

Alex G. Schwendeman

English Language Learners Capstone Portfolio

Department of Teaching and Learning

Peabody College of Education and Human Development

Vanderbilt University

March, 2018

Abstract

This capstone portfolio is a demonstration of the candidate's expertise in the field of English Language Learner education. A functional Philosophy of Teaching is developed through an examination of ELL literature along with influential work on contemporary social studies instruction and Critical Race Theory. This philosophy is an expression of the candidate's views and guiding principles for fostering Second Language Acquisition through social studies content mastery with explicit attention to the impact of race-power dynamics. The conceptual framework is then supported by an analysis of artifacts produced during the candidate's graduate program that displays requisite professional knowledge. These artifacts are pertinent indicators of fulfillment of the five TESOL domains of language, culture, planning/instruction, assessment, and professionalism. The analysis also serves to document the candidate's aptitude for purposeful implementation of the personal teaching philosophy. The portfolio concludes with self-reflection and examination of possibilities for bridging theory and practice. Implications for ongoing professional development and potential professional challenges are considered.

Table of Contents

I. Philosophy of Teaching.....4

II. Artifact Analysis.....12

 Domain 1: Language.....12

 Domain 2: Culture.....17

 Domain 3: Planning, Implementing, and Managing Instruction.....20

 Domain 4: Assessment.....24

 Domain 5: Professionalism.....29

III. Application to Practice.....32

IV. References.....37

V. Appendices.....39

 Appendix A: Case Study of a Non-Native English Speaker.....39

 Appendix B: Community Literacy Project.....55

 Appendix C: Language Arts Civil Rights Lesson Plan.....61

 Appendix D: Bill of Rights Lesson Plan.....68

 Appendix E: Student Analysis Project.....74

 Appendix F: Historical, Political, and Legal Implications for ELL Education.....101

Philosophy of Teaching

As a preservice teacher in a program for Middle School Education, I had taken a minimal number of courses at my undergraduate institution that focused on the needs of students who originally spoke languages other than English. As a novice who was preparing to enter the work force with the goal of teaching social studies, cultural and linguistic diversity was something I expected to teach about, more so than something I would need to structure my teaching for. However, after numerous field experiences and two years of teaching, coaching, and volunteering in schools and districts where the number of Spanish-speaking students equaled or surpassed the number of students who only spoke English, I realized that the teaching of English Language Learners was something I needed and wanted to be capable of. This concurrent need and desire brought me to Vanderbilt, so that I could discover the complexities of Second Language Acquisition that serve as barriers to academic success for so many students. As a competent native speaker of English with a moderate proficiency in a second language and a mild interest in language systems, I felt that I could be effective in equipping ELLs with necessary linguistic skills. It is important to make the distinction that I have not undertaken this program of study simply to become a teacher of language. My courses, colleagues, and professors have operated in conjunction to ensure that I do not see that as my only role. One of my primary responsibilities as an educator of Second Language Learners will certainly be facilitating the acquisition and comprehension of practical forms and functions of language. That being said, I am simultaneously a very eager and dedicated teacher of social studies. The purpose of language isn't as something to merely be possessed. It is meant to be used. "Knowing and being able to use general and content-specific vocabulary, specialized or complex grammatical structures, and multifarious language functions and discourse structures" (Bailey, 2007, pp. 10–

11) is an essential component of academic proficiency. We guide students through these linguistic functions for the purpose of helping them “acquire new knowledge and skills, interact about a topic, or impart information to others” (Bailey, 2007, pp. 10–11). As a social studies educator, I view language as the mechanism through which students will gain skills such as chronological thinking and historical comprehension, analysis, and interpretation. For ELLs, many of whom have engaged in vast geographical movements, these skills are of the utmost importance. While English acquisition and historical thinking will be pivotal to the success of my students, the most profound shift in my educational philosophy concerns matters of racial injustice in American schools. Most ELLs belong to one or more marginalized groups. As race and racism are endemic to American society, a critical, race-conscious view of education is necessary to teach and support these students.

The central tenets of schooling multilingual children are constructed with the idea that the most responsible and ethical decisions will be made to ensure that language learners have equitable opportunities to develop social and academic language proficiency, while also mastering content. In my educational philosophy, an adherence to identity affirmation is at the forefront of an effective approach to instruction for ELLs. The Principle of Affirming Identities “draws attention to how languages and cultural experiences are represented in schools” (de Jong, 2011, p. 175). Teachers who strive towards this principle “demonstrate respect for students’ linguistic and cultural identities” and validate their experiences. Students bring their entire selves into schools and classrooms. No part of them stays at home. Teachers who wish to educate all of their students successfully take this into consideration and account for language, culture, and experience. This is best attended to through what Gay (2010) calls Culturally Responsive Pedagogy. In this methodology, teachers look to capitalize on students’ various strengths, but do

so with great emphasis on “attitudes, expectations, and behaviors about students' human value, intellectual capability, and performance responsibilities” (Gay, 2010, p. 48). These core beliefs are critical in demonstrating that students’ entire ways of knowing and being are legitimate, especially when misguided, ignorant program models do not provide that support. With more than half of our states instituting English-only laws (de Jong, 2011), too many ELs are subjected to policies that promote subtractive bilingualism. Subtractive bilingualism carries primary language loss, as well as a loss of identity. In these places, the message is sent that their legislators and administrators have adopted a “language-as-problem orientation.” (Ruiz, 1984) Through this perspective, “lack of fluency in the standard societal language is seen as a major cause of social, economic, and political problems and educational underachievement by minority students” (de Jong, 2011, p. 105) The onus of countering the harmful effects of these policies falls on teachers.

By adopting a “language-as-right,” or preferably “language-as-resource” orientation, teachers can impart a sense of efficacy and a belief that additional linguistic repertoires are actually beneficial. When we value and build on that which students already know, students find themselves in an environment where they are active contributors to their own and others’ learning. This is why it is important to research and observe their “Funds of Knowledge,” or “historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (Moll, Amanti, Neff, & González, 1992). A purposeful and direct home visit will reveal a host of useful information that can be used to deliver tailored instruction and continue affirming identities. Similarly, a brief investigation of student communities would show that students are engaged in numerous linguistic practices of their own volition. Many immigrant students participate in a wide array of complex literacy

activities that involve communicating across and traversing national borders. The incorporation of these transnational literacies (Jiménez, Smith, & Teague, 2009) is a practical method for capitalizing on student strengths. Plenty of these experiences instill abilities that their native counterparts have never even attempted to utilize. Investigation into transnational literacies suggests to us that many of our English Language Learners are already operating at cognitively robust and demanding levels.

The complication comes from the way in which they access and make use of such skills. Emotionally injurious English-only policies and views prevent multilingual students from capitalizing on linguistic repertoires that may be deeper than those of their monolingual classmates. Rejection of these limitations is strongly supported by Cummins' (1979) concept of Common Underlying Proficiency. His work asserts that since academic proficiency is common across languages, development of competence in a second language is dependent on first language competence. This "Dual Iceberg Theory" suggests that deep, cognitive functions can be accessed through any communicative system. In keeping with this more comprehensive and holistic view, I encourage students to engage in translanguaging and any other practices that allow them to interact with the content as deeply as possible. Translanguaging is "the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages" (García, 2016). Simply stated, it promotes the most efficient accomplishment of a given task through whatever mix of languages is necessary. When students do not feel constrained and aren't forced to subdue a part of themselves, they are free to approach school and learning with more confidence.

In developing this Philosophy of Teaching as a synthesis of my learning through my time in the English Language Learners program, it is of great importance that I contemplate the implications of educating multilingual students in the area of social studies. This is the framework through which I intend to deliver both language and content knowledge. One of my first steps in this endeavor involves an exploration of the work of foundational scholar John Dewey. In *My Pedagogic Creed* (1897), he expressed a belief that school “must represent present life.” More explicitly, he says this authentic representation should resemble life as it exists in students’ homes, neighborhoods, and playgrounds. This implication is preceded by a statement that education “is a process of living and not a preparation for future living.” Collectively, I took this to mean that school needs to offer skills and ideas that help students interpret and navigate the life that they are already living. I found this conclusion to be congruous with my views considering how this goal is met practically and appropriately in language instruction for ELLs with the incorporation of Funds of Knowledge (Moll et al., 1992) and transnational literacies (Jiménez et al., 2009). The question of how this is accomplished for content objectives is the fundamental challenge of social studies.

A good way to begin answering that question is to first establish what I see as the purpose of social studies. Just as Dewey had done, I felt it would be practical to formalize my views into concrete statements of belief. I believe that social studies should be regarded as the study of human behaviors and tendencies and their role in shaping the course of events at local, regional, national, and global levels. I believe that the educative purpose of social studies is to equip students with an understanding of international, cultural, religious, etc. dynamics, so that they can safely and adeptly navigate the world around them. I believe that if they so choose, with these skills and sensibilities at their disposal, they can go about effecting meaningful change in

their communities and societies. I believe that my job as a social studies educator is not only to equip students, but to demonstrate for them the need for effective agents of change. With this tangible expression of my philosophy in place, it is easier to tease out the implications of social studies for language learners. The lived experiences and nuanced understandings of broader cultural systems and customs that ELLs possess serve as the starting points from which they are better prepared to interpret the world. This rich cultural capital must be leveraged in such a way that they and others will benefit from it. From an individual standpoint, these are the things that social studies should accomplish.

From a societal standpoint, the question of social studies is what purpose it should serve the community. This is most often approached through the lens of “citizenship education.” Plainly: what should students gain from social studies to be fully realized citizens? Martorella (1996) provides five “alternative perspectives” on citizenship education, the most useful of which for English Language Learners is most likely Informed Social Criticism. This view is aimed at “providing opportunities for an examination, critique, and revision of past traditions, existing social practices, and modes of problem solving” (Martorella, 1996, p. 20). ELLs almost by definition employ “nontraditional” social practices and modes of problem solving that Martorella (1996) refers to in his work. Accentuating these alternative ways of knowing and thinking is the perfect way to mold social studies to their abilities. Ultimately though, the most important aspect of social studies education is the fostering of historical thinking. In the grand scheme, Second Language Acquisition should honestly be very complementary to the acquisition of historical thinking skills. In the same way that we don’t hand dictionaries to ELs and tell them to memorize a list of words, we don’t hand encyclopedias to any of our students and tell them to memorize a list of facts. Sometimes we teach language a word at a time, but for the most part, we

teach language patterns and structures, then guide students in applying the rules to different scenarios. In social studies, singular, isolated facts are important at times, but of greater significance is the process of interpreting history, questioning it, challenging it, researching it, and rejecting or defending it. (Lesh, 2011) Through social studies, English Language Learners have the opportunity to acquire operational language that can help them interpret and navigate other aspects of their lives.

It is unacceptable to attempt to educate Second Language Learners without giving full consideration to each aspect of their identity and the relationship that exists between the various forces at work in American society. Regardless of race, ethnicity, gender identity, sexuality, religion, or immigration status, all English Language Learners suffer from an “othering” that establishes them as “deficient” in comparison to monolingual speakers of English. Thanks to my studies here at Vanderbilt, I have had the opportunity to explore the principles of Critical Race Theory (CRT) and investigate some of its seminal literature. I benefitted greatly from other educational professionals and the perspectives they developed from living in a racialized world. These experiences afforded me a more nuanced understanding of the permanence of race and racism and their role in determining actualized life outcomes. Critical Race Theory emerged in the mid-1990s as a way “to engage race as both the cause of and the context for disparate and inequitable social and educational outcomes” (Lynn & Dixson, 2013, p. 1). CRT as a conceptual framework is a methodology that can be used for analyzing, investigating, documenting, and describing the impact of race and other facets of identity in education. With it, we can challenge beliefs that rationalize inequity as determined by differing cultural practices or poverty, rather than race.

Among the central tenets of CRT is adherence to the belief that “racism is normal, not aberrant, in US society” (Ladson-Billings, 2013, p. 37). This is to say that racism is not only incidental or even institutional, but that it pervades the everyday experiences of people of color. It is crucial to establish that racism is not a thing of the past. It also does not merely exist as overt displays of bigotry and hatred. Racism is “normal” in the way that it governs society’s standard operation. Given my experience with Spanish-speaking, Latinx students and my intention to continue serving them, it is vital that I understand how racism manifests through intersectionality. Intersectionality argues for “an examination of discrimination that takes into account how multiple forms of oppression like race, ethnicity, class, gender, language, immigrant status, and sexuality work in concert to form a unique set of experiences for people of color globally” (Lynn & Dixson, 2013, p. 5). Since Latinos constitute several different ethnicities and nationalities, they are regularly subjected to multiple forms of discrimination. In many cases, they are targeted due to their immigration status and use of Spanish.

While the attitudes that are displayed publicly toward Hispanic students in education policies can be contradictory and inconsistent, they are no less demeaning and marginalizing. No Child Left Behind was intended to create greater accountability for ELLs, yet poor performance on standardized tests ensures that these students and their schools receive even less funding and support. In many states, ESL services are available for a limited number of years, regardless of whether a student has reached proficiency by the time of exit. Even when educators find success in alleviating the achievement gap for ELLs and students of color, there is no guarantee it will be supported or even acknowledged. The critically compassionate intellectualism (CCI) model-based Raza Studies that existed in Tucson, Arizona saw Latino students enrolled in the program outperform all other students and achieve a 93% graduation rate in the twelve years during which

it was active. (Romero, 2013) It was ultimately dismantled because it promoted a race-conscious education. The threats to English Language Learners of color are often heavily veiled, but they're not completely imperceptible. My responsibility is to identify them, so that I can advocate for restorative policies and work to counter them in any way that I can. My secondary responsibility is to train my students to uncover these threats, so that they can adequately protect themselves. All of this is done in the struggle towards social justice, because the ultimate goal is what Chapman (2013) explained as the purpose of CRT to "eradicate injustice based on undeserved, systemic inequalities." In this approach, it seems prudent to once again situate the idea of citizenship education. To do so, I consider how Westheimer & Kahne (2004) wrestle with what kind of citizens we create in the push for democratic education. They ask whether the "good" citizen is one that contributes by being personally responsible, participatory, or justice-oriented. The differences in these iterations can best be seen in how each would respond to a systemic issue such as hunger. The participatory citizen donates to a food drive and the participatory citizen organizes one, whereas the justice-oriented citizen explores why people are hungry and acts to solve the root causes. I know that I advocate for justice-oriented citizens by unifying the principles of English Language Learner pedagogies, social studies education, and Critical Race Theory.

Artifact Analysis

Domain 1: Language

The first TESOL standard appropriately deals with the domain of language, as varied linguistic capabilities amongst students is the defining characteristic that distinguishes ELL education and prompts our adapted approach. Language is the essential building block because it is the system through which we communicate. Learning does not occur without effective

methods of conveying and receiving ideas. In practical terms, we prioritize this domain because neither Second Language Acquisition nor content mastery are achieved with standard instruction and wishful thinking. Until the communicative barrier that exists between student and teacher/classmates/school/community is breached, there is little hope for success. For these very reasons, a deeper understanding of language as a system is essential for teaching English Language Learners. I view myself as well-prepared in this regard, given my perspective that both language and social studies comprehension are systematic and structured. While social studies is built on a battery of critical thinking skills that require strategic application, language is comprised of both cognitive and physiological abilities that are all utilized in successful communicative exchanges. The constituent language abilities vary in complexity, but are progressive in nature, as command over the basics is necessary for mastering each successive component. From a linguistic standpoint, the core elements of the system are phonology, semantics, grammar (morphology and syntax), and pragmatics. Phonology encompasses the ability to recognize and accurately produce all of the sounds in a given language. Semantics deals with word/sentence meaning and the process of choosing appropriate words to express ideas. Morphology entails an understanding of word parts and the ability to modify words through changes in verb tense or the inclusion of prefixes/suffixes. Syntax amounts to word placement and ordering that adheres to the norms and rules of the given language. Pragmatics involves the production of utterances that are truthful, relevant, and provide neither too much nor too little information. To demonstrate understanding of this domain, my first artifact is a case study dedicated to analyzing Second Language Acquisition. (See Appendix A) In this project, much attention was given to the development of the aforementioned linguistic components as they were displayed in my subject. The participant was a 23-year-old, female, graduate student

from China, in her second year of the International EFL program. Though connecting theory to actual exhibitions of these linguistic features was undoubtedly useful, the inherent value of this project was the opportunity to assess the gamut of contextual factors that contribute to the subject's strengths and weaknesses as an English-speaker. For example, through interviews and other work samples, Henrietta (pseudonym) presents as someone who is quite shy and reluctant to speak out in either her L1 or L2. She had a tendency to conclude oral responses abruptly when the correct manner of expression eluded her. Her habit of saying less, rather than more, seemed to reflect her timidity and a deliberate choice she makes to avoid embarrassment by not risking errors at all. In addition to the case study's assessment component, its utility came from considering implications and determining a possible plan of action for improving English language ability. Based on this limited characterization of Henrietta, one might reason that she would benefit from further vocabulary instruction. However, review of her written work suggests that isn't necessarily the case, as her textual production indicates great semantic variety and control. Given this information, I was led to the conclusion that Henrietta simply needs more thinking time in speaking situations. The Think, Pair, Share strategy would be a tremendous help to her, just as it is for many ELLs. Furthermore, analyzing her language acquisition from a global perspective also provided insights. Henrietta didn't start learning English until adolescence. From a Critical Period Hypothesis perspective, it is possible that she had passed the timeframe "during which it is possible to acquire a language...to normal, nativelike levels" (Birdsong, 1999, p. 1). The phonology of a child's primary language is effectively established and sealed by early adolescence. Recognizing and reproducing the patterns and tones of new languages that aren't congruent with their own becomes difficult. She also only learned from other Second Language Learners and not native speakers of English. As a result of both her age and her initial language

models, she has difficulty approximating native speech and struggles with the invariance problem. This refers to the challenge that comes with interpreting unfamiliar accents because of the varied frequencies and physical characteristics of the sound waves emitted by individual speakers. (Byrnes & Wasik, 2009) With this in mind, I recommended that she observe musical concerts, poetry readings, theatrical performances, standup comedy, and film and television; activities in which she can receive English input in various iterations and delivery styles.

Of equal importance to the tenet of language as a system is understanding that such a system is not complete if it is confined to a single environment which an English Language Learner inhabits. The linguistic forms and functions that students have control over do not instantly shift the moment they cross the school's threshold. Their preferred modes of communication do not change on a whim and they will continue to choose those that are most effective. In order for ELLs to see English as a viable option, they have to be given practical opportunities to apply it across multiple settings and in scenarios that grant them the level of self-efficacy they already hold in a first language. My second artifact demonstrates this principle. I composed a Community Literacy Project (See Appendix B) after investigating a myriad of immigrant communities that make their homes and businesses along Nolensville Pike, here in Nashville. The task given to me generated two distinct opportunities. Initially, it was a first foray into the process of familiarizing oneself with the community in which one expects to teach. Secondly, it was also a very focused examination of how Second Language Learners and their families leverage literacy practices as a normal part of their lives outside of academic pursuits. The final step of this project involved devising a possible plan for incorporating these transnational literacies that Jiménez et al. (2009) advocate for into the classroom. As a social studies teacher, I envisioned a series of learning experiences that promoted an increased global

awareness coupled with an emphasis on practical language arts and literacy skills in English. The first component involved analyzing cellular data plans that might be available to students in their communities. A brief study of service contracts and agreements would lead to selection of an appropriate plan based on existing funds. The next step of the first component centered on the still-valuable skill of letter writing. Students would initiate contact and establish communication with a foreign correspondent in the style of the age-old, pen pal tradition. Once contact information had been exchanged, students would be free to continue communicating through more modern and practical channels. The second component of the unit deals with a hypothetical disaster that greatly affects their foreign correspondent. The students' new friend is safe and so is his/her family, but their home has been destroyed. As the students have spent a considerable amount of time fostering this new friendship, they care a great deal about his/her wellbeing. They wish to aid their friend and will do so by sending remittances to the family. The students would receive instruction on a few concepts relating to banking and finances and will choose a sum of money to transmit as a gift. The third component of the unit saw the foreign friend and his/her family all back on their feet. They were overjoyed and thankful to receive the financial support and are now inviting the student(s) to come visit them in their country. The students would select their means of travel and book a trip. I felt that such a unit would be appropriate because it successfully incorporated several Funds of Knowledge (Moll et al., 1992) and practices that many of the Nolensville businesspeople and consumers already seemed to be engaged in. They were buying and selling cellular data plans, sometimes expressly for the purpose of communicating with family who remain in their country of origin. Oftentimes, establishments that offered these deals also provided the mechanism through which money could be sent to those relatives. Many families may opt for a direct connection by booking bus trips

that travel straight to Mexico. Much of this business was being conducted in L1s. My aim was to shift it to English to provide language acquisition opportunities through experiences that many students could already be familiar with. They already have a conceptual understanding of these activities and their purposes. Such familiarity makes the linguistic transition much simpler.

Domain 2: Culture

The role that culture plays in educating English Language Learners cannot be understated. I have already contended that, if prompted, we as teachers should prioritize language as the realm of student development that is most deserving of our immediate attention. Language is the medium and all efforts are nearly futile before it is established. However, in order to best serve student needs, culture should take precedence. That being said, language and culture are almost never mutually exclusive. In fact, language is very much a facet of culture and the reverse is also often true. Neither can be ignored, but my assertion is that the first domain addresses language in terms of functionality as a fundamental imperative. This second domain addresses language as an aspect of culture, which is a component of identity. This configuration is entirely congruent with the Principle of Affirming Identities. de Jong (2011) posits this idea as a mere “demonstration of respect” for linguistic and cultural identities, but I feel that isn’t quite far enough. When demonstrated respect transitions to classroom incorporation, students can begin to relax as both attitudes and actions become a welcoming signal to their whole selves. Gay (2010) takes the necessary extra step in alluding to the significance of “behaviors about students’ human value.” Every decision regarding lesson content or delivery is a message on human value. Instructional design holds numerous implications about who is meant to benefit from teaching and who is meant to learn. Ultimately, these implications are the clearest indicators of who “matters.”

