

Background

Name: "EP"

Age: 7

Gender: Male

Language

Classification: ELL

Academic Background

- Preschool: Daycare Setting
- Kinder Dual Language (50/50)
- 1st grade Dual Language

- Middle child- lives with mom, dad, older brother, baby sister (Chaparral NM).
- Grandparents are Spanish speaking (regular content)
- Simultaneous Bilingual
- Reserved but not shy; Social, friendly.
- Enjoys Math, Reading (free or structured)

Observations in SLA

Strengths:

-Acquiring language in academic and non academic settings (i.e *code switching* between casual conversations and use of formal academic language when speaking and writing).

See Monitor Model p.53)

-Translating for peers in English/Spanish.

- Home language support.

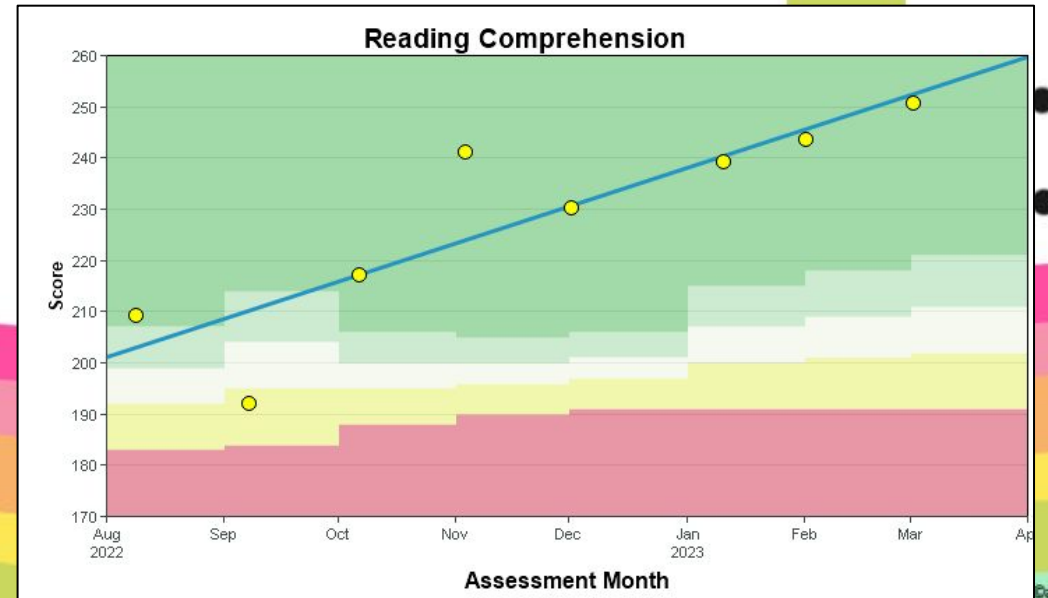
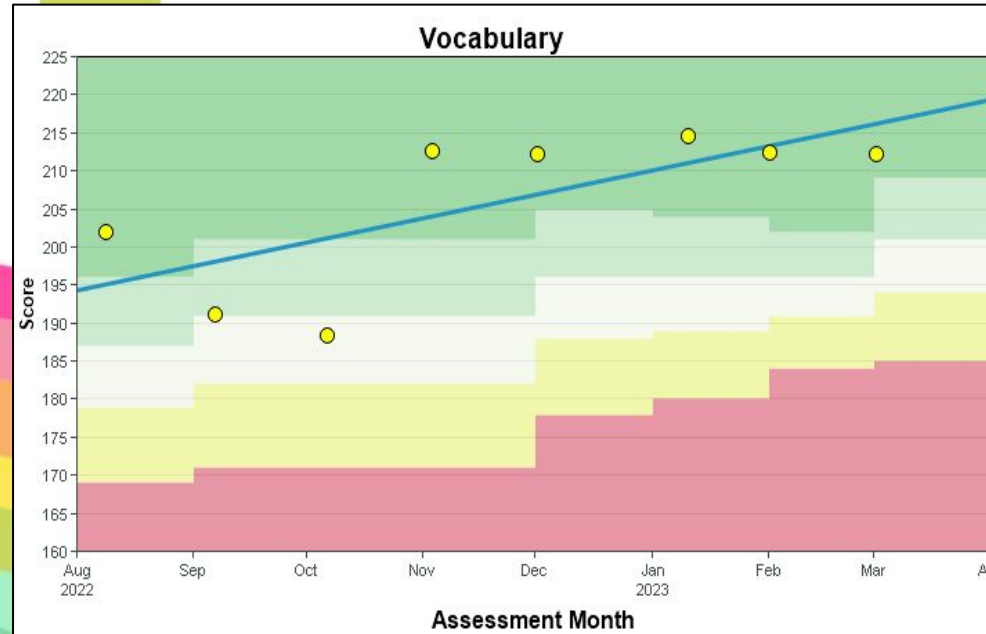
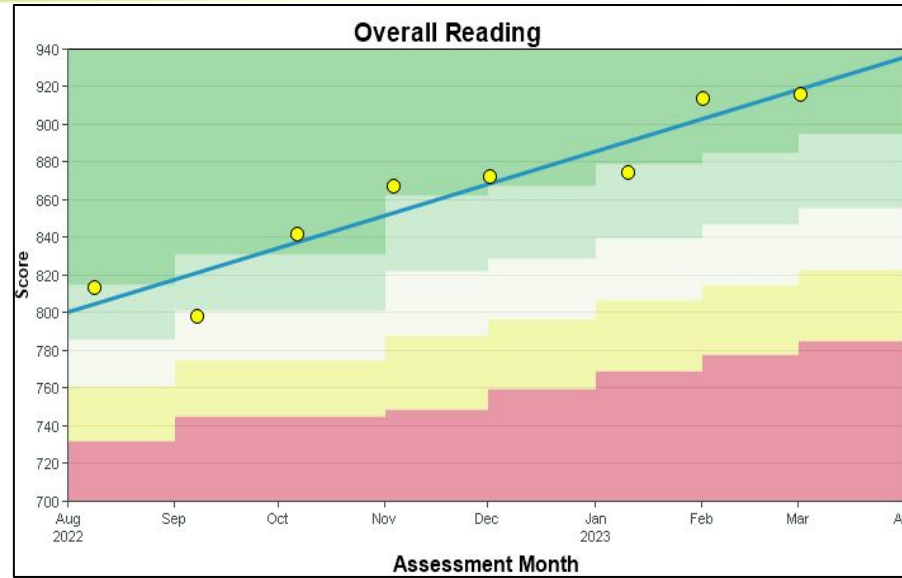
-Self motivated, good attitude, loves school and learning!

