you have understood the meaning</li> <li>•after ample practice, repeat and pause with questioning intonation to prompt the student to provide the missing word “He ---?”</li> </ul><br><ul style="list-style-type: none"> <li>•initially cue to prompt access e.g., first sound, number of syllables; synonyms; description using senses (how it looks, sounds, feels etc., ); eventually prompt to use most effective strategies to cue self (e.g., think of the first sound)</li> </ul> |