Culture holds great importance because of its ever-present nature. In the United States and around the world, not all immigrants and linguistic minorities have the ability, opportunity, or desire to acquire the dominant, privileged language. In these instances, they are denied full participation in societal activities, yet these people do not immediately cease to exist. Though their access is barred, their cultural customs, beliefs, and values still remain. In this country, English mastery is not paramount to fulfillment. Recognition and acceptance can be achieved irrespective of it. That is why ELLs must be honored and accepted for who they are, regardless of language ability. Even if the channel of communication between teacher and student isn't completely secure, it is still possible to demonstrate to students that their ways of living are legitimate. This was a major goal of multiple lessons I taught at Apollo Middle School. I was placed in a sixth-grade classroom of only eight students. All of the students were English Language Learners who had basic conversational fluency, but had not advanced beyond WIDA Levels 2 or 3. As a result, they were placed in this class for additional language arts support. Using the Sheltered Instruction Observation Protocol (SIOP) model, I designed a lesson with the objective of textual summarization. (See Appendix C) It was also designed to fit within their unit on the Civil Rights Movement and the contributions of actors both well-known and unfamiliar. As one might expect, the students had already been introduced to Dr. Martin Luther King Jr. The problem with Dr. King, through no fault of his own, is that he is too often elevated to a near saintly status and his legacy is overly sanitized. Many times, he is positioned as a bastion of social morality who fought for the inevitable upheaval of systems that propagate oppression in all of its forms. In reality, his tactics and principles were deeply upsetting to many throughout various Black communities who feared any disruption of the status quo and the semblance of peace and security that they previously maintained. By no means was he universally embraced

by those he chose to fight for. He also wasn't a lone crusader in his push towards equality. Once again, through no fault of his own, Dr. King occupies much of the spotlight, leaving scores of other activists in shadow and obscurity. Making the entirety of the Movement and its continuing implications more accessible when King's towering legacy garners so much attention is difficult, but not impossible. In fact, these students had a tailor-made experience to serve as an entry point. At the time, a nationwide protest known as the Day Without Immigrants had recently been orchestrated in response to the new U.S. President's restrictive and demeaning immigration policies. Given that all eight of these students were immigrants or children of immigrants, their families had a personal stake in these events. Several of these students' families had chosen to keep them out of school that day in order to participate in the demonstrations. My intention for the lesson was to contextualize their motivations for getting involved, then challenge them on the effectiveness and tangible impact the protest actually had. The next step was to link their actions to Dr. King and pose similar questions regarding his efforts. With a short piece written about his work and accomplishments, we employed several reading strategies (setting a purpose for reading, text annotation, reading aloud, multiple reads, use of a graphic organizer). Our goals for the text were summarizing the reading, answering text-dependent questions, and verbally defending our answers by citing textual evidence. I observed moderate levels of success in this lesson and believed that our lesson objectives had been met. Despite effectively representing and incorporating several elements of these students' cultural identities, I failed to explicitly unmask the racially stigmatizing practices that we and the protesters were working to counter. Had this not been a language arts lesson, I may have taken more deliberate steps in that direction. I would have liked to call greater attention to ways in which discriminatory policies are rationalized for the purpose of national security. The assumed criminality of Hispanic immigrants and supposed

terroristic proclivities of Muslims are unfounded, yet still serve as justification for attempts to exclude them. Also, the seemingly intentionally burdensome immigration process makes citizenship nearly unobtainable for many. As a result, this normalizes and sanctions racism, because intolerance of “illegal” immigrants is more palatable than outright discrimination based on ethnicity, country of origin, or language ability. These unwritten principles have the effect of keeping many immigrants quiet and out of sight. I could have used this scenario to demonstrate the ways in which these students can challenge silencing and concealing narratives.

Domain 3: Planning, Implementing, and Managing Instruction

Our third domain is the place where intention meets action. Domains 1 and 2 require empathy and understanding. Undergoing a comprehensive examination of the identifying features of students’ languages and cultures to determine their needs is an admirable endeavor. More commendable still is a sense of obligation or desire to attend to those student needs in some way to secure for them a future of greater possibility. The main distinction of Domain 3 is the incorporation of practice and application. Compassion for ELLs can only take them so far, because inconsistent, unsubstantiated teaching will always hamper progress. It is not enough to care for these children and value their identities. We must be prepared to enact sound, research-based strategies that are most conducive to English acquisition and content mastery. Understanding the learning environment and the different abilities of the students in it is imperative for creating opportunities in which ELLs can receive and produce language in multiple contexts for a variety of purposes.

The artifact that I have identified as indicative of my capability for delivering effective instruction to ELLs is one which was not actually designed as a part of my ELL preparation courses. This artifact is a lesson I planned and implemented in conjunction with a social studies

education course. I'd not had the benefit of a proper methods course at my undergraduate institution. So, with nearly all of my ELL requirements satisfied, I felt I had the perfect opportunity to supplement my skills in the content area to which I am most devoted. What I didn't realize was how practical and advantageous my chosen learning sequence would be. With a social studies content knowledge foundation already in place and newly acquired EL standards and principles now at my disposal, I was better suited to attend to language learning through my subject of preference than I had ever been before. As a part of the associated practicum, I was placed in an eighth-grade American History classroom at Wright Middle School. Through weekly visits, I observed the classroom atmosphere, participated in and led several learning activities, and even conducted an interview with two students to gauge their historical thinking. Much of this was undertaken as a means of preparation for implementing a lesson of my own design. Fortunately for me, ELLs were present in both of the periods I attended and constituted a majority of the students in the second. As my cooperating teacher had recently guided his students through America's transition from a loose confederation to a constitutional democracy, I determined that a lesson emphasizing the Constitution's Bill of Rights would be appropriate and relevant. (See Appendix D) The lesson began with a "First Things First" as my cooperating teacher termed it. It was a question focused on making a case for the most critical item in the Bill of Rights. They had to determine which amendment they felt was most important and what concerns they would have if that protection weren't included. They were to write their answers in preparation for the whole class discussion that followed. This led to another question I posed to them. They were to consider the actual effectiveness of the Bill of Rights while watching a video detailing a police tactic (Stop and Frisk) that is commonly seen as a civil rights violation. Written response and whole class discussion again followed. It was then time to establish the lesson

objectives. This included content objectives focused on analysis of possible violations and inferences about the effectiveness of the Bill of Rights. Language objectives centered on the ability to explain one's reasoning verbally and correct use of the word "violation" in speech. A brief word study of the key term was divided between determining what the word means and identifying the ways in which it's used. This naturally guided us to an overarching statement I made about the difference between understanding one's rights and knowing when they've been violated. I asserted that comprehending the entire Bill of Rights wasn't as important as recognizing when its spirit of protection from the government is not being maintained. For this reason, I provided every student with a chart that outlined the basic tenets of each of the first ten amendments, while also rewording them in terms that would be more familiar to eighth-graders. It was essentially meant to serve as a reference tool for completion of the lesson's main task. Students were assigned different legal scenarios and it was their responsibility to 1) determine which amendment it pertained to, 2) whether a violation occurred, and 3) provide the reasoning that supported that decision. They were to individually read their assigned scenarios and use the accompanying graphic organizer to accomplish each of the three underlying components. Afterwards, they would turn to a partner, share the scenario, and explain their thinking, so that the partner could also record the information in the graphic organizer. Once they had an opportunity to do partner work, I led the class in a review of each scenario. This was done so that I could get a sense of collective student thinking and ensure that everyone had a similar opportunity to engage with the scenarios to which they were not assigned. The conclusion of the lesson included an Exit Ticket task. I asked them if the Bill of Rights works the way it's supposed to and gives us enough protection. They were to write their answers on post-it notes

and use insights from the scenarios as support. Once complete, they posted these tickets on the white board and I collected them.

In reviewing this lesson with my university mentor, who was present to observe it, I found many facets in which this lesson aligned with best practices for many students, but ELLs in particular. Reviewing it now, with the benefit of extended hindsight, I am able to recognize an adherence to multiple TESOL instructional standards. First, the incorporation of the four primary language skills is present throughout. Students must listen to both me and their partners to receive important information. They must speak to accommodate the partner who is dependent upon them and to participate in whole class discussion. They must read to access the assigned scenarios and utilize the chart and graphic organizer. They must write in preparation for whole class contribution, as well as for completion of the graphic organizers and Exit Tickets. The lesson objectives that I constructed allow for this attention to multiple linguistic elements. They were notified ahead of time that there would be emphasis placed on the appropriate use of the key term. There was also an expectation that they would devote effort to converting their thoughts to speech in English. Second, the lesson was very visual and therefore not completely dependent on receptive skills to inform context. The video that was shown was a news report that paired appropriate images and relevant documentation with the reporter's narrated delivery. Also, the graphic organizer was devised out of consideration for my own strengths and my understanding of best practices for ELLs. Language learners benefit greatly from tools that configure ideas in logical/thematic groupings, yet manage to maintain clear delineations. Everyone benefits from a physical representation of the kind of thinking that should take place. I took these principles a step further by coding each of the three tasks associated with the graphic organizer in different colors on the PowerPoint slide. This was in an attempt to deliberately

highlight the distinct tasks that needed to be accomplished. Lastly, I was very purposeful in establishing myself as both a language model and a model of specific social studies skills. After eliciting student input in the word study for “violation,” I offered repeated demonstrations of its appropriate use. Not only that, I provided multiple contextual applications that served to inform a more robust understanding of its utility. What was perhaps even more valuable was my decision to model the task through an examination of the scenario that we were all familiar with. I used the Stop and Frisk example to exhibit successful identification of the correct amendment, determination of a violation, and provision of supportive reasoning.

Domain 4: Assessment

Assessment can sometimes appear as only an ancillary component to the process of teaching, whether that’s with native speakers of English or Second Language Learners. In reality, assessment is an extension of instruction. It is a commensurate facet of a system that would be rendered inert without it. If there’s one element of education in which my views have undergone the most drastic shift from the beginning of my teacher training to my current position, it is unquestionably the area of assessment. My understanding of why assessment occurred or what it was supposed to accomplish has been fundamentally transformed. It seems that I may not be alone in this progression, because the imperative of assessment has only drawn greater emphasis in the time since I began eight years ago. Assessment is not a finish line; it’s a checkpoint. While it will continue to be an indicator of progress, both of the student and the teacher, it serves an array of other purposes, as well. In essence, assessment determines what actions should be taken first, what actions should be reconsidered and reattempted, and what actions should be taken next. In the context of ELL education, assessment tells us what students are already capable of, what factors might be limiting their potential, and how our efforts are impacting their English

acquisition. In contrast to Domains 1-3, assessment is where we discover if our compassion and empathy have been effectively operationalized and applied faithfully.

During my placement at Apollo Middle School, where I implemented the textual summary lesson centered on MLK, I also conducted an extensive Student Analysis Project. (See Appendix E) Choosing a single English Language Learner as my subject, the five-part project mandated observation and evaluation of the student's cultural/linguistic background and educational setting, the degree to which the student's needs are being met in the context of state and federal assessment requirements, his stage of English-language acquisition, his language abilities in a content area, and possible instructional recommendations and an assessment plan. This project, and the associated Peabody course, encompassed certain facets of assessment that I had never considered or for which I was unaware of their measurability and the availability of appropriate tools. In Part 1, my task was building context and isolating oral language use, sociocultural factors, and sociocultural environment. My student, whom I will call Torvald, was a 12-year-old boy from Burma, or Myanmar. He identified both his ethnicity and his language as Zomi. What made his inclusion in this project unique, was the fact that he had no other first language peers present in this, or any other class. It was crucial that I learn more about the frequency of his L1 and L2 use. An Oral Language Use Survey revealed that he speaks Zomi with all of his family members and rarely travels without them. Additionally, they attend a church with a large Zomi population and Torvald knows of only one other Zomi-speaker in his entire school. Taken in conjunction, this indicates his language output is almost exclusively L1 outside of school and L2 in it. A Sociocultural Checklist was also useful in measuring his acculturation level, cognitive learning style, culture and language, experiential background, and sociolinguistic development. This tool made it much easier to conceptualize the experiences he

brought with him and how they manifest in his education. For instance, the multiple interruptions in his schooling were put into perspective. His family spent a year in Malaysia before arriving in the U.S. and has lived in two different homes in Nashville. The Sociocultural Environment Rubric that I completed was also helpful for informing my understanding of how his teacher and the school view Torvald, his family, and their language.

Part 2 of the project established a more observable framework for the Metro Nashville Public Schools intake and placement process. Given that his Home Language Survey would obviously have indicated that English was not his optimal medium of communication, Torvald had previously completed the WIDA ACCESS Placement Test. While I had no access to either of those assessments, an understanding of the previous steps was constructive for appreciating Torvald's current placement and determining his current stage of English acquisition in Part 3. For this third component, I observed that his most recent ACCESS 2 scores situated him just within Level 3, or the Developing Stage, but by his teacher's judgment, he barely surpassed Level 2. However, I had to take into account the reliability and validity of this test, which serves as the annual assessment of English Language Proficiency in MNPS. The manual did not report very consistent reliability scores across all four language skill components and I concluded that listening and reading scores should not be immediately accepted. In terms of validity, the ACCESS report makes a reasonable argument for it, yet without seeing the test, I had no way of knowing how well the tool matched the interpretations that were being drawn from it. Furthermore, I could make no assertions as to whether it was culturally responsive or relevant. For these reasons, I chose to implement my own observational protocol in order to further measure Torvald's language growth and development. My selection was the Student Oral Language Observational Matrix (SOLOM) because I already had some familiarity with it. I used

classroom observations, as well as an informal interview to rate Torvald on a scale of 1-5 in comprehension, fluency, vocabulary, pronunciation, and grammar. With a total of 12 out of 25, I found that my understanding of his Second Language Acquisition generally matched the one provided by his ACCESS scores. He was just beyond the Emerging Stage (Level 2) and into the Developing Stage (Level 3).

Part 4 prompted a more specific examination of his English abilities in language arts, since that was the content area in which I was observing him. Having already developed a good sense of his oral language, I needed to know more about his reading and writing. Based on my previous observations, Torvald was a willing oral reader and was not overly-conscious of pronunciation errors. This ability to not fixate is valuable, however, it also manifested as a behavior consistent with his relative inability to retain or apply reading strategies. In some ways, it seemed that he only reads for completion and few other purposes. That being said, I elected to carry out a running record, hoping that a better understanding of his accuracy rate would offer insights into his textual comprehension strategies. With a reading passage tailored to his interest in soccer, written at a 720 Lexile level for fourth-graders, Torvald produced an accuracy rate of 76.1%. By itself, this score indicates he is well below grade level as a reader. Yet, I was more interested in the specific behaviors he exhibited. It was clear that he had difficulty with longer words and seemed to rush through them. He frequently produced substitutions that were visually similar to the target word, yet he demonstrated no consistency when encountering the same word multiple times. His teacher's assertion about his lack of strategy retention was displayed in these instances. As for writing, an evaluation of one of his pieces through a 6-Trait Scoring Rubric was helpful. After assessing a score of one to six points to the traits of voice, word choice, sentence

fluency, ideas, organization, and conventions, the sincerity of his writer's voice emerged, but it was clear that his sentence fluency, organization, and use of conventions needed improvement.

Part 5 was the culmination of all previous data collecting efforts, as well as a continuation of the instruction-assessment cycle in which each is informed by the other. Before proceeding with an instruction plan such as the one I proposed, I would want to gather a few more pieces of information. A language file comparing the differences between English and Zomi could clarify any of the phonological production issues he is having due to the global dissimilarity of the two languages. Also, I'd want to identify which reading strategies he is actually retaining and applying. That way, I could decide which ones would best supplement his existing skillset. Preliminarily, cognitive strategies that could prove beneficial for him include story previews, establishing a purpose for reading and checking for completion, highlighting and notetaking, sub-vocalization or reading aloud for clarification, regular use of different graphic organizers, and interaction with a variety of text structures. Metacognitive strategies that I liked for Torvald were making predictions, generating and answering his own questions, self-monitoring with teacher-selected checkpoints, summarization, and making mental or physical pictures. His language learning abilities could also be bolstered through strategies like morphological study and word component disassembly. As a writer, Torvald needs a deliberate introduction to process writing and the steps of prewriting, drafting, sharing, revising, editing, and publishing. He also needs explicit instruction on different text structures and the opportunity to practice writing every day, perhaps through journaling or blogging. To improve his more solid listening skills, I would prescribe regular choral or partner reading, so that he benefits from not bearing the sole responsibility of vocalizing the text and has the opportunity to hear others and can simultaneously connect the spoken language to the written text. Given his interests, he should

watch soccer games, while listening to American announcers and commentators. With his affinity for soccer, he should be much more intrinsically motivated to receive their language production and try to understand their analysis. Providing him with English subtitles would add another layer to the process of sharpening his receptive skills. In spite of his middling score on the SOLOM, Torvald doesn't experience too much difficulty being understood. Parsing his words and determining his meaning can require additional effort, though. Continued interaction with proficient speakers as language models will be the best support for his oral productive capabilities.

Domain 5: Professionalism

I have already stated that reverence of language and culture are the necessary starting points for educators dedicating themselves to English Language Learners. These domains encompass ideals that are structured specifically around the importance of identity. By mastering those standards, we verify that the only effective education is one that stems from and capitalizes on the student's identity. With instruction and assessment, we transmute those beliefs into actions predicated on the collective knowledge and experience of the teachers who are constantly learning and adapting in this area of the field. In this fifth and final domain, we maintain the centrality of student and teacher, while also turning our attention more explicitly to the multitude of dynamics that exist alongside and around that relationship. Professionalism requires us to be attuned and receptive to each of the individual stakeholders in a child's success. This includes parents, families, community leaders and members, administrators, colleagues, and other educational professionals. Professionalism also demands a cognizance of the duration and the diversity of ESL teaching. Considering its history is crucial for understanding the changes it will consistently undergo.

The prospect of English as a Second Language seemed a new phenomenon to me before I was entering my teacher training program. This view was informed by experiences, which, unsurprisingly, were bereft of any considerable interaction with actual English Language Learners at various stages of acquisition. Outside of the handful of occasions my sister (a kindergarten teacher) was able to engage me in volunteer activities at our local community/youth center, I was largely oblivious to the presence and sheer scope of the various linguistic populations in communities across America. Retrospectively, I surmise that several political and social interests worked in tandem to conceal and ignore their existences to a degree. However, the steady flow of linguistically diverse persons and students into the country ensured that ignorance and suppression would inevitably be unfeasible. When I finally took notice, I naively wondered how such a critical issue could have gone unaddressed for so long. I continued without a true sense of ESL education until this program provided me with the proper foundations. In my introductory course, I had the opportunity to investigate the historical, political, and legal implications of ELL education. (See Appendix F) I learned that our national views on language education have constantly fluctuated and evolved, with seemingly contradictory stances managing to exist side-by-side. One of the first times the language of schooling was ever addressed legally or politically was in response to fear from global threats. Anti-German hysteria associated with the first World War resulted in an attack on a school teacher for reading from the Bible in what was essentially an “enemy” language. The ensuing litigation led to a Supreme Court ruling that foreign language instruction could not be prohibited in schools. (Meyer v. Nebraska, 1923) Little else was done for a near half-century afterwards to protect minority language students and their rights. The Bilingual Education Act (1968) offered resource incentives, not mandates, to districts for bilingual education, but it exclusively emphasized

transitional language program models. Submersion of ELLs in English-only classrooms wasn't prohibited until 1974, when a court case determined that Chinese students in San Francisco weren't receiving an equal education. The court decision was extended nationally the same year with the Equal Educational Opportunity Act. Compliance wasn't effectively enforced until *Castañeda v. Pickard* (1981), a case alleging racial/ethnic segregation in a Texas school in 1981, prompted specific guidelines for bilingual education programs. The three-part assessment indicates that bilingual programs must be a) based on sound educational theory, b) implemented effectively with resources for personnel, instructional materials, and space, and c) proven effective. Having derived a more complete sense of the legal, social, and instructional trends that have governed ESL from this investigation, I felt better able to draw my own conclusions about effective program models. From my perspective, any models that target full English proficiency, maintenance of native language proficiency, and concurrent high achievement/competence in all subject areas are preferable options. Maintenance bilingual/heritage language education and two-way immersion both accomplish these goals. These models clearly align with theories like those of Cummins (1979) that imply a set of metalinguistic skills can strengthen proficiency in all of a learner's language sets. The problem is that few of these programs truly exist, so demonstrating that they are "proven effective" can be difficult. That being the case, not every programmatic feature that I endorse necessarily has to be provided within the content classroom. Though English-only laws in some states may prohibit whole class instruction in any other language, no legal stricture can prevent students from participating or responding in the language of their choice. When teaching aides/assistants provide support, it need not be restricted to English. Teachers should also look to parents and community organizations as potential sources of cultural/linguistic guidance. When an L1 can't be attended to within the school, other avenues

must be explored. The responsibility of an ESL teacher is not to ensure that English is prioritized above all else, but that students have the means to acquire it while also meeting their other needs and maintaining their identities. When a school does not provide the resources necessary for this endeavor, the ESL teacher must leverage their knowledge of school and community dynamics to enlist stakeholders that can.

Application to Practice

My time at Vanderbilt has opened my thinking and pedagogical approach to possibilities that I never would have been presented with before. To say it has been transformational is not an overstatement. Before I arrived, I had gained a number of useful experiences in various settings, but I was still lacking confidence in some areas. Two years as a substitute teacher gave me insight and familiarity with the dynamics of schooling. However, I was still missing a balanced appreciation of the full weight and rewards of the act of teaching. In essence, I was confronted with a complete reevaluation of what it means to be responsible for the cognitive development and the fundamental success of a child. In all spheres of influence, from individual relationships with students to deliberate cooperation with community stakeholders, I found new dimensions to the role I am expected to serve.

Just as no one's identity is defined by one aspect, neither is my identity as a teacher. I self-assessed it to be quite complex to begin with, but I've uncovered and even added more layers throughout this program. Though I knew I was bound for Nashville, Vanderbilt presented itself as a timely opportunity to pursue further education and a higher degree. The fact that one of Peabody's strongest programs matched what I felt was an immediate and growing need meant that I had chosen the next phase of my journey correctly. As mentioned previously, I had a great interest in Latino cultures and the Spanish language, as well as the students whose heritage

derived from them. The problem was that outside of possessing a limited proficiency in their linguistic tradition, I didn't have the tools to teach them both content and English. This fact was even truer for students from other linguistic backgrounds. I had the chance to address this deficiency from the very first days of class. Not only did I get a wide-angle view of the history and progress of English Language Learner education, but also a familiarization with the foundations of language itself. Determining an appropriate course of action for a student with a new or unique L1 need not be a daunting task now that I can see language as a system. Though the tones and phonemes will differ, the process starts with understanding where a student is in terms of language and academic development. This will determine where they are ready to go. Moving forward, the likelihood of success is automatically bolstered when language, culture, and most importantly identity are regarded as strengths on which to capitalize. This process is a demonstration of the agency and autonomy the students have over their education. Encouraging practices such as translanguaging is an effective way to show Second Language Learners the incredible mastery they have over communicative function by performing such a complex, metalinguistic exercise. When doubts arise, I can draw inspiration directly from their homes and communities. Many ELLs, and students in general, possess a much greater skillset than they realize. When I incorporate the unique literacy customs they already practice, these students can gain confidence and validation because their competencies are finally being valued. This insistence on cultural reverence is central to the newest and most consequential component of my teacher identity. Due to any number of intersecting traits and characteristics, all of my students will experience marginalization and efforts of some kind to reduce their significance. Factors of race, ethnicity, religion, immigration status, and language capacity mean that their human expression doesn't fit dominant American norms. Because their identities are "less legitimate,"

their ways of knowing and being will not be reflected in the favored/required curriculum and they will be coerced into shedding any behaviors that make them less like their native counterparts. This is why it is my responsibility to help them reject these hidden policies of suppression and invalidation. As a social studies teacher in particular, I have the ability to counter privileged knowledge that is mandated by standards with alternative, critical voices that analyze the same themes and events to question the assumptions inherent in the master narratives. Given that people of color and those of minority languages rarely have access to this emancipatory knowledge, I take my responsibility very seriously. Lessons where we can contextualize the impact of a protest or question the legality of policing practices carry my students and I on a path towards fulfillment and equitable life outcomes. These goals can only be accomplished if I take the steps to equip my students with the necessary tools.