Areas of Need:

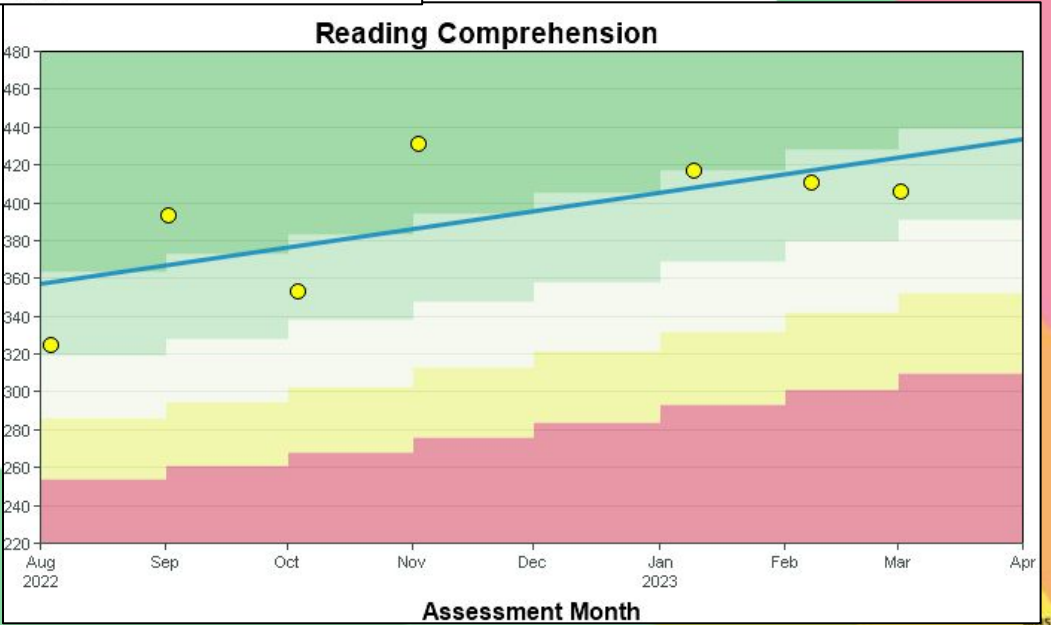
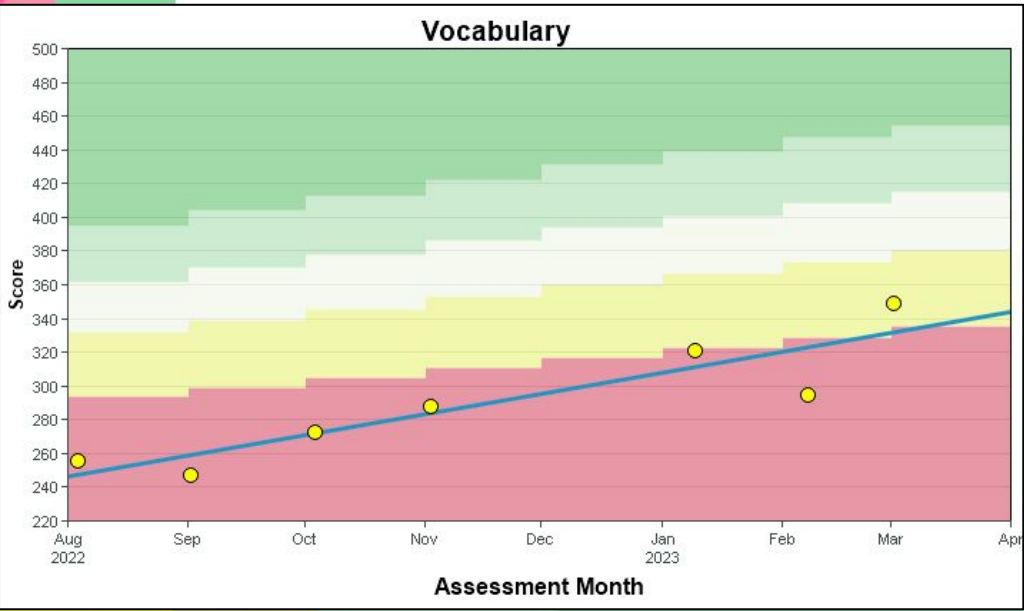
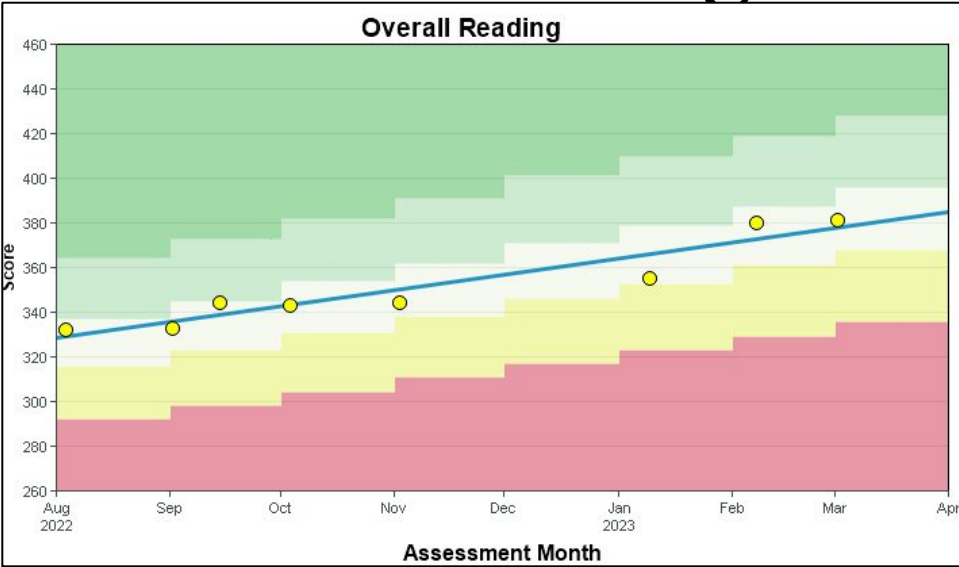
-Learning about the language (word meanings, academic vocabulary, parts of speech)

