What??? ¿¿¿Cómo??? Me pusieron en Spanish pero no sabo all of it.

Oink oink!

¡Cui cui!

Assessing Spanish Oral Language in an Intensive Spanish First Grade Reading Intervention

An Action Research Project
By
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Oral language matters for literacy
Bilingual students are special
Assess oral language

I hope you will think about...

PROBLEM: My school has...

So... why do some ELL children still struggle to read and write as well as their peers???

An award-winning bilingual program with native language instruction
Extensive literacy interventions
Action Research Question
How does using a formative assessment of Spanish oral language to guide individualized instruction for struggling first graders affect reading in Spanish?

Agenda
- Introduction
- Theoretical foundations
- What I did
- How I did it
- What happened
- Limitations
- Take-away
- Questions and evaluation

Find three partners animales bilingües

Theoretical Foundations
Marie Clay
Reading Recovery

Jim Cummins
Bilingual Education
Marie Clay and Reading Recovery

Self-extending system

Oral language and “book language”

Where is the “cutting edge” of this student’s learning?

Jim Cummins and Bilingual Education

Linguistic interdependence and common underlying proficiency

Bilingualism makes you smarter. Skills transfer from one language to the next.

Cognitive academic language proficiency

Formal academic language is necessary for written communication, including success in school and career. Transfers from one language to the next.

Good readers use various sources of information, including oral language

Cross-Checking Cues To Confirm a Response

Meaning
Does this make sense?

Visual
Does this look right?

Letter Sounds
Are my sounds working?

Structure
Can we say it that way?

Themes from Review of Research

• Oral language is a crucial piece of literacy instruction.
• Primary language and literacy development can be very beneficial.
• Young bilingual children often have very specific learning needs, different than monolinguals, that should not be overlooked by educators.
• Formative assessment of oral language can give a teacher useful information when planning instruction.
Reflect

- Find rooster partner
- What do you think are some of the advantages and disadvantages for emerging bilingual students in terms of literacy learning?

2 minutes

Special Characteristics of Emerging Bilinguals

- Flexible thinking
- Problem solving
- Multi-tasking
- Vocabulary delay
- Non-linear grammatical trajectory
- Slower processing
- Code switching
- SMARTER

Pros
- Prox

Cons
- Con

Speech and Language Impaired or Emerging Bilingual?

(Bialystok & Feng, 2011; Goldstein, 2004)

What I did

Used a formative assessment of Spanish oral language to guide instruction of students in an intensive individualized literacy intervention.

Participants

- 4 first grade students in Spanish-English bilingual program
- Among the lowest 10% of students in first grade on Spanish reading assessments
- Regular, not special, education
- Low SES
- ELL
- 1 Female, 3 male
- Participating in DLL since September, 2014
Formative Spanish Oral Language Assessment

Repeated sentences

3 subtests

Story retell

Dictation sample

(Please see additional handouts for samples of this assessment.)

Repeated Sentences

- Used in research to measure oral language
- Most reliable if used together with another assessment (i.e. story retell)
- Nine lists of sentences, different grammatical structures
- Teacher reads sentence, student repeats verbatim

Story Retell

- 4 pictures laid on table
- Teacher reads story
- Student retells story
- Teacher makes audio recording
- Teacher transcribes and makes observations
- Number of words and story elements counted

Dictation

- Student draws a picture
- Student dictates a sentence about the picture
- Teacher writes down student’s language verbatim
- Teacher observes child’s natural language

"Me gusta jugar afuera con mis amigos."
Three Instruments (pre and post) to measure outcomes in Spanish reading:

- Running Record from DLL (Instrumento de Observación) (IdO) (Escamilla, Andrade, Basurto, & Ruiz, 1996)
- Running Record from Fountas & Pinnell (F/P) (Fountas & Pinnell, 2012)
- IDEL (Spanish DIBELS) (Good, Baker, Knutson, & Washington, 2003)
  ✓ Fluidez de Palabras Sin Sentido (FPS) (Nonsense word fluency)
  ✓ Fluidez de Lectura Oral (FLO) (Oral Reading Fluency)

Audio Clips

- Cristian: weak in all areas except articulation
- Sara: strong oral comprehension; weak in all other areas, prefers English

Audio Clips, cont.

- Pedro: strong oral comprehension; weak articulation and grammar
- Carlos: strong articulation, grammar, and vocabulary; weak oral comprehension
Reflect

- Find pig partner
- How would your teaching be different for each of these students?

2 minutes

Instruction modified during 3 activities:

- Story retelling
- New book introductions
- Conversation around writing

4 Students, 4 Foci

- Cristian: grammar
- Sara: vocabulary
- Pedro: articulation
- Carlos: comprehension
**Sample Lesson for Cristian**

- Daily story retell plus...
- Lesson focus: use of preposition “en”
- New book intro: **¿Qué hay en el cielo?** (Roeder, 2011b)
- Repeated structure:  
  **¿Qué hay en el cielo?**  
  Hay ________ en el cielo.

(demo lesson)

**Cristian used the structure in his writing**
Snapshot on Sara: Vocabulary

Sample Lesson for Sara

- Daily story retell plus...
- Lesson focus: vocabulary
- New book intro: *Hago mi tarea* (Cuevas Roeder, 2011a)
- Key vocabulary:
  - meriendo (snack)
  - revisa (review)
  - hoja de contrato (behavior contract)
  - orgullosa (proud)
- Instructional strategy:
  - discuss vocabulary using pictures
  - retell story after reading

Snapshot on Pedro: Articulation

Sample Lesson for Pedro

- Daily story retell plus...
- Lesson focus: Pronunciation (aka "articulation")
- Writing Activity: composing and recording a complete sentence
- Dictated sentence: *Mi prima me va comprar un collar de lápiz.*
  ("My cousin is going to buy me a pencil necklace.")
- Instructional strategy:
  - Use Elkonin (1971) boxes to assist with slow articulation (phonemic awareness) and recording sounds (phonological awareness).
Pedro’s writing journal

Snapshot on Carlos: Comprehension

Overall Inventorio Pre-Test Scores (using SOLOM)

SOLOM Score

Overall Inventorio Pre-Test Scores (using SOLOM)

Sample Lesson for Carlos

- Daily story retell plus...
- Lesson focus: listening comprehension
- New book intro: Plantas peligrosas (Dangerous Plants) (Talia, 2006)
- Key vocabulary:
  - dañarte (hurt you)
  - comezón (itch)
  - quemarte (burn you)
  (demo lesson)

What Happened
Two Positive Outcomes

- Pedro and Carlos made great progress in Spanish reading.
- Cristian and Sara did not make good progress in Spanish reading, but information is now available for the referral process for special education or other services.
Limitations

• Small sample size (4 students)
• Limited time for intervention (12 weeks)
• Subjective nature of evaluating student oral narratives and student dictation
• Need to revise the Spanish oral language assessment tool, including consistency of test forms, vocabulary and structures used, scoring methods

Reflect

• Find frog partner
• How would you use this in your teaching?

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I hope you will continue to think about...

Please fill out an evaluation form before you leave. Thank you for attending!
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References