Perhaps the most critical element of my identity that will guide me as a teacher is my appreciation for social studies and a firm belief that it is a discipline of skills and procedure. As too many former students will tell you, names and dates are not interesting. They are unequivocally correct in this assertion, because neither history, nor social studies more broadly, are supposed to be focused on them. The mere reproduction of facts is not useful in any field. Facts are only useful when they're applied authentically. This is true of social studies. The principles of historical thinking and "doing social studies" lie in analysis of the events/circumstances and effective argumentation over their significance and implications. My adherence to tenets of critical theories acts as a perfect supplement to the types of analytical and evaluative work I want students to do in my content area. By combining these ideals with the almost limitless well of concepts and approaches that ELLs will bring from their unique cultures,

my students will have ample skillsets and resources to effect the change they want to see. This is the core of my teacher identity and the education that I intend to provide.

Anticipating the excitement that comes with seeing one's own beliefs and methods enacted in the classroom is a healthy exercise. However, preparing for the challenges that may arise is of equal importance. When I start readying myself for them, I think an important first step is understanding that they will come. Every teacher, old and new, wants to manage a well-ordered classroom that is conducive to demonstrating professional effectiveness. The reality is that nothing will ever go exactly according to plan. Flexibility is an imperative, especially when navigating the uncertainty that can surround so many ELLs. Personally, the biggest challenge that I expect to encounter involves my ability to literally recognize theory in practice. I have a tendency, as I'm sure many others do, to lose the perspective depth necessary to assess situational obstacles from the same theoretical lens that I used to craft my instruction. More practically, I have trouble realizing that a failed effort stems from a mismatch between lesson design and a variety of student needs. My inclination at times is to simply press forward under an assumption that either poor execution or lack of student commitment are the only problem. While either may occasionally be contributing factors, there are still underlying principles that can explain those circumstances. For the students, it could be that they're hungry or perhaps had a fight with their parents last night. On my part, it could be due to the fact that I didn't give students enough time to interact and discuss with one another on an idea that would really be buoyed by multiple perspectives and peer support. My greatest challenge will be understanding that everything happening in the classroom isn't a result of only what's happening in the classroom. When I inevitably encounter a situation in which my prior experiences offer little insight, that will be my best trial as a teacher. The most practical and responsible way to see

myself through it will be to rely on the other experts around me. This could include fellow teachers who have a relationship with the student I need to reach. It could be teachers with experience with students from similar linguistic backgrounds. It could be administrators, therapists, or other paraprofessionals whose positions bring perceptions I don't have as the classroom teacher. It most certainly should include parents, who are always the greatest experts on their children. I feel it should also involve community partners and organizations specifically tailored to supporting ELLs and migrant families. They may be able to provide valuable resources and information that is not accessible through school. Cooperation and professional development will be the best ways to improve myself as a teacher. Professional development is a requirement for most teachers, but I will advocate specifically for sessions and topics that are of interest and necessity to me, as well as those that will benefit my colleagues. I will not limit myself to areas of strength and comfort. Each opportunity to work on behalf of the English Language Learners entrusted to me is one that I will take.

References

- Bailey, A. (2007). *The language demands of school: Putting academic English to the test*. New Haven, CT: Yale University Press.
- Birdsong, D. (Ed.). (1999). *Second Language Acquisition and the Critical Period Hypothesis*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Byrnes, J.P., & Wasik, B.A. (2009). *Language and literacy development: What educators need to know*. New York: The Guilford Press.
- Chapman, T. K. (2013). Origins of and Connections to Social Justice in Critical Race Theory in Education. In Lynn, M., & Dixson, A. D. (Eds.), *Handbook of Critical Race Theory in Education* (pp. 101-112). New York, NY: Routledge.
- Cummins, J. (1979). Linguistic Interdependency and the Educational Development of Bilingual Children. *Review of Educational Research* 49(2), 222-251.
- de Jong, E. (2011). *Foundations for Multilingualism in Education: from Principles to Practice*. Philadelphia: Caslon Publishing.
- Dewey, J. (1897). My pedagogic creed. *School Journal*, 54, 77-88.
- García, O. (2016, March 2). [Interview with François Grosjean]. *Psychology Today*.
- Gay, Geneva. (2010). The Power of Culturally Responsive Caring. *Culturally Responsive Teaching: Theory, Research, and Practice* (2nd ed.). (pp. 47-75). New York: Teachers College Press.
- Jiménez, R., Smith, P., & Teague, B. (2009). Transnational and Community Literacies for Teachers. *Journal of Adolescent & Adult Literacy*. 53(1), pp. 16-26.

- Ladson-Billings, G. (2013). Critical Race Theory – What It Is Not! In Lynn, M., & Dixson, A. D. (Eds.), *Handbook of Critical Race Theory in Education* (pp. 34-47). New York, NY: Routledge.
- Lesh, B. (2011). *“Why won’t you just tell us the answer?”: Teaching historical thinking in grades 7-12*. Stenhouse Publishers.
- Lynn, M., & Dixson, A. D. (Eds.). (2013). *Handbook of Critical Race Theory in Education*. New York, NY: Routledge.
- Martorella, P. H. (1996). *Teaching social studies in middle and secondary schools* (2nd ed.). New York: Merrill.
- Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. *Theory into Practice*, 31(2), 132-141.
- Romero, A. F. (2013). Arizona on the doorstep of apartheid: The purging of the tri-dimensionalization of reality. In Lynn, M., & Dixson, A. D. (Eds.), *Handbook of Critical Race Theory in Education* (pp. 302-312). New York, NY: Routledge.
- Ruiz, R. (1984). Orientations in Language Planning. *NABE Journal*, 7(2), 15-34.
- Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *Educational Research Journal*, 41(2), 237-269.

Appendix A: Case Study of a Non-Native English Speaker

I. Introduction to the Learner: Henrietta Zola is a second-year Master's student in the international strand of the English Language Learners Program in Peabody College at Vanderbilt University. She is a 23-year-old female from Hangzhou, China, near Shanghai. Her first language is (Mandarin) Chinese, however she does speak some of what she calls "Hangzhounese," the local dialect of her home town. Her primary L2 is English. Her secondary L2 is Spanish, which she chose as her required second language at her undergraduate institution in Taiwan. Henrietta admits that much of her Spanish language ability has lapsed due to her inconsistent class attendance and her initially low investment in the language. She has, however, reengaged with the language because of her recent experiences. Given that Henrietta is a teacher candidate in the Master's program for English Language Learners here at Vanderbilt, she has had multiple field experiences in Nashville classrooms. Accordingly, she interacts frequently with Spanish-speaking students and now sees great value in learning the language. She has a very limited knowledge of the German language, as well. Henrietta was first exposed to English while she was in the sixth grade, when her parents took her to a training center to begin learning the language. English was taught to her in school as part of China's mandated curriculum beginning in the seventh grade. Therefore, Henrietta has been learning English for approximately ten years.

Sociocultural Factors: There are several factors that have either helped or hindered Henrietta in acquiring English as a second language and must be taken into consideration when analyzing her proficiency. The first is her introverted personality. In a self-selected writing prompt, Henrietta wrote about what she considered to be her most unforgettable moment. It was an experience from elementary school, in which her classmates unexpectedly voted her into a prestigious position. She gained more courage as a result and realized that she needed to make her voice heard more often. While she has undoubtedly worked hard to overcome her timidity, she is still quite shy and introverted at times and it seems to inhibit her language production. In most instances, this displays itself as a conscious decision to limit her speech at points of uncertainty. Essentially, she would rather say less than risk an inappropriate utterance and possible embarrassment. The second factor is her greater access to English Language instruction. English is a curricular requirement in China and instruction begins for most in the seventh grade. As previously mentioned, Henrietta was introduced to and instructed in English a year or more prior. Though it may not seem to be a drastic difference, that early familiarity came during preadolescence and what is considered by some experts to be a critical period. It is possible that Henrietta had many more of the necessary language learning tools that would allow for a more complete acquisition of English phonemes and a sense of structure than her peers would have been afforded. The third factor is her background in English/Western Literature. Henrietta greatly enjoys reading, both in Chinese and in English. Her great interest in literature developed in middle and high school and she followed that affinity into college, where she got her degree in English/Western Literature. Her background gives her a nuanced

understanding of the various cultures of English-speaking peoples and the different forms the language takes. The last factor is her current course of study. Henrietta is enrolled in the same program in which this researcher is studying. She has even taken the very course for which this case study is being conducted. Consequently, she has knowledge of multiple facets of the second language acquisition process and the theories that support them. This provides her with a unique metalinguistic awareness that most English Language Learners do not have. Included in this metalinguistic awareness is a desire for cultural reverence. Henrietta is cognizant of her mistakes and shortcomings, so she works to remediate them as she feels it is incumbent upon her to show respect to the culture and the language of her host country. Furthermore, she has a good comprehension of her own learning style and expressed her belief that additional thinking time allows her to demonstrate her language abilities most efficiently. She appreciates opportunities to edit and revise all of her work.

Context: This researcher believes that a sense of the setting and the structure of the collected language samples is necessary for processing the results of their analyses. The conversations/oral language samples used for these analyses consist of responses from an interview about the participant's language practices, a narrative task, and a retell task. In the narrative task, the participant was prompted to tell a story based on a series of line drawings presented to her. In the retell task, the interviewer told a story based on a different series of line drawings and the participant was asked to reproduce the same story as closely as possible. As for written samples, the first is a piece of descriptive writing about a personal experience, produced in response to a self-selected prompt. The second written sample analyzed is a section from a piece written for academic purposes. It is an assignment that was completed as part of the participant's English Language Learners teaching program. The additional writing samples are of a similar nature.

II. Description of the Learner's Oral and Written Language Abilities: *Organization:* This section of the case study follows the recommended order in which each language ability was to be analyzed. The researcher believes this order is appropriate as it progresses from the language abilities that are the most basic to those that are the most complex. That order is as follows; phonology, semantics, grammar (morphology and syntax), pragmatics.

Phonology: In a specific assessment of her English phonological abilities, Henrietta is quite competent in terms of her fluency and cohesion. Using the Student Oral Language Observation Matrix (SOLOM), her fluency should be graded as a 4. She is generally fluent, but does display occasional lapses as she searches for the correct manner of expression. For example, in searching for the word "windshield," Henrietta's pace becomes slowed and stuttered as she completes a retelling of a story she heard: "...he helps the dri...driiiver and uhh...gets...gets the snow off deh...deh scree (screen) of deh car..." Other times, it seems that instead of expanding on her thoughts, she often suspends her search for the appropriate manner of speech without having found it, in an attempt to conserve time and effort, and spare herself possible embarrassment. These instances are typically punctuated by a nervous "Yah." One of

Henrietta's other areas to be developed may also be one of her strengths. She tends to repeat small portions of words or sentences. Henrietta expressed her belief that she should show cultural respect to the country she is in by speaking its language. She made a correction in describing WeChat, a Chinese instant messaging service, as "an applica...a social application." So, these repetitions seem to result from her awareness of the listener and a desire to correct mistakes and clarify for his/her benefit. It also allows her the opportunity for improvement.

Henrietta's pronunciation should also be graded as a 4 using the SOLOM. Her speech is always intelligible. However, a definite accent is present and she has difficulty with a few particular vowel and consonant sounds. Inappropriate intonation in vowel sounds primarily comes with the short i(ɪ) sound. This is heard in the word "in" pronounced "een"(in) and "bills" pronounced "beews"(biʊz). Difficulty with consonant sounds comes from the "th"(θ) and "l"(l) phonemes. This is not unexpected given the lack of distinction between "r" and "l" in languages like Mandarin (Lecture, Week 6). Initial "l" sounds are unproblematic, but medial and final "l" sounds are pronounced as "r"["powerful"→"powerfor"(paʊərfɔr)], "w"["little"→"lidow"(lɪdɔʊ)], or are omitted ["schools"→"schoos"(skuz)]. Her difficulties with the "th" phoneme are also understandable, since we know that it does not exist in Mandarin (Class Discussion, October 2016). Henrietta's variations are either "d"["together"→"togeder"(tə'ɛdər)], "s"["think"→"sink"(sɪŋk)], or "z"["that"→"zat"(zæt)]. Her strength in pronunciation comes from her understanding of fossilization and a concern that some of her language has undergone this process. She is occasionally able to produce the "th" phoneme in words like "this" and "the." Henrietta's phonological difficulties may be a demonstration of the Interaction Hypothesis (Baker, 2008). In the sixth or seventh grade, it may have been too late for Henrietta to develop accurate L2 categories. However, it is my view that her phonological tendencies are exhibitions of the Markedness Differential Hypothesis (Gass & Selinker, 2001). The phonological forms that she struggles with are less common in the world's languages, particularly those of central and east Asia. Thus, she did not learn them early enough.

Semantics: A. Word Choice: Henrietta's word choice in her spoken English is quite basic. Based on the assessment provided by an online text content analysis tool (UsingEnglish.com)*, the lexical density of her oral language is 42.99%. This means that out of 328 words spoken, only 141 (less than half), were unique words used only once. She frequently repeats words when speaking. In terms of the sophistication of her vocabulary, Henrietta uses mostly high-frequency, Tier 1 words. They are characteristic of casual, everyday communication. The few words that could be classified above Tier 1 included "application," "toddler," and "hitchhiking." While her spoken English is semantically noncomplex, it is appropriate in most contexts. Her language is neither too formal nor too informal and adequately conveys her message. The only notable exception came when Henrietta intended to reference a car's windshield and described it as a "screen."




Analysis of Henrietta's descriptive writing depicts a much greater semantic mastery of English. Her first written sample scores at 55.95% in terms of lexical density. That is nearly 13%









greater than her oral language. Her vocabulary is much more diverse in this example, as well. Henrietta utilizes Tier 2 words more frequently and adeptly in this format. These included “inherently,” “introverted,” and “engage,” among others. Henrietta’s willingness to employ more sophisticated vocabulary in her writing also opens her up to a few more errors. More than once, she uses the term “merit(s)” to describe positive character traits. Though this word can fit without seriously muddling the message, merit is most often used in English to describe something that has been earned in an official capacity. “Valuable qualities” would be an appropriate replacement. Henrietta also uses the phrase “speaking out” when explaining her reluctance to participate in class. Whereas “speaking out” typically means voicing one’s objection, “speaking up” would be more appropriate in this context.

The results gathered from an analysis of Henrietta’s academic writing adds even more nuance to her semantic capabilities in English. The lexical density of this writing sample (54.96%) is actually about one percent lower than that of the more informal piece. However, what should be noted is that her word choice is much more elaborate in this example. Henrietta demonstrates a mastery of many Tier 2 and Tier 3 words. The Tier 2 words used include “procedure,” “formulate,” and “implications.” The Tier 3 words, which are specific to her field of study in English Language Learners, include “pluralist discourse,” “biliteracy,” and “code-switching.” Her word choice is formal and appropriate for the context of this piece.

As already noted, the area that most needs development in terms of semantics, is the richness and sophistication of Henrietta’s vocabulary, particularly in her speech and informal writing. Her word choice also tends to be repetitive in these two contexts. This deficit does, however, highlight one of her strengths, as these improvements are not necessary for her academic writing. Henrietta also has solid control over the facet of word knowledge referred to as polysemy (Lecture, October 2016), as demonstrated by her use of figurative language in her informal writing. In expressing her surprise at being elected for a prestigious position despite her timidity, Henrietta deftly used a proverb common in her country; “Although peach and plum don’t talk, they naturally appeal to gourmet.” * *Full text analyses can be found below.*

Text Statistics (Oral Language)














General Statistics		Word Length Breakdown		
Total Word Count:	328	Length	Count	Graph
Total Unique Words:	141	1 letter words	12	 3.7%
Number of Sentences:	20	2 letter words	70	 21.3%
		3 letter words	92	 28.0%

Average Sentence Length:	16.40	4 letter words	62	 18.9%
		5 letter words	28	 8.5%
Number of Paragraphs:	1	6 letter words	21	 6.4%
Hard Words:	13 (3.96%) (what's this?)	7 letter words	19	 5.8%
Lexical Density:	42.99% (what's this?)	8 letter words	3	 10.9%
Fog Index:	8.15 (what's this?)	9 letter words	5	 11.5%
		10 letter words	1	 0.3%
		11 letter words	3	 10.9%

Text Statistics (Descriptive Writing)

General Statistics

Word Length Breakdown

General Statistics		Word Length Breakdown		
Metric	Value	Length	Count	Graph
Total Word Count:	336	1 letter words	24	 7.1%
Total Unique Words:	188	2 letter words	60	 17.9%
Number of Sentences:	21	3 letter words	42	 12.5%
Average Sentence Length:	16.00	4 letter words	65	 19.3%
Number of Paragraphs:	1	5 letter words	37	 11.0%
Hard Words:	22 (6.55%) (what's this?)	6 letter words	35	 10.4%
Lexical Density:	55.95% (what's this?)	7 letter words	28	 8.3%
Fog Index:	9.02 (what's this?)	8 letter words	14	 4.2%
		9 letter words	11	 3.3%
		10 letter words	6	 1.8%
		11 letter words	3	 0.9%
		12 letter words	1	 0.3%
		13 letter words	2	 0.6%

Text Statistics (Academic Writing)

General Statistics		Word Length Breakdown		
Total Word Count:	504	Length	Count	Graph
Total Unique Words:	277	1 letter words	17	3.4%
Number of Sentences:	35	2 letter words	68	13.5%
Average Sentence Length:	14.40	3 letter words	69	13.7%
Number of Paragraphs:	1	4 letter words	71	14.1%
Hard Words:	78 (15.48%) (what's this?)	5 letter words	46	9.1%
Lexical Density:	54.96% (what's this?)	6 letter words	36	7.1%
Fog Index:	11.95 (what's this?)	7 letter words	47	9.3%
		8 letter words	66	13.1%
		9 letter words	37	7.3%
		10 letter words	17	3.4%
		11 letter words	17	3.4%
		12 letter words	6	1.2%
		13 letter words	3	0.6%
		14 letter words	2	0.4%
		15 letter words	2	0.4%
		17 letter words	1	0.2%
		18 letter words	1	0.2%

B. Influencing Factors: Certain aspects of Henrietta’s word choice, specifically her repetitiveness in spoken language, seem to be influenced by a difficulty that most ELLs experience. Many of her repetitions are “uh/uhm” or partial expressions of words followed by pauses. It is this analyst’s belief that this results from the less than immediate internal translation that takes place from Henrietta’s very dissimilar L1 (Mandarin) and L2 (English). Her pauses are a product of her careful selection of appropriate words to avoid errors and embarrassment, which is in keeping with a similar assertion made in her phonological analysis. I believe that the reasons for Henrietta’s written repetitions are specific to Mandarin. According to Orna Taub, many words in Mandarin are “repeated in order to give the listener or reader clarity of what is being stated.” Henrietta’s command of figurative language can also be attributed to her L1, as short

idioms are widely used in Chinese. Lastly, her academic writing is more precise because she has plenty of time to process and even revise the words she chooses.

Grammar: A. Morphology: To calculate the Mean Length of Utterance (MLU) of Henrietta’s oral language, the number of morphemes (M) in the chosen excerpts was divided by the number of words (W) divided by 10, the average number of words in an adult sentence, represented as \bar{x} . Thus, the equation appears as $M \div (W/\bar{x})$. From Henrietta’s responses given in the interview, I chose 120 words, which contained 138 morphemes. Therefore, her oral MLU is 11.5. * See tables for complete details. For Henrietta’s written language, the same calculation was utilized. From her informal writing piece, 141 words, containing 180 morphemes, were chosen. Henrietta’s written MLU is 12.8. * See tables for complete details. Henrietta’s morphological areas of improvement are very few. It is clear that she still needs practice with the present progressive tense and the inflectional suffix -ing, as she does not use it at appropriate times in her interview responses. This is less true of her writing and she does demonstrate understanding of this suffix during the Narrative and Retell tasks. These tasks involve storytelling, in which the present progressive tense is a common choice. Most of Henrietta’s morphological errors result from syntactical shortcomings. This will be attended to in her syntactical analysis. Henrietta has many morphological strengths. In her spoken English, she has good command of the past tense and uses the -ed suffix appropriately. Her knowledge of other common suffixes is demonstrated by her use of “powerful,” “videos,” and “academic.” Her morphological strength is best highlighted by her mastery and frequent use of the derivational -ly suffix. Words such as “usually,” “actually,” and “currently” are skillfully applied in her speech. She is also capable of mixing future and past tenses as heard in “they will be controlled.” Henrietta’s morphological areas of need are limited in her writing, as well, and mirror those of her oral language. In writing, she is more likely to include prefixes (“accompany”) and words with more than two morphemes (“unforgettable”). * MLU Tables can be found below.

Mean Length of Utterance: Oral Language Sample

Morphemes	Words	Average Words per Sentence	MLU
138	120	10	11.5

Filler words such as “uh” and “uhm” were not counted in the number of words or morphemes. The word “like” was also treated as filler, unless it was directly used to make a comparison. The word “yeah” was mostly disregarded for the same reasons. It was only counted if it was uttered as a definitive answer to a question posed during the interview. Proper nouns such as “China” and “Nashville” were included in the word count, but each was counted as a single morpheme.

Mean Length of Utterance: Written Language Sample

Morphemes	Words	Average Words per Sentence	MLU
180	141	10	12.8

Proper nouns in the written sample were assigned the same values as those in the oral sample.