-Fluency (tone and speed) and Vocabulary

Data: Lectura



Data: Reading



Additional Data

Stage and Gradation of Spelling _____

Spelling Stages & Gradations →	EMERGENT		LETTER NAME-ALPHABETIC			WITHIN-WORD PATTERN			SYLLABLES & AFFIXES		Feature Points
	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE		
Instructional Features →	Consonants: Beginning & Ending		Beginning Digraphs & Blends	Short Vowels	Final Digraphs & Blends	Common Long Vowel Patterns	Other Vowels	Plurals & Inflected Endings	Syllable Junctures & Final Unaccented Syllables		
Words											
1. top	t	p		o							
2. can	c	n		a							
3. wig	w	g		i							
4. bell	b			e	ll						
5. lost				o	ft						
6. brick			br	i	ck						
7. lump				u	mp						
8. dress			dr	e	ss						
9. strong			str	a	ng						
10. scratch			scr		tch						
11. shape			sh			ape					
12. chain			ch			ain					
13. clear			cl			ear					
14. fright			fr			ight					
15. stool							ool				
16. flutes						ute		s			
17. blinded					nd			ed			
18. crown							own				
19. taught							aught				
20. gliding								ing			
21. worries								ies	rr		
22. sparkles								s	le		
23. fountain							oun	tain			
24. chopped								ed	pp		
25. follower							ow	er	ll		
Totals	4	3 7/7	5/	8 8/	10 11/	8	5	5	8	4	55

Interventions

- Tier 2: *bi-weekly, 15 min 1-2x wk
 - Word Study group (two- consonant beginning blends)
 - Reading Group
 - Leveled Passages, TDQ
- Centers: Spelling Practice, [Synonyms](#), picture card [games](#)

Findings

Alignment needed in instruction and assessment tools.

- *“screening measures in areas such as vocabulary development and oral language comprehension have not been as available, as valid, or as reliable as those that measure word recognition and oral passage reading”* (Moates and Tolman, 2019)

Does learning a second language hinder mastery in the first language or both?

- Lightbown and Spada (2013) state *“achieving bilingual proficiency can have positive effects on abilities that are related to academic success, such as metalinguistic awareness. Limitations that may be observed in the language of bilingual individuals are more likely to be related to the circumstances in which each language is learned than to any limitation in the human capacity to learn more than one language”* (p. 31)

Findings

Support and continuous professional development for classroom Bilingual programs and interventions.

- *“...despite the considerable progress students can make through exposure to comprehensible input without direct instruction, they may reach a point where further progress requires guided instruction”*
(Wright, 2019)

Findings

- Acquisition Learning Hypothesis: We are able to acquire a second language through a “subconscious process”.
 - Children who are exposed to another language can see, hear, and use it, hence making memory of the language without realizing it.
 - The acquisition may be the “easy part”.
 - The part where students can often struggle is from the conscious learning of the language itself- through academic conversations and content (Wright, 2019).

References

Lightbown, P. M., & Spada, N. (2021). *How Languages Are Learned 5th Edition*. Oxford university press.

Moats, L. C., & Tolman, C. A. (2019). *Letrs: Language essentials for teachers of reading and spelling*. Sopris West Educational Services.

Wright, W. E. (2019). *Foundations for teaching English language learners: Research, theory, policy, and practice* (p. 384). Philadelphia, PA: Caslon.