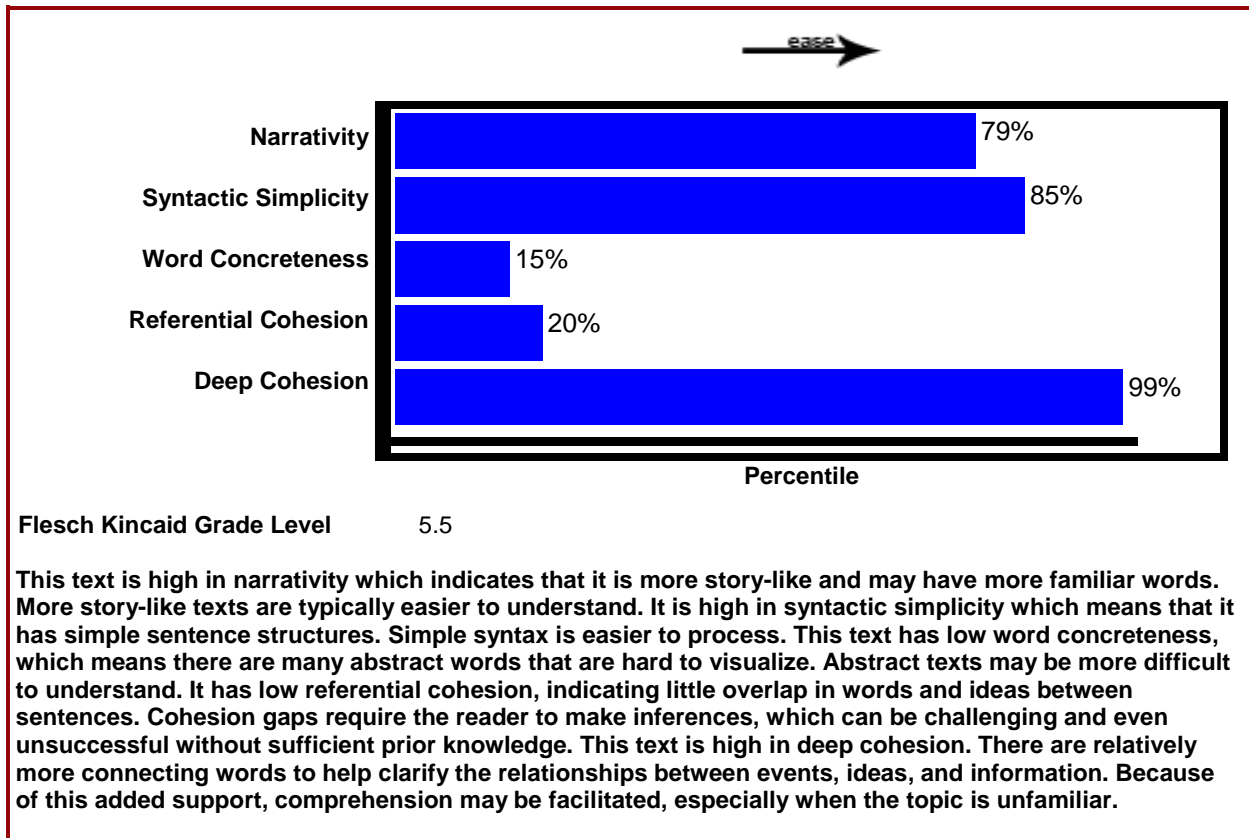
B. Syntax: Whereas Henrietta’s morphological awareness is quite strong, her syntactic abilities are not as robust. Her abilities were assessed based on overall proper word order and usage, sentence completeness, coherence, and use of linking devices. As previously mentioned, some of Henrietta’s morphological and syntactic mistakes influence one another and lead to some ungrammatical sentences. In an interview response, she said “you can get connection with your friends,” in reference to social media. While this displays greater morphological ability, the addition of a verb (get) and use of “connect” as a noun (connection) is unnecessary and makes the sentence ungrammatical. She also has difficulty with subject-verb agreement as evidenced by the phrase “it’s combine everything.” One of her common mistakes involves dropping words such as “a,” “to,” and “how,” in both her oral and written language. In general, Henrietta has very little trouble producing complete sentences. Fragments that don’t include either a noun or a verb mostly result from expressions that are continuations of previously expressed thoughts in her oral language and do not lead to confusion on the part of the listener. Both Henrietta’s speech and her writing have solid coherence. Her ideas are cohesively connected and her syntactic register is appropriate given her audience. Use of linking devices is one of her strengths, as well as one of her areas of need. Referential linking devices such as “it” and “they” are used sparingly, but adequately in both contexts. However, the logical linking devices in her speech consist primarily of “so,” “also,” and “but.” They are used too frequently. Henrietta does have command of more varied linking devices in her writing, such as “at that time” and “in this case,” but these are also used somewhat repetitively.

C. Global Grammar Assessment: In a global assessment of Henrietta’s grammatical abilities, I rate her development as a Level 4 on the Student Oral Language Observation Matrix (SOLOM). Her morphological and syntactic errors are not frequent enough or intricate enough to obscure meaning, but her grammar does not yet approximate that of a native speaker. As previously stated, Henrietta’s morphological awareness is very strong. She has excellent knowledge of inflectional and derivational suffixes. Her biggest area of need is a greater understanding and confident use of words with prefixes. Her morphological mistakes are confined mostly to her speech. Henrietta’s syntactic errors are only occasional, but noticeable. Incomplete sentences can be found in her speech. Her repertoire of logical linking devices is small, but more varied in her writing. Her greatest strength is overall coherence.

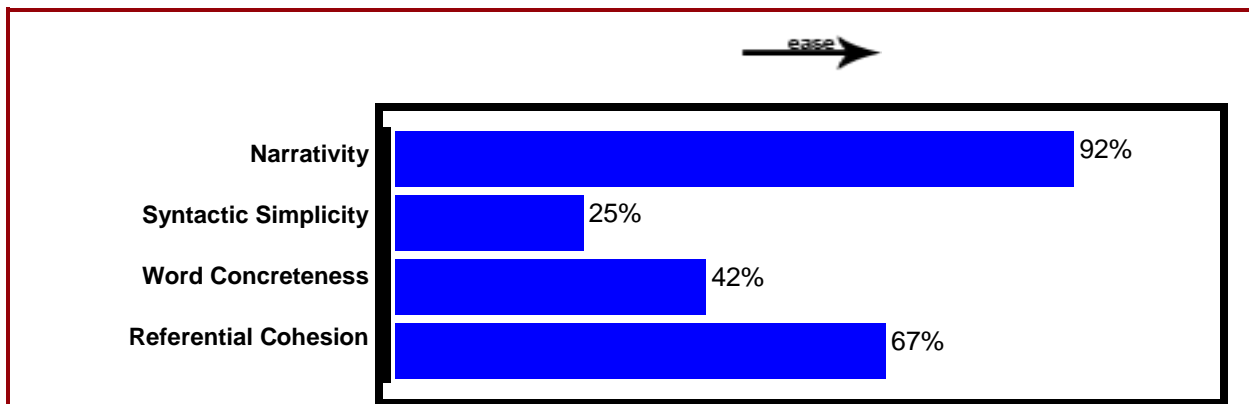
The contrasts between Henrietta’s grammar in her oral and written language is in keeping with the trend that has emerged through analysis of her phonological and semantic abilities; the areas that most need improvement are elements of her oral performance. Once again, her writing skills are more developed than her speaking skills. Henrietta’s Oral MLU was 11.5, while her Written MLU was 12.8. The difference of 1.3 may not seem large, but in

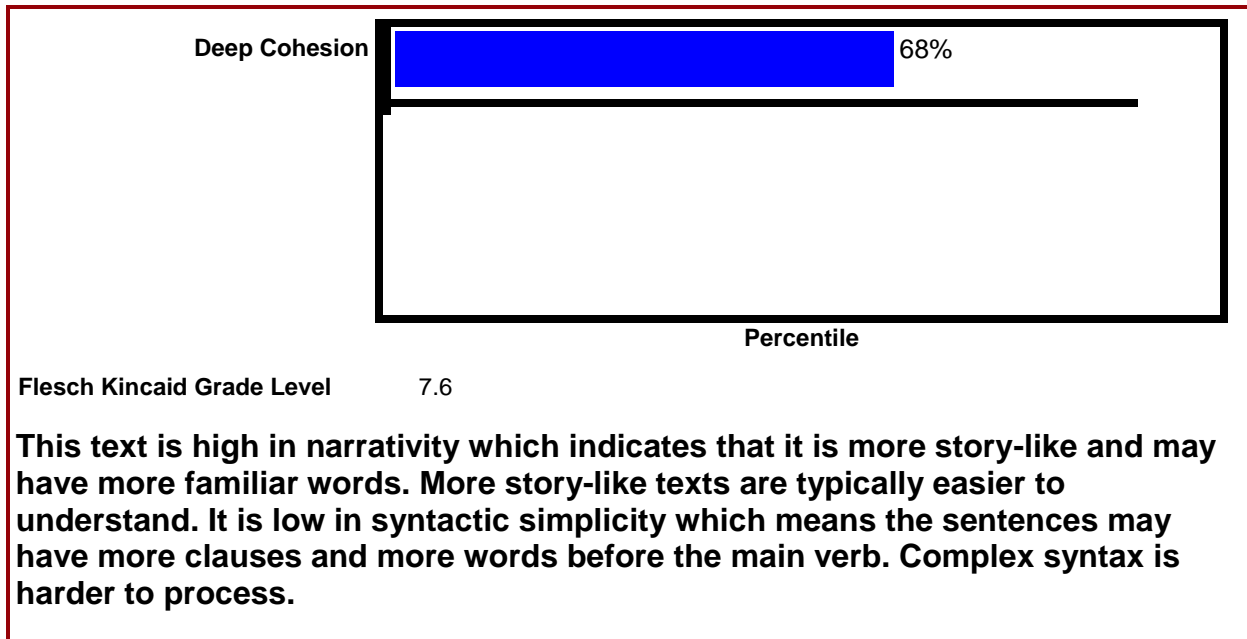
childhood development, that could be the equivalent of 8 months to more than a year. This morphological gap is highlighted by the inclusion of words containing both prefixes and suffixes in her writing. Syntactically, she is more prone to unintentional word drops in her speech. Also, the range and variety of linking devices utilized when she speaks is limited compared to those in her writing. *Grammatical contrasts between oral and written language are based partially Text Easability Assessments found below.*

Text Easability Assessment: Oral Language (Interview)



Text Easability Assessment: Written Language (Informal Writing)





Pragmatics: A.I. Linguistic Context: The roughly 30-minute interview consisted of basic, predetermined questions about the participant's acquisition of English. For the most part, the interviewer adhered to the selected questions. The interviewer deviated on a minimal number of occasions to ask specific follow-up questions when presented with information that extended beyond the scope of the questions that had already been chosen. The interview progressed through a typical question-answer sequence, in which the interviewer would ask a question and Henrietta would respond. This was occasionally interrupted when the interviewer shared personal anecdotes that related to Henrietta's experiences. The interviewer also interjected to clarify or reframe certain questions. Henrietta interjected to confirm the interviewer's reiterations of her responses. A.II. Situational Context: The interview was conducted in a vacant study room in the bottom floor of the Peabody Library. This room was an access point for other study rooms and contained vending machines, so other library visitors came through at times. Both parties were seated at a table, while the interviewer's smart phone was used to record the conversation. As active students, both parties had their backpacks and other school supplies on hand, which is relevant as scrap paper and a pencil were needed during the interview. A.III. Social Context: Both the interviewer and the participant are graduate students enrolled in the English Language Learners program at Vanderbilt University. The interviewer is a 24-year-old, American male in his first year of the program. The female participant, an international Chinese student, is a year younger, but is in her second year of the program. Accordingly, the participant has more formal education, but the interviewer has more formal teaching experience. The participant does have specific teaching experience, as she teaches Mandarin to a small group of students here in Nashville. While Henrietta graciously accommodates the interviewer in agreeing to the case study, she also expressed her desire to gain a better understanding of her own language abilities. In this

way, both parties are doing a service to the other and are socially situated in relatively equal terms. B.I. Grice's Maxim of Quantity: The Maxim of Quantity is one of Henrietta's strengths. Most of the time, she provides as much information as is expected or needed. Her responses are typically short, but she is able to elaborate when she intuits that her answer was insufficient. She seems to intentionally limit her response length until such a time when more is necessary, so as not to say too much. For example, when asked to introduce herself, she provided her first and last name, enrollment status, and country of origin. She was unsure if she should give more and intended not to do so until prompted. Violations of this maxim are rare, but do happen. While describing China's most popular social media platform, Henrietta compared it to two other apps that are still unfamiliar to the interviewer. B.II. Grice's Maxim of Quality: This should be considered Henrietta's greatest pragmatic strength. She adheres to the Maxim of Quality almost to a fault. When asked if she writes often in her native language, she detailed her writing habits by saying "Currently I don't write with my pen or pencil, but I use the computer." The interviewer went on to explain that those were viewed as similar practices, but Henrietta had wanted to guarantee that she was being truthful. She also was asked about her L2(s) and said she had learned some German, but quickly explained that she had forgotten most of it, save for a few phrases. B.III. Grice's Maxim of Relevance: Henrietta adheres to this maxim to an adequate degree. She is not particularly weak in this regard, but she can still improve. A somewhat informal back and forth regarding the nature of the previously mentioned social media platform took place during the interview. Henrietta was very insightful in helping the interviewer understand its forms and functions. However, she also mentioned general concerns that the site is used for data mining, which was no longer pertinent. Again on the subject of L2 writing practices, Henrietta mentioned that her undergraduate major was English Literature. This is not completely irrelevant, but she is not immediate in explaining how it affected her preference for writing in English. In this case, her presentation hinders her adherence to the Maxim of Relevance. B.IV. Grice's Maxim of Manner: This is Henrietta's greatest pragmatic area of improvement. When she does elaborate on a response, she gives plenty of extra examples, but that tends to drag on. Her issues with filler words tends to compound this problem. The frequency of words such as "uhm," "yeah," and "like" ends up obscuring her meaning and regularly results in ambiguous, un-descriptive responses. The other area of Manner that should be addressed is her engagement with yes-no questions. Henrietta was presented with multiple questions for which "yes" or "no" were technically satisfactory answers, but more was desired.

III. Assessment of the Learner's Current Stage of Second Language Acquisition: Henrietta is currently at High Intermediate Fluency, or Level 4, of language acquisition in terms of her second language of English. In assessing her English ability, I found many of her behaviors to be consistent with the student behaviors detailed under Level 4 of the Language Acquisition Chart, while I also considered a few to be consistent with Level 5. Henrietta is only slightly dependent on context. Outside of her confusion over the progression/order of the series of line drawings I presented to her as part of a narrative task, she typically does demonstrate comprehension in decontextualized situations. She does not yet make use of many complex, Level 5 grammatical

structures, but she also does not make complex grammatical errors. The only reason for her lack of complexity in structure is that it adheres to the more succinct and deliberate nature of Mandarin Chinese. Yet this does not hold true of all of her language production. She provides short, discrete sentences when acceptable and longer, more detailed sentences when necessary. Thus, she may currently be transitioning to Level 5 in that regard. Henrietta possesses excellent comprehension. She requested no further explanation of any term or concept that we discussed. I rarely had to repeat myself and she provided complete and appropriate responses to all of my questions. I cannot yet classify Henrietta's vocabulary as enriched, but certainly as expanded. I suspect that her receptive vocabulary is very robust, as she herself expresses a belief that she is better at reading and listening in English than she is at producing English. She is still building the confidence necessary to produce or apply all of the words in her vocabulary. Given Henrietta's success and academic status, I can comfortably say that she functions on an academic level with her peers. Henrietta's English Language Acquisition could easily be designated as Advanced Fluency (Level 5) with some improvement in only a few areas. For these reasons, I will designate her as Level 4.

To further assess Henrietta's current stage of second language acquisition, her speech has been analyzed and graded using the five components of the Student Oral Language Observational Matrix (SOLOM). Comprehension, fluency, vocabulary, pronunciation, and grammar are each rated on a five-point scale. Henrietta's fluency has been graded as a 4, as he still has occasional lapses while searching for the correct manner of expression. Her vocabulary has been graded as a 4, due to occasional use of inappropriate terms and a generally infrequent need to rephrase ideas because of lexical inadequacies. Henrietta's pronunciation has been graded as a 4, as her difficulties do not require elevated concentration on the part of the listener, but a definite accent is always noticeable. Inappropriate intonation patterns do occur. Henrietta's grammar has also been graded as a 4, as her grammatical/word order errors almost never obscure her meaning. Her strongest category is her comprehension, which has been graded as a 5. Repetition on the part of the interviewer/researcher was not necessary and the participant understands everyday conversation. Though Henrietta was rated as a 4 in most categories, her proficiency in each is bordering on a 5 and the only distinguishing marker that prevents a higher classification is her distant approximations of native speakers. Otherwise, she is nearly full proficient. Her overall score is 21, which this researcher will label as High English Proficiency.

The SLA theoretical framework that was most useful for assessing Henrietta's current language ability is a sociocultural framework. Particularly, Bonny Norton's Investment Model (Lecture, September 2016) provides vital insights into the process by which Henrietta acquires language. This assertion is made with consideration to her struggle to gain access to and participate in social activities in even her first language. The Investment Model may not be as salient in understanding other ELLs, but the nature of Henrietta's introverted personality suggests that her production is much more strategic and deliberate in all languages. Henrietta's own construction of her identity has undoubtedly changed since her first English lessons. She

makes a concerted effort to resist her instincts and present herself in the manner that she desires. Due to this, her identity is constantly in flux and being renegotiated, as it changes with continued English exposure. Also of significance in understanding this ELL's learning through Norton's lens is Henrietta's investment. In high school and college, English was a type of cultural capital that allowed her to access an activity/practice that was of great interest to her. Currently, Henrietta's investment is even higher, as higher English proficiency increases the likelihood that she will attain her degree and secure a job.

IV. Specific Instructional Plan for this Learner: *Organization:* The instructional recommendations devised for Henrietta in this section are provided in a format similar to that of Section II. Each of the participant's language abilities are addressed in ascending order of complexity.

Phonology: As Henrietta is almost fully proficient phonologically by all measurements used, my recommendations would address the invariance problem (Byrnes & Wasik, 2009). Henrietta indicated previous difficulties understanding English speakers with accents. Her focus should be on resolving this issue for her own students, either future students or current Chinese class students, who may not yet have the phonological skills needed to overcome her intonation patterns. Once she is made aware of the areas that need to be developed, I would recommend numerous and varied experiences in which she can receive input from multiple, native English speakers. These could include musical concerts, poetry readings, theatrical performances, standup comedy, and film and television. High interest podcasts would also be an excellent resource. Henrietta could expend less effort on comprehending the subject and focus more directly on recognizing the intricacies of native speech if it were related to a topic that she is very familiar with.

Semantics: The first step to improving Henrietta's semantic ability involves what this researcher has dubbed "Pre-Thinking." Much of her difficulty with word choice seems to result from the cognitive energy that she must spend in simply deciding how to express her thoughts in English. Based on the diversity of Henrietta's written vocabulary, it appears that time could be her biggest obstacle or her greatest aid. If she were given sufficient time to think about what to say before thinking about how to say it, Henrietta would be better prepared to demonstrate her semantic mastery. In order to attend to pre-thinking, Henrietta can ask for previews of class material, so she can generate her thoughts and word choices in advance. Her professors can make materials (PowerPoints, relevant websites, etc.) available to all students online prior to class. Professors/teachers can accommodate pre-thinking through classroom/seating structure. Group work and strategies like Think, Pair, Share will allow valuable time for appropriate word selection. This also gives Henrietta further exposure to classmates who are native speakers. All of this should be conducive to fewer repetitions and improved semantic skills.

Since most of Henrietta's inappropriate word choices stem from words/phrases with similar meanings, I would recommend regular use of and referral to a thesaurus. I would also recommend the continuation of a semantic practice that Henrietta already performs. She has

expressed her preference for the online version of Merriam-Webster's Learner's Dictionary when she encounters words that are unfamiliar to her.

Henrietta would also benefit from designing and creating her own word cards. I recommend that Henrietta and her professors identify a few of the words that most frequently give her difficulty. Henrietta should write the word and her own definition on one side of the card. Her professor(s) should write his/her definition and a list of common synonyms on the other side. Henrietta should keep these with her during class and while completing academic task for quick referral.

Grammar: My first recommendation for improving Henrietta's grammar is practice with sentence shortening (Peregoy & Boyle, 2008), as several of her errors result from the addition of unnecessary morphological or syntactic features. Encouraging her to focus on conciseness will help her improve the overall grammaticality of her language. I would also recommend the use of a list of linking devices, almost in a manner similar to that of a thesaurus, to reduce repetitiveness and expand the types of devices she uses. Listening to and reading books on tape could also supply Henrietta with some linking devices that are not used exclusively in conversational contexts. Daily Oral Language practice can help her eliminate word drops and correct subject-verb disagreement.

Pragmatics: While Henrietta is quite strong in adhering to some of Grice's Maxims and weak in adhering to others, my instructional recommendations attend to all of them. The first is the use of logic and board games. Many party games and children's games highlight the differences between what is said and what is meant. Apples to Apples, The Game of Things, and Guess Who? would all be suitable options for adding nuances to pragmatic understanding.

Henrietta might also look into a set of commercially produced conversation cards. A set of cards containing conversation starters/topics could help develop skills for small talk, which is highly dependent on pragmatics. This would also give Henrietta practice identifying meaningful conversation and receptive audiences/listeners.

The final recommendation is participation in or observation of debates. Exposure to skilled debaters would greatly benefit Henrietta. Debaters are scored and judged on the quantity, quality, relevance, and manner of their statements. Interviews adhere to similar Maxims. Henrietta might look into high interest podcasts that also include formal interviews.

V. Critical Reflection: In conducting this case study, I have learned a great deal about the process through which English Language Learners acquire their second language, in addition to expanding my own knowledge of language systems themselves. I now have a better understanding of the different language components. In my own education, I came to possess of solid control of phonology, semantics, morphology, syntax, and pragmatics. However, I was never adequately taught the terms and labels that were necessary to discuss their different components. It was only upon acquisition of my second language that I was given a more complete foundation to work from. This case study has allowed me to explore the different

facets of our communication systems and develop a real appreciation for how they are formed and adapted. I learned that an ELL's oral and written proficiencies may not necessarily be equivalent to one another. If I were to assess Henrietta's language abilities based solely on our interview and ensuing conversations, I would have an incomplete and inaccurate picture of her capabilities. She is a very strong writer, but her oral language is constrained by several factors and does not represent her capacity for language. Conversely, many ELLs become proficient conversationalists, while their writing skills languish. As I have seen to be the case with Henrietta, many ELLs are more comfortable/confident participating when given enough time to prepare. Lastly, I learned that ELLs may acquire English differently due to certain aspects of their identity. My participant has no cognitive gap that prevents her from engaging fully with English and producing utterances that are comparable to those of native speakers. Almost all of Henrietta's linguistic shortcomings result from her personality.

Implications for Future Work with English Learners: The impact that these new insights will have on my teaching are going to be both broad and case-specific. First, no fix-all is ever needed. Efforts undertaken to improve all of a student's language abilities, when only one needs remediation, can lead to exhaustion. I and my fellow teachers must diagnose the problem and address it with specific, targeted instruction. Second, I must identify and draw on an ELL's strengths to fortify his/her areas of need. In Henrietta's case, it would be my responsibility to figure out how to translate her strong written language into oral proficiency. Next, I intend to provide all ELLs with class materials in advance, whenever possible. Just as Henrietta could benefit from pre-thinking, so might others. Finally, I must understand the learner before analyzing the language. To assume that a student is having trouble learning a new language simply because he/she must contort his/her mouth in new ways or it does not follow familiar patterns is somewhat ignorant. This view does not account for the student as a whole person. A language is only one part of a person's identity, which is influenced by many other factors.

References

- Baker, W., Trofimovich, P., Flege, J.E., Mack, M., & Halter, R. (2008). Child-adult differences in second-language phonological learning: The role of cross-language similarity. *Language and Speech, 51*, 317-342.
- Byrnes, J.P., & Wasik, B.A. (2009). *Language and literacy development: What educators need to know*. New York: The Guilford Press.
- Gass, S.M., & Selinker, L. (2001). *Second language acquisition: An introductory course (Second Edition)*. Lawrence Erlbaum. **Chapter 6**.
- Peregoy, S.F., & Boyle, O.F. (2008). *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners (Fifth Edition)*. Pearson.
- Taub, O. (2015, July 6). 6 Major Differences between English and Chinese. Retrieved from <http://www.digmandarin.com/6-major-differences-between-english-and-chinese.html>
- Text Content Analysis Tool. Retrieved from <http://www.usingenglish.com/resources/text-statistics.php>
- Text Easability Assessments. <http://tea.cohmetrix.com/>
- Transcriptions. <http://lingorado.com/ipa/>
- Transcriptions. <http://www.antimoon.com/how/pronunc-soundsipa.htm>
- Transcriptions. <http://www.internationalphoneticalphabet.org/ipa-sounds/ipa-chart-with-sounds/>

Appendix B: Community Literacy Project

The immigrant community that I will be examining is the Hispanic/Latino immigrant community of Nashville. Nashville, as a city, is growing at an incredible rate. Some analysts estimate that about 85 people move into the city each day (Ward, 2016). Many people from various backgrounds come for two particular reasons: the low cost of living and a healthy job market (World Population Review, 2016). This is largely the case for Nashville's growing Latino population. According to Census data, Nashville experienced a 446 percent growth in its Hispanic population from 1990 to 2000 (Conexión Américas). The population still grew another 134 percent from 2000 to 2010 (CensusViewer), and stands at just over 65,000 today (Gomez & Solano, 2015). From those 65,000 people, 20 different countries of origin are represented (Gomez & Solano, 2015). While Puerto Ricans, Dominicans, Colombians, Venezuelans, Cubans, and more have all made their homes in Nashville, Mexicans are the largest Hispanic group living here (Maria Zapata; Conexión Américas staff). Nashville's Latinos are a large and diverse group. Meeting the needs of such a robust population is not an easy task.

As of 2000, those needs went largely unmet. "No organization was fully focused on Latino families in a comprehensive way" (Conexión Américas). So in 2002, Conexión Américas merged with the Hispanic Family Resource Center to offer a wide range of services and apply "a holistic approach to help Latino families" (Conexión Américas). Ten years later, they opened their permanent home, Casa Azafrán, on Nolensville Pike. Today, Conexión Américas and nine other resident partners offer everything from education and legal help to health care and exercise classes to showcases for various art forms at Casa Azafrán. Full-day kindergarten, parent engagement classes, college readiness classes, daycare, a health clinic with OB/GYNs, tax help, deportation relief assistance, and homeownership programs are all made available to immigrant families at this location. Casa Azafrán even houses Mesa Komal, a commercial kitchen that provides culinary entrepreneurs with the necessary prep space that they might not otherwise have access to. Mesa Komal is perfectly situated on Nolensville Pike, where these professionals can find their supplies at the bevy of international markets nearby. At Casa Azafrán, Latinos and other immigrant families can find support, regardless of their goals or their means.

Conexión Américas provides many wonderful opportunities to Latino immigrant families of different economic backgrounds. However, the socioeconomic statuses of Nashville's Latino immigrant community as a whole do not seem to be as varied. According to a Hispanic Population Profile assembled by The Center for Business and Economic Research at The University of Tennessee, more than half of the state's Hispanic population has not attained a high school education. Consequently, two-thirds of Hispanic males and one-half of Hispanic females hold jobs in industries that require what could be considered lower-value skills in today's labor market. Hispanic workers are found mostly in construction, agriculture, landscaping, manufacturing, food service, and custodial careers. Latino immigrant families in Nashville tend to fall in the lower and middle classes. This profile of the Latino labor force has a multitude of implications for these families and their children who will be attending Nashville schools. The skill sets required for these jobs translate directly into a type of cultural capital

that Moll et al refer to as “funds of knowledge.” Moll and his colleagues use this term to refer to historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being. Based on artifacts collected from the community, Latino students in Nashville have these in abundance. During the community literacy excursion which served as the foundation for this project, I observed examples of literacy artifacts from several Funds of Knowledge categories. Latinos are providing automotive repair and selling accessories, such as tires and rims (Figures 1 and 2). They are butchering meat and preparing it in their traditional cuisine (Figures 3 and 4). They are specializing in cosmetics and serving as beauticians (Figure 5). They are working as carpenters and cabinetmakers (Figure 6). They are even maintaining their religious customs and informing others of its values (Figures 7 and 8). Nashville is rife with community literacy artifacts and opportunities for Spanish-speaking ELLs and their teachers.

My investigation into community literacy yielded numerous, practical demonstrations of the concepts within our previously reviewed literature on ELLs. Additionally, I generated a greater sense of the possibilities and challenges presented to the teachers wishing to familiarize themselves with their immigrant students in Nashville. In this class and the accompanying practicum, we have been provided with a tailor-made, authentic experience in the communities of our potential ELL students. While teachers of ELLs should be encouraged to immerse themselves in the communities of their immigrant students, not all teachers have the time or the ability. Furthermore, Casa Azafrán and its neighboring, international establishments seem to be firmly affixed to Nolensville Pike and the surrounding areas. Traveling to Nashville’s international corridor may not be a feasible excursion for all of the city’s teachers. Though after having had it myself, I see this community experience as worthwhile and even necessary, especially for teachers wishing to employ Culturally Responsive Pedagogy and demonstrate authentic caring (Gay). As a result of this trip, I observed the different facets of the practice of transnationalism, which I was only anecdotally aware of before. I found multiple illustrations of transnational literacies (Jimenez et al) along Nolensville Pike. Latino, particularly Mexican, immigrant families in Nashville are regularly sending remittances to family members still living in other countries (Figure 9), purchasing data plans to call and text them (Figures 10 and 11), and even traveling by bus to visit them in person (Figure 12). Compared to their classmates, most of these students have a better understanding of the scope and size of the world we all live in, even though this knowledge is not often acknowledged and celebrated in school.

I believe that these types of literacies can be immediately leveraged to foster higher-level thinking and develop applicable real-world skills in a Language Arts or Social Studies curriculum. These basic transnational literacy practices could serve as a foundation for an entire project or unit on international communication and travel. I envision three distinct components in this unit. The first would involve analyzing available data plans. A brief study of service contracts and agreements would lead to selection of an appropriate plan based on available funds. The next step of the first component would center on the still-valuable skill of letter writing. Students would initiate contact and establish communication with a foreign correspondent in the style of the age-old pen pal tradition. Once contact information had been exchanged, students would be free to continue communicating through more modern and practical channels. The second component of the unit is dependent upon the first. At this point,

the students would be faced with a hypothetical disaster that greatly affects their foreign correspondent. The students' new friend is safe and so is his/her family, but their home has been destroyed. As the students have spent a considerable amount of time fostering this new friendship, they care a great deal about his/her wellbeing. They wish to aid their friend and will do so by sending remittances to the family. The students will receive instruction on a few concepts relating to banking and finances and will choose a sum of money to transmit as a gift. The third component of the unit sees the foreign friend and his/her family all back on their feet. They were overjoyed and thankful to receive the financial support and are now inviting the student(s) to come visit them in their country. The students will select their means of travel and book their trip on their own. As a teacher with a certification in middle school Social Studies, I believe that a unit such as this would prove incredibly valuable. Some of these skills have previously been included in the curriculum of Home Economics classes, but few schools offer those classes today. The students who regularly engage in transnational practices would be able to serve as experts and provide guidance to others through the unit. In turn, these students would hopefully become more invested and benefit from a great sense of recognition and contribution. While these are my initial ideas, I feel that this unit could easily be adapted and expanded for numerous other purposes. This unit readily incorporates the community and transnational literacies of many Latino students in Nashville, the state of Tennessee, and the entire United States.

Appendix



Figure 1



Figure 2- "Universal Rims"

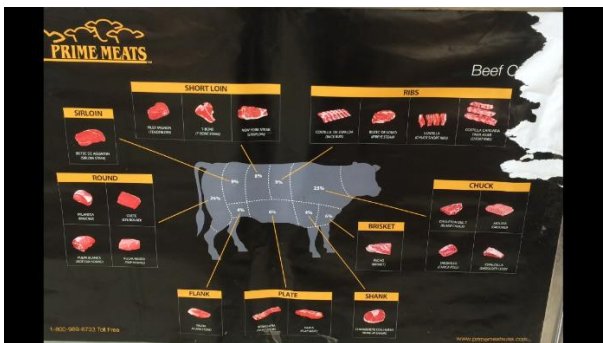


Figure 3-Beef Cuts with Spanish Translations



Figure 4- "Tacos and Seafood"



Figure 5-Beauty Salon

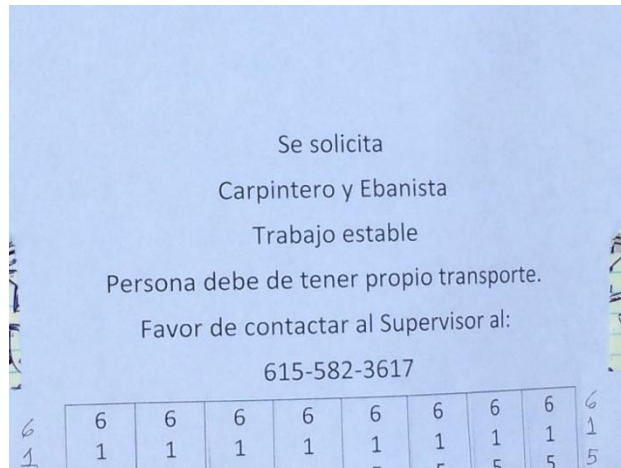


Figure 6-Solicitation for "Carpenter and Cabinetmaker"



Figure 7- "First Hispanic Methodist Church of Nashville"



Figure 8- "Good New from God"



Figure 9-Remittance Service Advertisement



Figure 10



Figure 11



Figure 12-Tornado Bus Company

References

- CensusViewer. (2012). Nashville-Davidson (Remainder), Tennessee Population: Census 2010 and 2000 Interactive Map. Demographics, Statistics, Quick Facts. [http://censusviewer.com/city/TN/Nashville-Davidson%20\(Remainder\)](http://censusviewer.com/city/TN/Nashville-Davidson%20(Remainder))
- Conexión Américas. (2016). <http://www.conexionamericas.org/who-we-are/our-history/>
- Gay, Geneva. (2010). The Power of Culturally Responsive Caring, *Culturally Responsive Teaching: Theory, Research, and Practice (2nd ed.)*. (pp. 47-75). New York: Teachers College Press.
- Gomez, Marcela & Solano, Javier. (2015, September 16). 13 things to know about the Nashville Latino community. *The Tennessean*. <http://www.tennessean.com/story/opinion/contributors/2015/09/16/13-things-know-nashville-latino-community/72305366/>
- Jiménez, R., Smith, P., & Teague, B. (2009). Transnational and Community Literacies for Teachers. *Journal of Adolescent & Adult Literacy*. 53(1), pp. 16-26.
- Moll, L.C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. *Theory Into Practice*, 31(2), 132-141.
- Nagle, N. N., Gustafson, R., & Burd, C. (2012, August). *A Profile of Hispanic Population in the State of Tennessee*. Center for Business and Economic Research, The University of Tennessee. <http://cber.bus.utk.edu/census/hisp/bfox288.pdf>
- Ward, Getahn. (2015, August 15). How many people are really moving to Nashville every day? *The Tennessean*. <http://www.tennessean.com/story/opinion/2016/05/01/how-many-people-really-moving-nashville-every-day/83100468/>
- World Population Review. (2016, August 6). Nashville Population. <http://worldpopulationreview.com/us-cities/nashville-population/>

Appendix C: Language Arts Civil Rights Lesson Plan

Standards: 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Theme: Social Injustice and Change

Lesson Topic: Dr. Martin Luther King, Jr.

Objectives: Language: Students will write textual summaries and use the last word protocol to verbally defend their answers to text-dependent questions. Content: Students will summarize pieces of text and make inferences to answer text-dependent questions.

Learning Strategies: Vocabulary preview, establishing lesson objectives and purpose for reading, text annotation, reading aloud, multiple reads, using graphic organizer, inferring, summarizing, defending a position/answer

Key Vocabulary: minister, determined, encouraged, boycott, accomplished

Materials: CNN video, Vocabulary Powerpoint, Dr. King packets, Dr. King T-Chart graphic organizers

Motivation:

(Building background)

Watch CNN Day without Immigrants Video (<http://www.cnn.com/videos/us/2017/02/17/a-day-without-immigrants-orig-llr.cnn>); Do Now: Why did you participate in the protest? Did it make a difference? How do you know? If you didn't participate, why not? Students will write and share out.

Presentation:

(Language and content objectives, comprehensible input, strategies, interaction, feedback)

Class will break into small groups. Teacher will present language and content objectives. Teacher will introduce/review Tier 2 and Tier 3 vocabulary words that are necessary to comprehend the passage. (See powerpoint.) First Read: Teacher will read as students follow and annotate. Teacher may model. Second read: Students and teacher will choral read one paragraph at a time. Students will use sentence starters on t-chart to summarize each paragraph after it has been read. Third read: Teacher and students will preview text-dependent questions, underlining clue words. Students will read independently.

Practice and Application:

(Meaningful activities, interaction, strategies, practice and application, feedback)

Students will answer text-dependent questions as they complete their third read. Students will then share answers using last word protocol. Each student will have the opportunity to ask one of the questions to their classmates and prompt them to defend their answer by citing their textual evidence. If time, continue on to discussion questions.

Review and Assessment:

(Review objectives and vocabulary, assess learning)

Class will review review lesson objectives. Students will rate the degree to which they were met on a scale of 0 to 4. Exit ticket: Do protests actually change anything? What is your proof? Students will write their answers and ratings on a piece of paper to be submitted to the teacher before leaving. Exit tickets and Dr. King packets will be used to assess student learning.

Extension:

Discussion Question 1: The class will complete charts listing the pros and cons of nonviolent protests, violent protests, and social media activism.

Do Now

- Why did you participate in the protest? Did it make a difference? How do you know? If you didn't participate, why not?

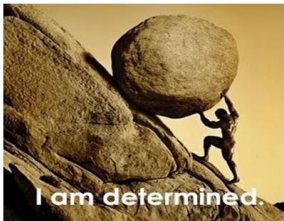
- Content Objective: We will summarize pieces of text and make inferences to answer text-dependent questions.
- Language Objective: We will write textual summaries and use the last word protocol to verbally defend our answers to text-dependent questions.

Minister



- Definition: Someone who is authorized by or leads a church.
- Sentence: My uncle is the minister at our church. He preaches to us and the other church members every Sunday.

Determined



- Definition: Very focused on and unwilling to change your goal.
- Sentence: I am determined to push this rock up the hill. Nothing will stop me and I'm not going to quit.

Encouraged



- Definition: Feeling confident and supported.
- Sentence: The boy felt encouraged to learn how to ride a bike because his parents were there to help him.

Boycott



- Definition: A ban meant to show anger about a group or its policies.
- Sentence: I don't think Wendy's pays its employees very well. I'm going to join the boycott by not eating there until Wendy's pays them more.

Accomplished



© Can Stock Photo

- Definition: Having completed something with success.
- Cristiano Ronaldo has been named Player of the Year a few times and won a lot of championships. He has accomplished a lot in his career.

Exit Ticket

- Did we meet our lesson objectives? Rate our success on a 0 to 4 scale.
- Do protests actually change anything? What is your proof?

COMMONLIT
Name: _____ Class: _____

Dr. Martin Luther King Jr., Changing America

By Barbara Radner
2005

Dr. Martin Luther King, Jr. (1929-1968) was a Baptist minister and a leader of the African American Civil Rights Movement. This article shares key details about Dr. King's life and accomplishments, including his belief in equality and non-violence. As you read, take notes on the problems that African Americans faced during the 1950s and 60s, and the strategies that Dr. King used to create social change.

[1] Dr. Martin Luther King, Jr., was a great leader. He inspired many people. He brought about changes that are important to everyone in the United States. In fact, he is known around the world. He was the youngest person to win the Nobel Peace Prize. That is a prize given to a person who is important to the world. It is a peace prize. He wanted people to change things peacefully. He thought that violence only led to more problems.

Dr. King used a way of changing things called non-violent protest. He saw that people were not treated fairly. He protested for civil rights. When he led marches, people were angry. But he was determined. Even though people shouted at him, he kept marching.

People who had been afraid to protest before were encouraged. They joined him. He was able to give them confidence. Together they would overcome. Soon thousands of people were with him. He was changing America.

He organized boycotts. A boycott means that people do not buy something or shop at a store or use a service. The boycott he led was the Montgomery Bus Boycott. Before that boycott in 1955, African Americans could not ride in the front of buses. They had to sit or stand in the back even if there were seats in the front. Only whites could have those front seats. It took months, but they won. They got the right to sit anywhere in the bus.

[5] Dr. King influenced many people. He reached them with his books and speeches. He gave a very inspiring speech in Washington, D.C. People call it his "I Have a Dream" speech. In it he told about what he had seen, the changes that had happened, and what would happen in the future.

Today the United States celebrates his life with a special holiday every year. On that day, people remember what he accomplished. They think about how he has made a difference to everyone in America.



"Martin Luther King, Jr., 1964 (source: Library of Congress)" by Mike Licht is licensed under CC BY 2.0.

CC

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentence.

- PART A: Which of the following best identifies a central idea of this text? [RI.1]
 - Americans celebrate Dr. King because he led people to create equality.
 - Dr. King is important because he won many awards.
 - All social change is made through non-violent protests like boycotts.
 - In his "I Have a Dream Speech" Dr. King predicted the future.
- PART B: Which phrase from the text best supports the answer to Part A? [RI.1]
 - "He was the youngest person to win the Nobel Peace Prize." (Paragraph 1)
 - "He thought that violence only led to more problems." (Paragraph 1)
 - "They got the right to sit anywhere in the bus." (Paragraph 4)
 - "In it he told about what he had seen, the changes that had happened, and what would happen in the future." (Paragraph 5)
- Which of the following statements best summarizes the way Dr. King created change? [RI.3]
 - Dr. King created change through his strong leadership, moving speeches, and his support of continued non-violent protests, such as boycotts and marching.
 - Dr. King created change mainly by writing to important politicians and appealing directly to lawmakers about the state of inequality in America.
 - Dr. King created change through his strong leadership and his call for protest, organizing marches that would spin out of control into riots.
 - Dr. King created change through protests such as the Montgomery Bus Boycott, in which protesters took over the buses so white people could not use them.
- Which of the following best describes how Dr. Martin Luther King Jr.'s legacy is remembered in America today? [RI.2]
 - Dr. Martin Luther King Jr. is remembered namely as the youngest person to win a Nobel Peace Prize.
 - Dr. Martin Luther King Jr. is remembered through a national holiday and little else in terms of celebration.
 - Dr. Martin Luther King Jr. legacy serves as an inspiration for change, though only in the African American community.
 - Dr. Martin Luther King Jr. has become a figure of peace and equality, not just in America but all over the world.



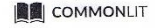
Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Why is it important that Dr. King used non-violent protests to create social change? Are there other ways people create social change? Which ones do students think are the best, and why?

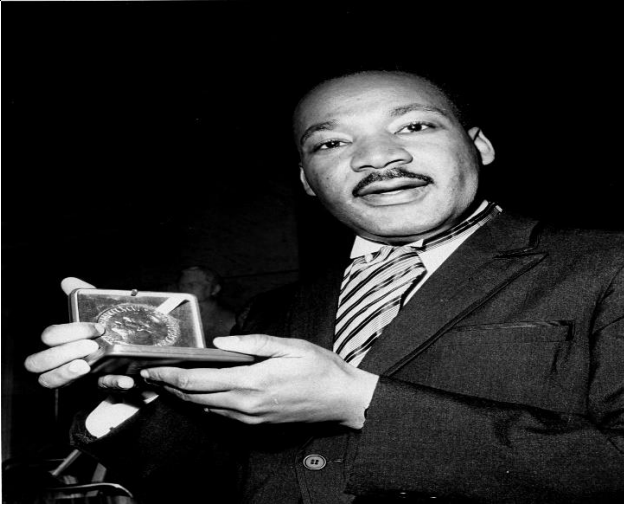


2. Dr. King protested inequality and injustice against African American people in American society, making him a hero for "everyone in America." Why is fairness and equality important to everyone, not just the people who were treated unfairly?



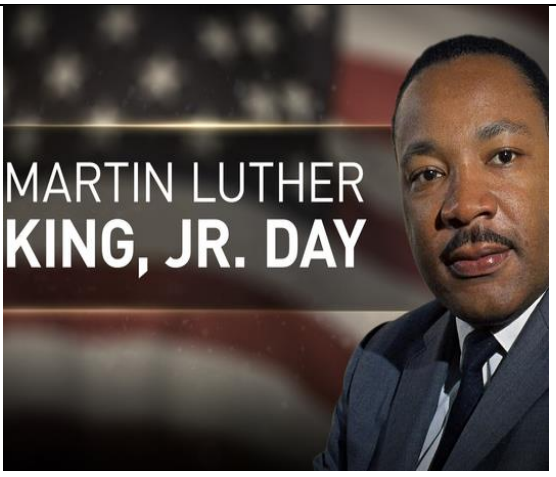
3. Dr. King responded to inequality and injustice against African American people and helped win more equal rights. How has America changed since Dr. King's activism? Are there people in America who aren't treated equally today?



5. "When he led marches, people were angry... Even though people shouted at him, he kept marching." What does this quote from paragraph 2 reveal about Dr. King's character or point of view, especially as a leader? [RI.6] [RI.5]

Dr. Martin Luther King Jr., Changing America

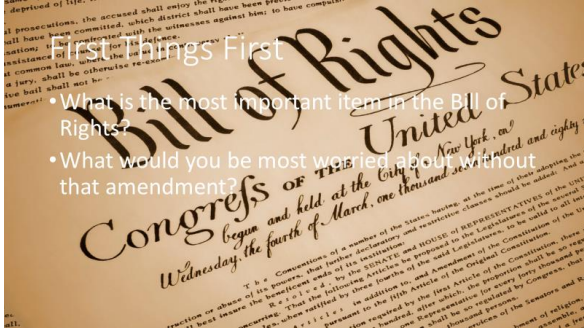
Paragraph	Summary
<p>1. </p>	<p>Dr. King was a great leader, who changed</p>
<p>2. </p>	<p>Dr. King improved civil rights by</p>
<p>3. </p>	<p>People who were afraid to protest</p>

<p>4.</p> 	<p>He organized boycotts like the Montgomery Bus Boycott, because</p>
<p>5.</p> 	<p>Dr. King inspired people by</p>
<p>6.</p> 	<p>His accomplishments were so important that</p>

Appendix D: Bill of Rights Lesson Plan

Lesson Plan	
Teacher: Mr. Alex Schwendeman	
Subject/Content Area: United States History and Geography	
Unit Topic/Context: Constitution and Foundation of the American Political System	
Lesson Title: Bill of Rights	
OBJECTIVES	Clear, Specific, and Measurable – NOT ACTIVITIES Student-Friendly What will they know? How will they know it? How will I know if they know it?
<p>Content Objectives: Students will be able to analyze possible violations of the Bill of Rights. Students will be able to infer whether the Bill of Rights works as it was intended to.</p> <p>Language Objective: Students will be able to explain their reasoning to the class. Students will be able to use the word violate properly when speaking.</p>	
NATIONAL, STATE, AND COMMON CORE STANDARDS	Identify what you will be teaching. Reference STATE, NCSS standards and/or Common Core standards.
<p>8.33 Describe the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, check and balances, the amendment process, federalism, and recognition of and protections of individual rights in the Bill of Rights.</p>	
DAILY OVERVIEW	Summary of the tasks with suggested time allotments for each step included in this lesson.
<p>-Entry: 10 minutes -Instructional Development: 10-15 minutes -Student Thinking Tasks: 20 minutes -Closure: 5-10 minutes</p>	
ENTRY	Motivator/Hook and Connection to Unit Essential Question(s) An Essential Question encourages students to put forth more effort when faced with a complex, open-ended, challenging, meaningful and authentic questions.
<p>-First Things First: What is the most important item in the Bill of Rights? What would you be most worried about without that amendment? Students will answer these questions in their notebooks. Brief whole class discussion will follow.</p> <p>-Question: Does the Bill of Rights actually work? Students will watch a video on a possible violation of the rights it guarantees. (The video will involve stop and frisk or some other possible violation that deals with the ambiguity of the Bill of Rights. https://youtu.be/FaM89H_M6hc) Students will write their answers after watching. Whole class will discuss.</p> <p>-Teacher will review class objectives for the day. This will be followed by a brief word study/investigation of the word “violate.”</p>	
INSTRUCTIONAL DEVELOPMENT	Step-by-Step Procedures-Sequence Discover/Explain – Direct Instruction Modeling Expectations – “I Do” Questioning/Encourages Higher Order Thinking Grouping Strategies Differentiated Instructional Strategies to Provide Intervention & Extension

<p>-Teacher will discuss the importance of knowing one’s rights, then contrast it with the importance of knowing when one’s rights have been violated. It’s sometimes easier to understand what our rights are when we see instances in which they aren’t being protected.</p> <p>-Teacher will distribute Bill of Rights Declassified. Teacher will explain that this should be used as a reference tool. This chart provides the basic tenets of each of the first ten amendments, while also rewording them in terms that will be more familiar to eighth graders. This not only establishes an access point through which the students can begin to acquire the higher-level, content vocabulary, it also reframes each amendment in terms of real-world implications.</p> <p>-Teacher will distribute the Bill of Rights: Violations task and demonstrate how to use the graphic organizer with the example of stop and frisk.</p>	
<p>TASK(S) AND/OR EFFORTS TO LEVERAGE STUDENT THINKING</p>	<p>“We Do”-“You Do” Encourage Higher Order Thinking & Problem Solving Relevance Differentiated Strategies for Practice to Provide Intervention & Extension</p>
<p>-Students will be assigned a scenario to investigate by the column that their desks are situated in.</p> <p>-Before beginning, the teacher will direct the students to circle or highlight amendments 4-8 on their reference tools. Teacher will explain that 1-3 relatively simple and easy to interpret. 9 and 10 deal specifically with governmental powers more so than individual rights. 4-8 deal with the rights of the accused. They are often more difficult to understand, but can have some of the biggest consequences when not protected. These are the five that the students should focus on.</p> <p>-Students will read their scenario individually, then fill in the corresponding row of the graphic organizer with the appropriate amendment, a determination of whether a violation occurred, and their reasoning.</p> <p>-Students will then turn and talk to a partner. Each partner will explain their scenario, whether they decided it was a violation, and why.</p> <p>-One student from each column will share their reasoning with the class. Students should fill in their graphic organizers as their classmates present.</p>	
<p>CLOSURE</p>	<p>Reflection/Wrap-Up Summarizing, Reminding, Reflecting, Restating, Connecting Back to Essential Question and transition to next lesson</p>
<p>-Teacher will explain that some of these scenarios are exaggerated to a degree, but that most of them represent actual situations that have arisen in the United States.</p> <p>- Exit Ticket: Based on these scenarios, does the Bill of Rights work the way it’s supposed to? In other words, does the Bill of Rights give us enough protection? Provide examples to support your answer.</p> <p>- RTI dismissal: remaining students will work on their research projects.</p>	
<p>ASSESSMENT/EVALUATION</p>	<p>Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective(s) Formative/Summative Performance-Based/Rubric Formal/Informal</p>
<p>-Whole class discussion -Student graphic organizers -Peer discussions -Exit ticket</p>	



First Things First

- What is the most important item in the Bill of Rights?
- What would you be most worried about without that amendment?

Objectives

- **Content Objectives:** I can analyze possible violations of the Bill of Rights.
- I can infer whether the Bill of Rights works as it was intended to.
- **Language Objectives:** I can explain my reasoning to the class.
- I can use the word violate correctly when speaking.

Two Handouts

- Bill of Rights: What It Means
- Bill of Rights: Violations

Exit Ticket

- Based on these scenarios, does the Bill of Rights work the way it's supposed to? In other words, does the Bill of Rights give us enough protection? Provide examples to support your answer.

Watch and Discuss

- Question: Does the Bill of Rights actually work? Does it protect us? How do you know?
- Think about your answer as you watch this video. https://youtu.be/FaM89H_M6hc
- Write your answer in your notebook and be ready to share it.

Violate

- What does it mean?
- How do we use it?

Your Task

- Read your assigned scenario.
- Locate the appropriate row and **determine which amendment it relates to, decide whether that amendment was violated, and explain why you think so.**
- Once I see that every has had time to do this, I will have you turn and share this information with someone who covered a different scenario. Make sure to summarize your scenario first. When someone else is sharing, you should use this information to complete the rest of the graphic organizer.
- Be ready to explain your scenario to the class.

Bill of Rights: What It Means

1	Freedom of religion, speech, press, assembly, and petition.	You can't be arrested for what you say or write. You can't be arrested for practicing religion or protesting.
2	Right to keep and bear arms in order to maintain a well-regulated militia.	You're allowed to own guns.
3	No quartering of soldiers.	Soldiers aren't allowed to stay in your house or other properties without your permission.
4	Freedom from unreasonable searches and seizures.	Police can't search your house/car/body or take your things without permission from you or a judge.
5	Right to due process of law, freedom from self-incrimination, double jeopardy.	You have to be charged with a crime before you can be tried in court. You can't be punished without a trial. You don't have to say anything that might prove you're guilty.
6	Rights of accused persons, e.g., right to a speedy and public trial.	You're allowed to have someone who studies the laws (a lawyer) defend you in court. Your trial should happen as quickly, but as fairly, as possible, so you can either begin your punishment or continue your regular life. Your trial can't be decided by one person.
7	Right of trial by jury in civil cases.	In cases where you're being charged by another person, not the government, the outcome also can't be decided by one person.
8	Freedom from excessive bail, cruel and unusual punishments.	Judges can't make it too expensive for you to get out of jail while you wait for your trial. The level of your punishment should match the level of your crime.
9	Other rights of the people.	Since it's impossible to list all of the rights we should have, we agree that there are some the Constitution doesn't mention that should still be protected.
10	Powers reserved to the states.	State governments have any powers not given to the national government by the Constitution.

Bill of Rights: Violations

Scenario	Which amendment covers this?	Is this a violation?	Why?
Stop and Frisk	The ___ Amendment addresses	Stop and Frisk is/is not a violation of the ___ Amendment.	I believe that Stop and Frisk does/doesn't violate the Bill of Rights because
Scenario 1	The ___ Amendment addresses	is/is not a violation of the ___ Amendment.	I believe that Scenario 1 does/doesn't violate the Bill of Rights because
Scenario 2	The ___ Amendment addresses	is/is not a violation of the ___ Amendment.	I believe that Scenario 2 does/doesn't violate the Bill of Rights because
Scenario 3	The ___ Amendment addresses	is/is not a violation of the ___ Amendment.	I believe that Scenario 3 does/doesn't violate the Bill of Rights because
Scenario 4	The ___ Amendment addresses	is/is not a violation of the ___ Amendment.	I believe that Scenario 4 does/doesn't violate the Bill of Rights because
Scenario 5	The ___ Amendment addresses	is/is not a violation of the ___ Amendment.	I believe that Scenario 5 does/doesn't violate the Bill of Rights because

Scenario 1

Sara, an eighteen-year old college student, is arrested for stealing a classmate's term paper and selling it on the Internet. When she appears before the judge, she asks for a lawyer to help defend her. The judge tells her if she is smart enough to be in college, she is smart enough to defend herself. Besides, she is not being charged with a felony, so the stakes are not very high.

Scenario 2

A neighbor is suing the Joneses because a tree in the Joneses' yard fell on their roof during a hurricane. The neighbors want the Jones family to pay \$850 to have their roof repaired. Mr. Jones requests that a jury be present to hear this case. The judge says it is not necessary since the amount of the repairs is so small.

Scenario 3

Carolyn is arrested for shoplifting a candy bar from a neighborhood convenience store. At trial, she is found guilty. The judge decides that the appropriate punishment is to cut off Carolyn's hands so that she will not be able to shoplift again.

Scenario 4

A known drug dealer is arrested for suspected connections to a murder. The police don't inform him of his rights and immediately begin to interrogate him. They continue until he admits he knows the victim of the crime and was in the neighborhood where the murder took place.

Scenario 5

You are in the security line at the airport. The transportation safety agent requires you to take off your coat, take off your shoes, and empty your pockets. The agent also completes a pat-down search.

Appendix E: Student Analysis Project

Part 1 – Cultural and Linguistic Background

The student that I have chosen to analyze is a sixth-grade student at Apollo Middle Prep in Antioch. Torvald is 12-years-old and is currently at Level 3, or the Developing Stage, of WIDA's English Language Development Standards, according to his teacher. I observe Torvald in a small English Language Arts class of exclusively English Language Learners. This class is specifically for ELLs who need considerable support to improve their reading and writing skills. Torvald and his family are from the southeast Asian country of Burma, or Myanmar. They belong to a small ethnic group that can be referred to as the Zomi. According to Torvald, his language is also referred to as Zomi. In all honesty, I chose Torvald to participate in this project because, in my estimation, he seemed more willing to cooperate with such an analysis. Torvald's classmates are often frustrated by their academic struggles and frequently demonstrate a disregard for their teacher and their school. While Torvald has similar struggles, in my observations, he is a diligent student who possesses some awareness of the opportunities that are available to him. His willingness to learn and positive disposition made him an ideal candidate. It is my hope that this comprehensive analysis will lead me to an understanding of how I or Torvald's teachers could better foster his development as a student and a speaker of English. These assessments have been completed to examine the appropriateness of his educational placement, so that "he can receive the language support necessary to benefit from content-area instruction." (Herrera, 2013) The assessments that follow highlight the linguistic and sociocultural factors that may affect his progress.

Oral Language Use: When we first met, I was unsure of what Torvald's background was or where he came from. Learning that he speaks Zomi made this case study all the more interesting, because all of his peers in this class are of Latino heritage and are Spanish-speakers. None of his classmates share a first language with him. This unique situation led me to wonder about the frequency with which he uses his two languages. To collect this information, I completed an Oral Language Use Survey (See Appendix A) through an informal conversation/interview. I found that Torvald speaks Zomi with every member of his family. It seems that very little, if any, English is spoken in his home. His parents and other siblings likely have lower levels of English proficiency, as well. None of his neighbors speak Zomi, but he mentioned a few friends in and outside of school who do. In school, he has few other native-language peers. There is perhaps one other Zomi-speaker that he knows, but they do not share any class periods and are only able to interact during free times. In most public spaces, he uses a mix of L1 and L2. He will often accompany his parents to shop or buy food and on occasion will speak with employees in English, but mostly he is communicating with his family in Zomi. Church, however, is the exception. Regular religious observations and church attendance seem to be important practices for his family and their church has a large Zomi population.

Sociocultural Factors: In addition to Torvald's linguistic practices, there is a plethora of sociocultural factors at play that could influence his Second Language Acquisition and academic performance. For this reason, I completed a Sociocultural Checklist (See Appendix B) with the assistance of his classroom teacher. This checklist measures acculturation level, cognitive

learning style, culture and language, experiential background, and sociolinguistic development. For each component, 40% or more checked indicates that intervention may be necessary in this area. Torvald scored a 0% for acculturation level. He has been in America since the second grade and thus has been here for about four years. He has virtually no difficulties with cross-cultural interactions, as evidenced by his socialization with his peers, none of whom share his background. His cognitive learning style is an area of concern. He has difficulty understanding assigned tasks and uses few cognitive learning strategies that are not teacher-driven. He routinely forgets the strategies that are taught to him. He scored a 67% in terms of culture and language, which may also serve as a source of difficulty. There does not seem to be any support for English in the home and he comes from a language and ethnic group that is not only different from mainstream America, but from most of his largely ELL-populated school. While his teacher has expressed a belief that his family's culture emphasizes group success, he also mentioned that Torvald's father greatly values his education and has an understanding that individuality might be prioritized at times. Torvald's experiential background may also serve to complicate his progress. His family does not seem to possess much economic capital. While their current situation does appear stable, this is their third stop since leaving Burma. They have lived at two locations here in Nashville. What is most alarming is the interruption in schooling that Torvald experienced early on. He and his family spent a year in Malaysia before arriving in the United States. He spent part of his first-grade year in another country where he did not speak the language, before moving again. Torvald's sociolinguistic development is not overly disconcerting, but he does not have very much academic language in either of his languages.

Sociocultural Environment: Lastly, I completed a Sociocultural Environment Rubric (See Appendix C) to understand the impact that the school setting might be having on his development. In a general sense, the school and his teacher meet Torvald's basic needs. In terms of culture, they are not unable to "mediate cultural misperceptions," (Herrera, 2013) but his culture is not utilized as a source of knowledge. Language views are mixed. I have observed several teachers encouraging L1 use in their classrooms and it is certainly the policy extolled by the EL coach, as it is supported by Cummins' (1984) Common Underlying Proficiency. However, Torvald's teacher has discouraged his classmates from using Spanish in the classroom, because it has typically been used in disrespectful or offensive ways. As for academics, I once again believe that the school EL coach is very capable and understands interlanguage dynamics, but it is not evident that his teacher fully considers it. The dimension of families is one in which the school and this teacher in particular excels. Torvald's teacher regularly contacts and communicates with parents, while respectfully forging an understanding through which both parties can help one another. I will contend that the environment meets Torvald's basic needs for the community component. Torvald's teachers and other staff members are knowledgeable about community resources, but I have not seen them employed.

Part 2 – State and Federal Assessment Requirements

Torvald was identified and classified through the district's intake process. The intake process for Metro Nashville Public Schools involves the registration and placement of Non-English Language Background (NELB) students. This can be a multiple step process and is

initiated by the Office of English Learners. All new students entering the school district must have a Home Language Survey (See Appendix D) completed by their parents. If all responses indicate that English is the language spoken by the student, he or she is classified as “English native” and is registered and enrolled at the Enrollment Center site. If answers to any of the first three questions regarding the first language the child learned to speak, the language spoken outside of school, and the language spoken in the home indicate a language other than English, the student is directed to an International Student Registration Center (ISRC) site for complete registration and assessment. At that time, the WIDA ACCESS Placement Test (W-APT) is administered. If the student is scored as “fluent,” he/she is deemed ineligible for EL services and is forwarded to the Enrollment Center. Students who are scored as “limited” are eligible and are identified as Active ELs. These students then report back to an ISRC, where they will be fully enrolled. Parents may refuse EL services through a waiver, however, their student will continue to take the ACCESS 2 test until they demonstrate English proficiency (reach Level 6) and are exited from the EL program.

Until exit, Tennessee mandates that “students whose first language is something other than English and who are limited in their ELP be provided with a specially designed alternative language program.” (Class Lecture, February) This specially-focused ELA class is part of Torvald’s alternative language program. He also receives sheltered instruction from another ESL-certified teacher. MNPS administers the WIDA ACCESS test annually in the spring. Torvald’s most recent test scores are from his fifth-grade year. His strongest ability is listening, in which he scores a 4.0. He scores in the mid 2s or 3s in the remaining components. As such, Torvald still has quite a bit of progress to make before he will be exited from the program. “An ELL who tests ‘proficient’ on the ACCESS exits the ESL program and is considered a ‘Transition’ student.” (Class Lecture, February) Transition students are no longer eligible for ELL accommodations. All students, including ELLs, in grades 3-8 take TNReady, the state’s assessments in math, English language arts, social studies, and science. According to the State of Tennessee, “it is a way to assess what our students know and what we can do to help them succeed in the future.” (Tennessee Department of Education) Both ACCESS and TNReady are used to determine a student’s **Annual Measurable Achievement Objectives (AMAOs)**. (Class Lecture, February) As for Federal requirements, Tennessee and MNPS currently meet the assessment requirements set forth by the Every Student Succeeds Act (ESSA), by testing ELLs annually for English Proficiency (ACCESS) and academic achievement (TNReady).

Part 3 – Stage of Second Language Acquisition

As previously noted, Torvald’s most recent language assessment was taken last year in fifth grade. His ACCESS scores indicate that he is at Level 3, or the Developing Stage, of WIDA’s English Language Development Standards. By his teacher’s judgement, he narrowly surpasses Level 2. WIDA has created rubrics for all four language components. These rubrics range from 1 to 6 and are used in interpreting ACCESS scores. Torvald’s ACCESS scores are as follows; 4.0 in Listening, 2.7 in Speaking, 2.3 in Reading, and 3.3 in writing. According to the rubrics and WIDA’s Can Do Descriptors (WIDA Consortium, 2017), this means that Torvald can identify main ideas, relationships, and details in oral discourse through listening. For speaking, he can answer simple questions related to claims and state main points of classroom conversations. In reading,

he can compare ideas on the same topic using simple sentences and distinguish facts from opinions. For writing, he can compare contrasting information and support opinions with evidence. WIDA's rubrics provide valuable insight for gauging Torvald's current stage of Second Language Acquisition. However, these scores must be viewed through a framework that incorporates and considers the reliability and validity of the ACCESS test.

To investigate these psychometric properties, I relied on the most recent version of the WIDA Consortium's Annual Technical Report that I could find, which is from the 2013-2014 administration year. The report makes six specific claims in arguing for the reliability and validity of the test. Those claims relate to opportunities to demonstrate proficiency, scoring consistency, item/task appropriateness, year-to-year score significance, fair/unbiased measurements, and appropriate classification according to proficiency levels. These claims are all fully detailed and thoroughly supported by relevant evidence. However, I consulted Brown & Abeywickrama's (2010) reliability and practicality checklists to verify these claims. I cannot comment on any facet of the test administration, as I was not present for it, but Brown & Abeywickrama's (2010) other items relating to consistent/uniform scoring criteria and procedures appear to be satisfied. My only concern is the reliability scores that WIDA calculated for this test. The overall reliability score of the assessment for grades 3-5 came out to 0.937, which more than satisfies our goal of reliability coefficients no lower than .80. (Class Lecture, January) Reliability scores for the writing and speaking components came out to 0.924 and 0.891 respectively, but listening was reported as 0.657 and reading as 0.779. For this reason, listening and reading scores should not be immediately accepted and other measures should be considered. As for validity, the report defines it as "the degree to which evidence and theory support the interpretations of test scores for proposed uses of tests," (WIDA Consortium, 2015) and makes a reasonable argument for this assessment's validity. Brown & Abeywickrama's (2010) validity checklists are not entirely applicable, as ACCESS is not a unit test. That being said, I believe that it involves actual performance of the target tasks and that Apollo staff offer appropriate review/preparation and beneficial test-taking strategies.

In addition to Torvald's ACCESS scores, I implemented my own observational protocol in order to further measure his language growth and development. I chose to use the Student Oral Language Observational Matrix (SOLOM) (See Appendix E), because I am quite familiar with it and have used it on multiple occasions. I used classroom observations, as well as an informal interview (See Appendix F for interview questions) to rate Torvald on a scale of 1-5 in comprehension, fluency, vocabulary, pronunciation, and grammar. I scored his comprehension as a 3, since he understood most of what I said with a few misunderstandings and some repetitions required on my part. His fluency was rated as a 2. He is not hesitant or cautious about speaking. He readily contributes and answers, but often encounters obstacles amidst his responses and is then forced into silence because of language limitations. His vocabulary should also be rated as a 2. When prompted, he could not tell me any of the days of the week. He also described a cooking method by simply saying "we fire it." Both his academic and social language vocabulary are limited. I will score his pronunciation as a 3. I experienced occasional misunderstandings, but Torvald was mostly able to clarify when asked. His speech is usually intelligible. This should not be the greatest area of focus. Lastly, his grammar scores as a 2. Grammar and word order errors are not overly frequent, but his speech patterns are very basic.

Torvald's total score is 12 out of 25. With this data, I find that my understanding of his Second Language Acquisition generally matches the one provided by his ACCESS scores. His verbal receptive ability is one of his strongest attributes. He will need a lot of support to continue improving all four language components. He is just beyond the Emerging Stage (Level 2) and into the Developing Stage (Level 3).

Part 4 – Oral Language, Reading, and Writing Abilities in a Content Area

Torvald's educational and linguistic histories have been fully attended to. His acculturation levels have been examined. His academic strengths and weaknesses have been explored. The extent to which his needs are being met according to state and federal requirements has been commented on. His level of second language acquisition has been analyzed through an informal language assessment (SOLOM) and a standardized language assessment (ACCESS) and its accompanying rubrics. The last remaining components of Torvald's academic capabilities that must be reviewed in order to make fully informed instructional decisions, are his oral language, reading, and writing. I observed Torvald in an English Language Arts classroom and will comment on his language proficiencies in that content area.

Oral Language: As has already been discussed, Torvald needs greater support in his oral language abilities. He scored a 12 out of 25 when I used informal interviews, conversations, and class observations to rate him using the SOLOM (See Appendix E). He scored a 2 out of 5 in the areas of fluency, vocabulary, and grammar. He scored a 3 out of 5 in pronunciation, largely because I, as a teacher and professional who works with ELLs and culturally diverse students regularly, do not have too much difficulty parsing unique accents and could understand him reasonably well. Torvald did score a 3 out of 5 in comprehension as a representative demonstration of one of his stronger capabilities. This discovery was in keeping with the results of his most recent ACCESS scores. His comprehension is very nearly a 3, while his oral language rates as a 3.5 according to his test results and the WIDA rubrics. This is noticeably stronger than the rest of his linguistic capabilities, but still below what is expected for a student in sixth grade.

Reading: Torvald is not a hesitant reader. Despite lacking grade-level proficiency in multiple linguistic and academic skill sets, he is a willing participant when there is an opportunity to read aloud in front of the class. Just as with other activities I have observed, he is a steady contributor and does not shy away from tasks that may be out of his range of abilities. One of Torvald's best attributes as a reader is that he is not overly self-conscious. He does not appear intimidated by new, unfamiliar, or complex words. He makes his best attempt and does not concern himself with executing every word perfectly or with the errors he might make. This is an important attribute that may aid in improving his comprehension skills. While his comprehension skills are slightly stronger than some of his other abilities, his teacher has noted that Torvald struggles to retain many of the reading strategies he is given. Simple recall is an issue and in most cases, his teacher must recap recently taught strategies and provide some level of scaffolding for Torvald to be able to use them effectively. As plans are developed to fortify his comprehension, this ability to move past unfamiliar words and not fixate on them could prove valuable. As opposed to focusing on single words and units of meaning, Torvald should be able to gear his reading to whole-sentence analysis. By doing this, he will allow himself to construct meaning at the sentence level. He can then work to understand how

sentences connect to one another and eventually strengthen his discourse level comprehension. The words that serve as minor impediments will be given context through this process, even if he could not initially pronounce or understand them.

With a considerable number of passive observations of Torvald's reading abilities already compiled, I wanted to execute a more in-depth and purposeful examination of these skills. To that end, I chose to implement a running record as a measure of Torvald's reading. I felt that a running record was appropriate because it allows a teacher to monitor the types of reading errors a student makes, his/her ability to self-correct, and the rate at which he/she reads a text accurately. Accuracy rate is significant because it has implications for the type and level of text a child should be reading. Additionally, running records provide insights into a child's strategic reading principles. I was interested to see how his process affected the product. (Class Lecture, March) This running record could help me appreciate how his phonological strategies were impacting his comprehension strategies.

To carry out this running record, I selected a short passage from ReadWorks.org. ReadWorks was an optimal tool, because it allowed me to search reading passages by level and topic. Based on the background I gathered from Torvald, I knew that soccer was one of his greatest interests and I chose a piece involving sports. The passage was written at a 720 Lexile level for fourth-grade readers. This is obviously below his actual placement, but I felt it was appropriate, considering Torvald is currently at the Developing stage, or Level 3 of WIDA Standards, and his reading is not on grade-level. With minimal distracting factors present, I gave Torvald the passage and instructed him to read the words aloud as accurately as possible. I told him to do his best and correct himself if he realized he had made a mistake. I would not correct him and he was to continue until he had completed the passage. The results of the running record can be seen in Appendix G. One of the most evident revelations is his difficulty with longer words. He encounters the word "scientists" several times and is unable to pronounce it. His first inaccurate reading of the word is duplicated a second time, but in the third instance, he produces a different word. That substitution is the word "sentence," which he also uses in place of "study." Essentially, he retains his substitute word (science) and reapplies it the second time he encounters "scientists," but generates a new substitution (sentence) in the third instance and extends it to another word (study) that simply has the same beginning sound. This repetition is confounding when I see that his two substitutions for "strain" do not even match each other. This is quite revealing for Torvald's comprehension strategies. If he has this much difficulty referring back to newly encountered words and producing consistent readings/pronunciations within two or three paragraphs, it is clear why he has difficulty recalling more significant pieces of information and demonstrating comprehension. The phenomenon exhibited here is a frequent occurrence in his reading. Most of his errors are visual in nature. His substitutions typically look or sound like the actual words. Other common errors include the unnecessary addition of suffixes (play→played, make→makes) and vowel confusion (age→ago, hurt→hart).

From a statistical analysis of Torvald's running record, he read with an accuracy rate of 76.1%. In 209 words, he made 50 errors and corrected himself 6 times. His self-correction rate was 1 for every 9.3 errors. Typically, an accuracy rate of 76.1% would indicate that this text is

definitely too hard for the student, but not completely out of reach of the student's instructional level. Realistically, a teacher could hope to advance such a student to the 90% threshold within a few semesters or a single year. However, it must be kept in mind that this text is already written below the level that we would currently like Torvald to be at. The results of this informal, alternative assessment seem to align with those already established by the ACCESS test. Torvald most recently scored a 2.3 in reading and it is his greatest area of need at this time.

Writing: To analyze Torvald's writing, I chose to make use of some of the work that he and his classmates had been doing in a digital format. His teacher had created Google Documents for each student, in which they were asked to respond to select writing prompts from time to time. I requested to have access to these for multiple reasons. First, most of the writing tasks I had observed Torvald complete were journal entries, exit tickets, or short answer responses. These were generally not very lengthy and didn't possess much depth. Moreover, Torvald's handwriting is relatively neat, but some letters can be tough to distinguish. Secondly, these digital entries weren't composed on a weekly basis, but were well-distributed. The intervals were large enough that I expected gradual improvements to be clearly detectable. This was the case with Torvald's writing samples. His first entry maintained a very small sense of coherence, but was largely unintelligible. As for his second entry, the writing was much more focused with a discernible purpose.

I used Torvald's second Google Document entry (See Appendix H) to analyze his writing abilities with a 6-Trait Scoring Rubric (See Appendix I). This writing sample is in response to a prompt directing the student to identify the after-school activity that he would like to participate in if given the chance and the reasons behind his decision. The traits of voice, word choice, sentence fluency, ideas, organization, and conventions are each given a score of one to six points. Scores are based on the descriptive criteria for their respective level in each category. Voice was Torvald's strongest writing trait. He received a 4. His writing is undoubtedly sincere and his interest in its content is clear. His consistency does waver, as he doesn't strictly engage with the topic at hand. He becomes somewhat unaware of his audience and the intended purpose when his writing veers into general musings on soccer, instead of focusing on the possibilities of a school soccer club. His word choice was rated as a 3. Torvald doesn't misuse too many words, but simple ones are the only words attempted. His limited vocabulary is apparent in the absence of figurative and his repetitive use of the words he does know. Torvald earned a 2 in the category of sentence fluency. The structural problems do not necessarily obscure what is being said, but they are frequent enough to serve as a distraction. Several sentences read as run-ons and contain multiple complete thoughts that should be given their own space. Many sentences follow the same pattern. I was, however, impressed by the transitional phrase "Around the world," which he used quite adeptly. Torvald's ideas merited a 3. His main idea is understandable, yet his lack of a more narrow focus hurts him. He provides ample support. The problem lies in the redundancy of that support. Most of it reinforces only one point that has already been made. I rated his organization as a 2. Even though I know the prompt he is responding to, his opening sentence doesn't make a clear statement about where this is going. The goal is muddled even more by the following sentences that don't offer any sense of direction. Most of these thoughts and sentences could be rearranged in any order

without altering the piece's effectiveness or significance. Lastly, I briefly considered designating Torvald's use of conventions as a 3, but decided that a 2 was more accurate. His grammar requires much refinement. The spelling in this piece is a vast improvement over the previous one, but errors are still common. Outside of the word "I," there are no major capitalization errors. Despite the cramped nature of his sentences, periods are used appropriately. Commas should be included, though.

Part 5 – Instructional Recommendations and Assessment Plan

Instructional Recommendations

Determining the most effective course of action and instruction for your students, especially your English Language Learners, is nearly impossible without first understanding who they are. There is almost an endless array of different experiences, abilities, and interests that can define a child. Some of these variables are tangible and easily observed, while others must be thoroughly investigated through multiple perspectives. Among the keys to a fully-informed view of a CLD student are an understanding of social and linguistic background, acculturation levels, educational history, reading, writing, and oral language abilities, level of second language acquisition, and academic needs. All of these are gathered through various forms of standardized or informal, authentic assessment for the purpose of making responsible instructional decisions. Now that I have carefully detailed and analyzed these aspects of my student, Torvald, I can go about designing a possible plan of instruction to support his learning needs. Due to interruptions in his education, Torvald still has considerable needs. I will address those needs in the language components of reading, writing, listening, and speaking.

Reading: Reading should be one of the primary focuses of Torvald's instruction plan. I believe that appropriate remediation of his reading abilities will translate into improvements of his other language abilities, as well. One of the first aspects that must be attended to is his phonological awareness. It was clear from the running record that Torvald still has trouble identifying, or at least blending, some of the sounds of the Latin Alphabet. To help him in this regard, I would begin a language file and collect basic information about his language. Then, I would explicitly address the phonological differences between the native language and the English language during instruction. (Jiménez Class Lecture, January) After that, I would focus on reading and comprehension strategies. As previously mentioned, Torvald's teacher indicated that he doesn't retain very many reading strategies. To decide the next step, I would first like to know which strategies he actually uses. Whether he has an official name for any of these processes or not, I would like him to explain in his own words what he does while he reads in order to understand. With this information, we would build and strengthen what he already has while introducing new strategies. As we progress, I would want to focus on maybe one strategy per week, as recall or retention seem to be issues. Once I am confident that Torvald has sufficient mastery of a new strategy, we will move on to the next one.

There are a multitude of cognitive, metacognitive, and language learning strategies recommended by Echevarría, Vogt, & Short (2013) that would double perfectly as reading-centered strategies for Torvald. Possible cognitive strategies include story previews, establishing a purpose for reading and checking for completion, highlighting and notetaking,

sub-vocalization or reading aloud for clarification, regular use of different graphic organizers, and interaction with a variety of text structures. Metacognitive strategies that I like for Torvald are making predictions, generating and answering his own questions, self-monitoring with teacher-selected checkpoints, summarization, and making mental or physical pictures. Beneficial language learning strategies might include morphological study and word component disassembly, substitution of known L1 or L2 words for unfamiliar words, and paraphrasing in either language. I also feel that anticipation guides for most reading along with a focus on connecting the end of any task or lesson back to the initial purpose/objective would be greatly beneficial. Above all else, Torvald needs consistent modeling, either by proficient peers or teachers.

In addition to these reading strategies, Torvald needs a lot of high-quality vocabulary instruction. He isn't just lacking Tier 2 and Tier 3 words. He also has difficulty finding the correct Tier 1 words in certain situations. There are three components to effective vocabulary instruction; integration, repetition, and meaningful use. (Jiménez Class Lecture, March) To cover the first facet, I would institute semantic mapping or semantic feature analysis. Second, I would like to make word walls and group word sorts a regular part of class. For the last component, I would encourage Torvald to maintain a personal dictionary, which I would help him fill through the use of concept of definition maps.

Writing: As evidenced by his 6-Trait writing scores, Torvald is not particularly strong in any area of writing other than voice. To support his writing skills, I would implement a number of strategies and practices that benefit all novice writers. To start, I would guide him through an introduction to process writing. I would make clear that writing is always in process and never fully developed. No piece will ever be perfect and as a writer, he should always look for one component to improve. Together, we would work on familiarizing ourselves with the steps of prewriting, drafting, sharing, revising, editing, and publishing. Once we establish a good understanding of this process through the writing styles of his choosing, I would provide explicit instruction on text structures (compare/contrast, cause and effect, problem-solution, etc.). We would then read a variety of texts that utilize these differing structures and styles. To incorporate Torvald's background knowledge and areas of interest, I would allow him considerable freedom to choose the works that would serve as our model texts. This way, he can emulate a proficient producer of texts while writing the things he is passionate about. Eventually, we would transition to authentic writing. I would encourage him to take up journaling, blogging, email writing, or any other real-world writing exhibition. In any of these endeavors, I would monitor him constantly to provide feedback that is both general and specific. The last point of emphasis is practice. I would recommend that he continue to be challenged to write almost every day, just as he does now in his teacher's Do Now's and Exit Tickets. Overall, I would push him to realize that in writing, just as with reading, the goal is to make meaning with the language you use.

Listening: Listening is actually Torvald's strongest linguistic skill in English. For me, he scored a 3 out of 5 for comprehension on the SOLOM. He even received a score of 4.0 for the listening component of the ACCESS test. All of the instructional decisions I would make around listening skills would only be to fortify the already solid foundation he has. For Torvald, I would

prescribe regular choral or partner reading. With these two strategies, he benefits from not bearing the sole responsibility of vocalizing the text and has the opportunity to hear others, so he can simultaneously connect the spoken language to the written text. Books-on-tape, or perhaps audio file, is a reliable method for exposing ELLs to fluent English. However, with Torvald's interests, I have an activity which closely resembles this practice, yet is more meaningful and engaging. Torvald should watch soccer games, while listening to American announcers and commentators. With his affinity for soccer, he should be much more intrinsically motivated to receive their language production and try to understand their analysis. Providing him with English subtitles would add another layer to the process of sharpening his receptive skills.

Speaking: The three components of Torvald's oral language measured by the SOLOM that have not already been addressed are fluency, pronunciation, and grammar. I believe that his fluency will be significantly supported by the listening practices that I have outlined, thanks to various modelers of speech. Although, I would also encourage him to read his own writing out loud, even for an audience, with some regularity. Perhaps allowing someone else to read it aloud could help him gain a better understanding of his author's voice. Stronger sense of self in terms of his writing should feed back into his oral production and make him a more confident speaker, as well. I expect that continued exposure to proficient speakers will also help him refine his pronunciation. Pronunciation is not a major obstacle between him and being understood, considering that I assessed him a 3 out of 5 on the SOLOM. That being said, the goal is for him to continue being understood, specifically by new people he will meet and those who are not immediately familiar with his speech patterns and intonations. We do not want him to remain static. To bolster his pronunciation, I would encourage him to engage with other speakers of English who have different accents. When he takes time to sort through the unique characteristics of another's speech, it may help him to reflect on the difficulties others may have when speaking with him. Finally, as the benefits of his new reading strategies trickle into his writing, listening, and speaking, I would supplement his instruction with Daily Oral Language practice to improve his grammar. Torvald does not yet have a strong command over what is grammatically acceptable and the syntactic elements that inform these cultural expectations. Having the chance to adapt and manipulate preformed sentences to make the language more audibly pleasing should give him appropriate grammatical support.

Assessment Plan

While I may not remain in the content area of English Language Arts, middle-level education will always be my focus and I think that sixth grade would be an ideal landing spot for me. With that in mind, the assessment plan that I have developed would be appropriate for Torvald or it could be adapted for English Language Learners in the Social Studies classes I one day hope to teach. I could even implement it as a ESL instructor or coach as I aid other general education teachers.

Standardized Tests: Metro Nashville Public Schools have exhibited an efficient standardized testing routine. I hope the procedural outlines in my next school district match the reliability of MNPS. One of the first standardized tests that ELLs take is actually intended for their parents. The Home Language Survey (Appendix D) is the first step in the intake process

that will determine what services a child is eligible for. Even if a student is not new to the district when he/she enters my grade or class, I would like to have this information available. It provides vital information regarding the student's linguistic and academic history, as well as his/her tendencies outside of school. The next step is the WIDA-ACCESS Placement Test, which is also administered upon enrollment. This serves to assess the student's current stage of second language acquisition and determine his/her WIDA level, then place him/her in the classes and programs that will be most beneficial. Annually, in the springtime, the standard ACCESS test, or ACCESS 2.0, is administered to reassess WIDA levels. The results of this test are used to measure progress and determine who is eligible for reduced services or program exit. ACCESS also provides valuable information about a student's competencies in listening, speaking, reading, writing, oral language, literacy, and comprehension. The last of the required standardized tests is TNReady. This is MNPS' compliance with many ESSA and other accountability requirements. TNReady is Tennessee's way of measuring what students know in math, English language arts, social studies, and science and determining suitable Annual Measurable Achievement Objectives (AMAOs).

Reading: As was the case with Torvald, I believe that running records are a practical way to measure reading on a regular basis. I would routinely challenge my students with texts at Lexile levels just beyond what they are capable of, so I can gauge whether they're making progress and adjust my expectations accordingly. I would administer these informal assessments on a weekly or bi-weekly. Perhaps in every other administration, I would require the students to use a specific strategy during the reading and use that to answer a small set of comprehension questions. This would inform me of their accuracy, as well as how proficient they are at understanding meaning. Furthermore, anticipation guides are an effective measure of reading comprehension and should definitely be used as an authentic, informal assessment. The pre-reading activity alerts students to the important information that will be addressed in a text. If students are unable demonstrate comprehension with such guidance beforehand, you can identify the students that need much more support and assistance. Anticipation guides can also be implemented weekly.

Writing: I used a 6-Trait Scoring Rubric to assess Torvald's writing, but I tend to think that rubric is a little better-suited for large samples, like formal essays. It is my intention to require my students to produce substantial writing pieces at least every month. I will assess these examples according to the 6 Traits. One of the other writing practices that I became quite interested in throughout the course of this semester is dialogue journals. In them, student and teacher communicate through private, written entries. The journal entries can be on any topic. They could be free-writes that are completely student-driven or they could be in response to a teacher-generated prompt. What's important is that the teacher is able to comment and respond to the student's writing. This is a perfect format for support and feedback. I would like to implement dialogue journals and use them on an almost daily basis. Spelling, one of the areas in which Torvald struggled, should also be addressed consistently. I believe that spelling inventories (Appendix J) could be implemented and conducted monthly.

Listening: In conjunction with the data gathered from ACCESS, the SOLOM is an adequate indicator of listening abilities. Through interviews, conversations, or simply classroom

observations, enough anecdotal data can be collected to assess the comprehension component of the SOLOM and oral language receptive capability. Monthly or once per semester updates would be frequent enough to maintain accurate perceptions of student proficiency.

Speaking: To round out the broad picture of oral language competencies, I would once again rely on the SOLOM. Fluency, vocabulary, pronunciation, and grammar are four of the productive skills that must be monitored. I have used the SOLOM on several occasions and have been quite comfortable with its ease of use for evaluating these verbal aptitudes. For this aspect, I would even like to gather observations from student presentations, speeches, debates, or films.

Personal Characteristics: The assessments that I used to describe Torvald's cultural and linguistic background highlighted the type of information that allows one to truly know a child. These tools build a representation of almost everything that a student is outside of your class, outside of school, and before he/she was your responsibility. In addition to the Oral Language Use Survey (Appendix A) and the Sociocultural Checklist (Appendix B) that I implemented in my analysis of Torvald, I would also like to utilize a Literacy Survey for English Language Learners (See Appendix K). This would give me an invaluable appreciation of the cultural literacies and linguistic practices that my students are engaged in. This says so much about the language use that they share with their families. Socialization is such a huge factor for language acquisition and learning. If I know what their parents can do and, consequently, what their parents want them to be able to do, we already have a foundation for success. I would administer these assessments once, at the beginning of the year.

Calendar: An outline of my prospective assessment administration schedule can be found in Appendix L.

Appendix A

APPENDIX 1.3

A Sample Oral Language Use Survey

Directions: I am going to ask you which language or languages you use around your home, neighborhood, and school. Tell me if you use your first (or native) language (L1), Zomi English (L2), or both languages with the people and places that I name. As the student responds, mark the designated box.

	First or Native Language (L1)	Second Language, English (L2)	Both Languages (L1 + L2)	Not Applicable
<i>Around Your Home</i>				
With your parents or guardians	✓			
With your grandparents	✓			In Zomi (home)
With your brothers and sisters	✓			
With other relatives who live with you				✓
With your caregivers (if any)				✓
With your neighbors		✓		Boston
With your friends			✓	
<i>Around Your Neighborhood</i>				
At the store			✓	
At the clinic or doctor's office		✓		
At church (if applicable)	✓			
Outside, as in a park			✓	
At a restaurant or fast food place			✓	
<i>Around Your School</i>				
On the playground or outside		✓		
In the lunchroom		✓		
In the halls		✓		
During free time		✓		

SOURCE: Adapted from Gottlieb, M., & Hanayan, E. (in press). Assessing language proficiency of English language learners in special education contexts. In G. B. Esquivel, E. C. Lopez, & S. Nahari (Eds.), *Handbook of multicultural school psychology*. New York: Lawrence Erlbaum.

Appendix B

32

SOCIOCULTURAL CHECKLIST

To be completed by referring teacher(s).

Student/ID#: <u>Torvald</u>		Date: <u>3/14/17</u> Age: <u>12</u> Teacher: <u>Mr. Michael S. ...</u>
Sociocultural Factors		Selected Cross-Cultural Adaptation Risk Factors
Acculturation Level	<input checked="" type="checkbox"/>	Recent immigrant, refugee, migrant, or resides on reservation
	<input checked="" type="checkbox"/>	Does not interact much with majority culture peers or majority cultural group.
	<input checked="" type="checkbox"/>	Displays confusion in locus of control.
	<input checked="" type="checkbox"/>	Displays heightened stress or anxiety in cross-cultural interactions.
	<input checked="" type="checkbox"/>	Oral expression contains considerable code switching.
	<input checked="" type="checkbox"/>	Expresses or displays sense of isolation or alienation in cross-cultural interactions
% Checked: <u>0</u>		Out of 6 total = <u>0</u>
Cognitive Learning Style	<input checked="" type="checkbox"/>	Few cognitive learning strategies appropriate to classroom / school.
	<input checked="" type="checkbox"/>	Cognitive learning style different or inappropriate in relation to teacher's instructional style
	<input checked="" type="checkbox"/>	Easily frustrated or low perseverance in completing tasks.
	<input checked="" type="checkbox"/>	Retains learning strategies that are no longer appropriate.
	<input checked="" type="checkbox"/>	Displays difficulty with task analysis.
	<input checked="" type="checkbox"/>	Displays difficulty with understanding and applying cause and effect.
% Checked: <u>50</u>		Out of 6 total = <u>3</u>
Culture and Language	<input checked="" type="checkbox"/>	Comes from non-English speaking home.
	<input checked="" type="checkbox"/>	Comes from a culture or ethnic group different from mainstream America.
	<input checked="" type="checkbox"/>	Family emphasis support of family or community / group over individual effort.
	<input checked="" type="checkbox"/>	Comes from non-English speaking geographic area.
	<input checked="" type="checkbox"/>	Has culturally appropriate behaviors that are different from expectations of mainstream.
	<input checked="" type="checkbox"/>	There is no support in the home for bilingual and bicultural development.
% Checked: <u>67</u>		Out of 6 total = <u>4</u>
Experiential Background	<input checked="" type="checkbox"/>	High family mobility.
	<input checked="" type="checkbox"/>	Limited or sporadic school attendance.
	<input checked="" type="checkbox"/>	Low socioeconomic status.
	<input checked="" type="checkbox"/>	Little exposure to subject or content or not familiar with material.
	<input checked="" type="checkbox"/>	Disrupted early childhood development.
	<input checked="" type="checkbox"/>	Few readiness skills.
	<input checked="" type="checkbox"/>	Does not know how to behave in classroom.
	<input checked="" type="checkbox"/>	Different terms / concepts for subject areas or materials and content.
	<input checked="" type="checkbox"/>	Uses survival strategies that are not appropriate in the classroom.
% Checked: <u>55</u>		Out of 9 total = <u>5</u>
Sociolinguistic Development	<input checked="" type="checkbox"/>	Does not speak English
	<input checked="" type="checkbox"/>	Limited academic language in native language.
	<input checked="" type="checkbox"/>	Limited social language in English.
	<input checked="" type="checkbox"/>	Rarely speaks in class.
	<input checked="" type="checkbox"/>	Speaks only to cultural peers.
	<input checked="" type="checkbox"/>	Limited academic language in English.
	<input checked="" type="checkbox"/>	Asks a peer for assistance in understanding
	<input checked="" type="checkbox"/>	Appears to know English but cannot follow English directions in class.
% Checked: <u>38</u>		Out of 8 total = <u>3</u>

reprinted by Permission

© 2002 Dr. Catherine Collier
All Rights Reserved

Appendix C

Table 4.3 Sociocultural Environment: Educator Views of Student, Family, and Community Assets

Level of Performance

Component	Meets Criteria	Basic Needs	Improvement	Unsatisfactory
Culture	The student's culture is respected and valued as a source of knowledge and experiences that advance learning and enhance the cultural climate of the school. Issues and behaviors related to acculturation processes are identified and mediated with sensitivity and knowledge of research-based approaches that are appropriate for the CLD student/family/community involved.	The student's culture is respected and valued on principle. General implications and stages of acculturation are understood as influencing student learning and behavior. Recognizes but is unable to comfortably mediate cultural misperceptions and conflicts between families and self or other staff.	Behaviors that arise from cultural differences or acculturation are viewed as interfering with student achievement and long-range success. Instructional strategies and interventions emphasize acculturation to the dominant culture.	The CLD student's culture is viewed as a negative influence on the student and school. Cultural considerations are rejected as irrelevant to the development of appropriate instructional practices and intervention.
Language	Supports L1 use at home and school. Understands, models, and is able to explain the rationale for L1 and sheltered instructional strategies. Is knowledgeable about language acquisition phenomena, including language loss and implications of language support, or lack thereof, on student achievement.	Supports L1 use at home. Understands basic language acquisition stages and time lines. Can explain the benefits of sheltered instruction. Considers CLD student's language as potentially affecting behavior and/or achievement.	Regards continued use of home language as an obstacle to English acquisition and school success. Is supportive of, but cannot describe or model, instructional strategies that benefit CLD students.	Regards the student's home language as a deficit to be overcome. Is unsupportive of ongoing adaptations and instructional modifications for CLD students.

CHAPTER 4 Assessment of Acculturation

Academics	Is able to articulate the relationship between L1 and L2 learning and analyze classroom tasks in terms of prerequisite language, academic, or social experiences. Makes specific recommendations regarding instructional modifications and assessment of CLD student progress.	Understands the impact of language and acculturation on CLD student academic progress. Identifies general instructional strategies that benefit CLD students.	Provides strategies to meet the academic needs of general students performing below grade level but does not understand or provide strategies particular to the needs of CLD students.	Considers the academic difficulties of CLD students to be either environmental or innate and therefore is resistant to long-range change regardless of interventions.
Families	Exemplifies a respect for CLD families that is evident through greetings, verbal and nonverbal communication, and overall accessibility. Advocates for programs, events, and activities that engage families. Demonstrates an understanding of, and respect for, culturally different family dynamics. Respectfully mediates cultural issues and behaviors that conflict with a student's positive school participation.	Expresses respect and value for CLD families. Encourages CLD family involvement but has little direct contact with parents beyond those required by policy or events. Recognizes when cultural issues affect school-family communications but does not initiate or engage in actions to address potential conflicts or concerns.	Feels that truly interested families are already involved. Communication with CLD families is limited to required procedural or behavioral matters.	Regards CLD families as unsupportive of education. Is opposed to initiatives or incentives to increase CLD family involvement. Avoids communicating with CLD families.

(continued)

Using Acculturation Information to Inform Instruction

Table 4.3 (Continued)

Component	Meets Criteria	Level of Performance		
		Basic Needs	Improvement	Unsatisfactory
Community	<p>Is knowledgeable about, and communicates with, community resources that can provide or assist CLD students and families. Regards community resources as potential assets and partners in the educational, linguistic, and social-emotional learning of CLD students.</p> <p>Involves members of the local neighborhood and CLD community in schoolwide events and celebrations.</p>	<p>Is knowledgeable about and appreciates, but does not personally communicate with, community resources that can provide or assist CLD students and families. Recognizes selected organizations (e.g., religious, fraternal) as valuable to the positive overall development of CLD students.</p>	<p>Provides CLD students/families with referrals only to school-based professionals such as social workers, nurses, and counselors.</p> <p>Does not communicate with community or seek additional resources for meeting the essential and/or enrichment needs of CLD students and families.</p>	<p>Speaks in generalities about community support but feels resources and influences in the student's community conflict with school ideals of what "is best" for the student. Is unable or unwilling to provide resources or contacts appropriate to the needs of CLD students and families.</p>

Appendix D



International Student Registration Center
Office of English Learners

English

Home Language Survey K-12

Student's Name: _____ Date: _____
School: _____

1. What is the first language this child learned to speak? _____
2. What language does this child speak most often outside of school? _____
3. What language(s) do people usually speak in this child's home? _____
4. What language(s) does your child speak with you as a parent/guardian? _____
5. What language(s) does your child speak with his/her sibling(s)? _____
6. In what city and country was your child born? _____
7. If your child attended another school outside of the U.S.,
 - a- Where did he/she attend? _____
 - b- What year did he/she start? _____
 - c- How many days per week? _____
 - d- How many hours per day? _____
 - e- Were there any interruptions in the child's education? _____ If so; please describe _____

8. What date did your child enter the U.S., if not born in the U.S.? _____
9. If your child attended another U.S. school, what date did he/she start? _____
10. As a parent/guardian how often do you read and write in English? Please check one:
100%: _____ 75%: _____ 50%: _____ 25%: _____ 0%: _____
11. As a parent/guardian how often do you speak in English? Please check one:
100%: _____ 75%: _____ 50%: _____ 25%: _____ 0%: _____

Parent Signature: _____

Note to school: If student was born outside of the U.S. but speaks English only, please fax a copy of the Home Language Survey to the EL Office at (615) 214-8655

Office Use Only
Resettlement Agency: _____
Case Worker Name: _____
Case Worker Phone Number: _____
Community Resource Suggested for family: _____

Appendix E

Student Oral Language Observation Matrix: SOLOM

Student Name Torvald Rater Name Alex Schwendeman Date 1/31/17 Total Score 12

	1	2	3	4	5	Notes	Score
Comprehension	Cannot understand even simple conversation.	Has great difficulty following everyday social conversation, even when words are spoken slowly and repeated.	Understands most of what is said at slower than normal speed with some repetitions.	Understands nearly everything at normal speed, although occasional repetition maybe necessary.	Understands everyday conversation and normal classroom discussion without difficulty.		
Fluency	Speech is so halting and fragmentary that conversation is virtually impossible.	Usually hesitant, often forced into silence because of language limitations.	Everyday conversation and classroom discussion frequently disrupted by student's search for correct manner of expression.	Everyday conversation and classroom discussion generally fluent, with occasional lapses while student searches for the correct manner of expression.	Everyday conversation and classroom discussion fluent and effortless; approximately those of a native speaker.		
Vocabulary	Vocabulary limitations so severe that conversation is virtually impossible.	Difficult to understand because of misuse of words and very limited vocabulary.	Frequent use of wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasional use of inappropriate terms and/or rephrasing of the ideas because of limited vocabulary.	Vocabulary and idioms approximately those of a native speaker.		
Pronunciation	Pronunciation problems so severe that speech is virtually unintelligible.	Difficult to understand because of pronunciation problems; must frequently repeat in order to be understood.	Concentration required of listener; occasional misunderstandings caused by pronunciation problems.	Always intelligible, although listener conscious of a definite accent and occasional inappropriate intonation pattern.	Pronunciation and intonation approximately those of a native speaker.		
Grammar	Errors in grammar and word order so severe that speech is virtually unintelligible.	Difficult to understand because of errors in grammar and word order; must often rephrase or restrict speech to basic patterns.	Frequent errors in grammar and word order; meaning occasionally obscured.	Occasional errors in grammar or word order; meaning not obscured.	Grammar and word order approximately those of a native speaker.		

Appendix F

Examples of SOLOM Interview Questions in English and Spanish

1. What is your name? How many people are in your family? How are you feeling?	1. ¿Cómo te llamas? ¿Cuántas personas hay en tu familia? ¿Cómo te sientes hoy?
2. What day is today? Where do you live? What are your friends' names?	2. ¿Cuál día es hoy? Dime tu número de teléfono. ¿Cómo se llaman tus amigos?
3. Where were you born? Tell me something about your family? Tell me something about your country?	3. ¿Dónde naciste? Dime algo acerca de tu familia. Dime algo acerca de tu país.
4. What do you like about your job? What do you dislike about your job? How do you get to your job? (... walking, by car, by bus?)	4. ¿Qué te gusta de tu empleo? ¿Qué no te gusta de tu empleo? ¿Cómo llegas a tu empleo? (...¿caminando, en carro, en autobús?)
5. What is your favorite thing to do when you have free time? Why? What is the name of your favorite sport? Why? Who is your favorite famous person? Why?	5. ¿Qué más te gusta hacer cuando tienes tiempo libre? ¿Porqué? ¿Cuál es el deporte que te gusta más? ¿Porqué? ¿Quiénes de las personas famosas te gustan más? ¿Porqué?
6. What happened to you that was an important event in your life? What goals do you have for the future? What would you do or be if you could do or be anyone?	6. Platicame acerca de un evento importante en tu vida. ¿Cuáles metas tienes para el futuro? ¿Qué harías o qué personas serías si pudieras?
7. What is your favorite game or hobby? What do you do after work?	7. ¿Cuál es tu juego o pasatiempo favorito? ¿Qué haces después de trabajar?
8. What is your favorite store? Tell me about the store. Why do you especially like that store?	8. ¿Cuál es la tienda que te gusta más? Dime algo acerca de la tienda. ¿Porqué te gusta esta tienda?
9. Tell me a story, fairy tale, riddle, or joke.	9. Dime un cuento, cuento folklórico, adivinanza, o chiste.
10. What is your favorite food? How do you make it?	10. ¿Cuál es tu comida favorita? Dime cómo se prepara esta comida.

Appendix G

RUNNING RECORD OF TEXT LEVEL READING

DATE: 4/3/17

NAME: Torvald

RECORDER: Alex Schwendeman

TEACHER:

FLUENCY			
1	2	3	4

Level: 720L	Acc: 76.1%	SC: 1:9.3	TOTALS:	50	6	Information	
Page	TITLE: Game On!	Words: 209	E	SC	E MSV	SC MSV	
	Game On!		2				
	Ready, Set, Go!		1	1			
	Scientists are keeping score on how many sports to play.		1				
	Grab your tennis racket, bicycle, and soccer ball too! A study finds that playing more than one sport may be better for you than playing just one.		4				
	Scientists studied more than 500 kids who play tennis. Most of the kids began playing the sport around age 6. They practice for 16 to 20 hours each week. The scientists found that the kids who play more than one kind of sport are less likely to be injured. To be injured is to be hurt.		3	1			
	Why is playing more than one sport good for you? Each sport uses different muscle groups. Playing only one sport can put too much strain on the same muscle groups. Strain is the overuse of a body part. If you play tennis, you swing a tennis racket. That puts a lot of strain on your arm. If you switch to soccer, you give your arm a rest.		1				
	The study was led by Dr. Neeru Jayanthi of Loyola University's Stritch School of Medicine. He gives this advice to kids: "Play lots of different types of sports to make sure you have fun. It might make it less likely that you'd get hurt."		7				
			5	1			
			1				
			3				
			50	6			

Appendix H

AFTER SCHOOL ACTIVITY WRITING

Soccer club must be open because it's the most fun game all around the world. Because we can run long and it makes us tired and that can make you run faster and that's why i want soccer club after school. People know soccer more order sports and its fames. Soccer will open because it's the most funny because some people got hit and some of them look funny and some of the people are like not getting hort but they fail because of the ball they tripe the ball. Soccer is good for are life because we have more energy into are boude and get more bater at soccer. Soccer is fun because of the pasting and even kids can people soccer that's why it's the most fun game all round the world. Soccer is noun as the most fun game at all. Around the world the world soccer is the best game ever and every people can play soccer and even girl can play soccer and your Dad Mom family. Soccer is fun because we have not the same numbers. It's fun because we have are team to play soccer and compte eche two teams.

Appendix I

6-Trait Scoring Rubric		
VOICE	WORD CHOICE	SENTENCE FLUENCY
<p>6 The writer speaks directly to the reader in a way that is individual, compelling and engaging. The writer "aches with caring," yet is aware and respectful of the audience and the purpose for writing.</p> <p>A. The reader feels a strong interaction with the writer, sensing the person behind the words.</p> <p>B. The writer takes a risk by revealing who they are and what they think.</p> <p>C. The tone and voice give flavor and texture to the message and are appropriate for the purpose and audience.</p> <p>D. Narrative writing seems honest, personal and written from the heart. Expository or persuasive writing reflects a strong commitment to the topic by showing why the reader needs to know this and why they should care.</p> <p>E. This piece screams to be read aloud, shared, and talked about. The writing makes you think about and react to the author's point of view.</p>	<p>6 Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.</p> <p>A. Words are specific and accurate; it is easy to understand just what the writer means.</p> <p>B. The words and phrases create pictures and linger in your mind.</p> <p>C. The language is natural and never overdone; both words and phrases are individual and effective. Striking words and phrases often catch the reader's eye and linger in the reader's mind. (You can recall a handful as you reflect on the paper.)</p> <p>D. Lively words emerge from the writing. Precise nouns and modifiers add depth and specificity.</p> <p>E. Precision is obvious. The writer has taken care to put just the right word or phrase in just the right spot.</p>	<p>6 The writing has an easy flow, rhythm and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.</p> <p>A. Sentences are constructed in a way that underscores and enhances the meaning.</p> <p>B. Sentences vary in length as well as structure. Fragments, if used, add style. Dialogue, if present, sounds natural.</p> <p>C. Purposeful and varied sentence beginnings add variety and energy.</p> <p>D. The use of creative and appropriate connectives between sentences and thoughts show how each relates to and builds upon the one before it.</p> <p>E. The writing has cadence; the writer has thought about the sound of the words as well as the meaning. The first time you read it aloud is a breeze.</p>
<p>5 A sincere attempt has been made to address the purpose and audience for the writing in an interesting way. It skips a beat here and there, however.</p> <p>A. It's a strong attempt although the best moments fade in and out.</p> <p>B. Moments of insight make this piece come alive.</p> <p>C. The writer pays attention to which tone is best used on this piece. It's not totally consistent but leans in the right direction.</p> <p>D. Narrative writing has many moments when the writer feels connected.</p> <p>E. Expository or persuasive writing leaves the reader with a sense of why the writer chose these ideas.</p>	<p>5 Attempts are made to reach for better and more precise words although not as often as possible</p> <p>A. Words are correct and in many cases they are "just right."</p> <p>B. It's easy to understand what the writer is communicating. Several "vivid pictures" are present.</p> <p>C. As the writer tries new words and phrases, they are usually more right than wrong.</p> <p>D. The words are more active but still may need a little attention here and there.</p> <p>E. There's care and attention paid to selecting the best words to fit the piece. It's moved past the "just functional stage."</p> <p>F. The words and phrases are working really well.</p>	<p>5 Much of this piece has a sense of rhythm and flow, but some parts still need work. Technically the sentences are correctly structured.</p> <p>A. Some of the sentences are phrased so carefully that the reader gets totally caught up in them; others remain a bit sterile.</p> <p>B. Correct construction is present in the sentences and variety in type is present. Few examples of risk-taking are present such as dialogue or fragments.</p> <p>C. Attention has been paid to different sentence beginnings. Just a bit more attention here and the piece becomes musical.</p> <p>D. Connectives are present but not completely refined.</p> <p>E. You can read this piece aloud quite easily with only a moment or two of problems.</p>
<p>4 The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.</p> <p>A. The writing communicates in an earnest, pleasing manner.</p> <p>B. Only one or two moments here or there surprise, delight, or move the reader.</p> <p>C. The writer seems aware of an audience but weighs ideas carefully and discards personal insights in favor of safe generalities.</p> <p>D. Narrative writing seems sincere, but not passionate; expository or persuasive writing lacks consistent engagement with the topic to build credibility.</p> <p>E. The writer's willingness to share his/her point of view may emerge strongly in some places, but is often obscured behind vague generalities.</p>	<p>4 The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.</p> <p>A. Words are adequate and correct in a general sense; they simply lack much flair and originality.</p> <p>B. Familiar words and phrases communicate, but rarely capture the reader's imagination. Still, the paper may have one or two fine moments.</p> <p>C. Attempts at colorful language show a willingness to stretch and grow, but sometimes it goes too far (theater overkill).</p> <p>D. The writing is marred by passive verbs, everyday nouns and adjectives, and lack of interesting adverbs.</p> <p>E. The words are only occasionally refined; it's more often, "the first thing that popped into my mind."</p> <p>F. The words and phrases are functional - with only a moment or two of sparkle.</p>	<p>4 The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.</p> <p>A. Although sentences may not seem artfully crafted or musical, they get the job done in a routine fashion. Sentences are usually constructed correctly; they hang together, they are sound.</p> <p>B. Sentence beginnings are not ALL alike; some variety is attempted.</p> <p>C. The reader sometimes has to hunt for clues (e.g., connecting words and phrases like however, therefore, naturally, after a while, on the other hand, but as it turned out, although, etc.) that show how sentences connect.</p> <p>D. Parts of the text invite expressive oral reading; others may be stiff, awkward, choppy, or gangly.</p>

6-Trait Scoring Rubric

6-Trait Scoring Rubric		
VOICE	WORD CHOICE	SENTENCE FLUENCY
<p>3 It would be hard to point to a unique moment or two, although the reader is trying desperately to "hear" the writer.</p> <p>A. The writer keeps the reader at a safe distance away. Hopes of connecting to all that keeps the reader going.</p> <p>B. No special moments stand out. It's all pretty much the same.</p> <p>C. It's more important for this writer to hide and be safe than to try and connect.</p> <p>D. Narrative writing tells only what it must. No care is shown to help the writer feel anything.</p> <p>E. The reader has to wonder if the writer cares one way or the other about that topic. (Expository or persuasive.)</p> <p>F. A glimmer of voice is all that is found here and that's a generous reading.</p>	<p>3 The language is interpretable but without any energy. A little interpretation is needed to understand some parts.</p> <p>A. Words are mostly adequate but add no flavor to the piece.</p> <p>B. Simple words are all that are attempted and they may be so general they distract from the meaning. The verbs lack any pizzazz.</p> <p>C. Few attempts are made at colorful or figurative language and even those work only at a limited level.</p> <p>D. Although most of the parts of speech can be identified in the sentence, some misuse is confusing to the reader.</p> <p>E. The words feel like rote response and reflect a lack of craftsmanship.</p> <p>F. The reader gets meaning from the words in only the most general way.</p>	<p>3 Technically correct sentences tend to create a sing-song pattern or lull the reader to sleep. Nothing in the sentences creates a sense of fluidity.</p> <p>A. Sentences are generally correct although a few may be lacking some key ingredients.</p> <p>B. You can read through the editing problems in this piece and see where the sentences logically begin and end.</p> <p>C. There is a reliance on patterned sentence beginnings, however, a few sentences break out.</p> <p>D. Only a very few and very simple connectives lead the reader from sentence to sentence.</p> <p>E. You can read this aloud - after a few tries.</p>
<p>2 The voice in the piece relies on the readers good faith to hear or feel anything in phrases such as "I like it" or "It was fun."</p> <p>A. The writing sits on the surface and does not reach out past the most stereotyped of phrases.</p> <p>B. The writing is banal and "risk-free."</p> <p>C. The writer does not acknowledge the needs of the reader to understand any point of view in the piece.</p> <p>D. Narrative writing is just an outline and does not have any detail to engage the reader.</p> <p>E. As an expository or persuasive piece it lacks any conviction or authority to distinguish it from a mere list of facts.</p> <p>F. So many chances and yet the writer misses every opportunity to engage the reader.</p>	<p>2 So many places are flawed that meaning is often impaired. Wrong words are used and the reader cannot see any connection to the idea being shared.</p> <p>A. Language is so vague (e.g., It was a fun time, She was neat, It was nice, We did lots of stuff) that only a limited message comes through.</p> <p>B. Even simple words are used incorrectly. The verbs if present are flat.</p> <p>C. No attempts are made to use figurative or colorful language.</p> <p>D. Limited vocabulary and/or frequent misuse of parts of speech impairs understanding.</p> <p>E. Jargon or clichés distract or mislead. Persistent redundancy distracts the reader.</p> <p>F. If you work very hard you can get a general understanding of what the piece is about - but it's not easy.</p>	<p>2 Even some of the easier sentences have structural problems which cause the reader to stop and figure out what is being said and how.</p> <p>A. The phrasing does not sound natural because of problems in structure as well as placement of words.</p> <p>B. To make the sentences correct and flow many would have to be reconstructed.</p> <p>C. Many sentences begin the same way and may follow the same patterns (e.g., subject-verb-object) in a monotonous pattern.</p> <p>D. Connectives, though present, are often misused or lead the reader in the wrong direction.</p> <p>E. The text does not invite expressive oral reading.</p>
<p>1 The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience. As a result, the paper reflects more than one of the following problems:</p> <p>A. The writer speaks in a kind of monotone that flattens all potential highs or lows of the message.</p> <p>B. The lack of voice begins to lull the reader to sleep.</p> <p>C. The writer is not concerned with the audience, or the writer's style is a complete mismatch for the intended reader.</p> <p>D. The writing is lifeless or mechanical; depending on the topic, it may be overly technical or jargonistic.</p> <p>E. Narrative? Expository? Who can tell?</p> <p>F. No point of view is reflected in the writing.</p>	<p>1 The writer struggles with a limited vocabulary, searching for words to convey meaning. The writing reflects more than one of these problems:</p> <p>A. The language often makes no sense.</p> <p>B. "Uhh, blah, blah" is all that the reader reads and hears.</p> <p>C. Words are used incorrectly, making the message secondary to the misfire with the words.</p> <p>D. The lack of vocabulary and the misuse of parts of speech keep the reader from understanding.</p> <p>E. Repetition of words and phrases/misuse of words and phrases litter the piece.</p> <p>F. Problems with language leave the reader wondering what the writer is trying to say. The words just do not work in this piece.</p>	<p>1 The reader has to practice quite a bit in order to give this paper a fair interpretive reading. The writing reflects more than one of the following problems:</p> <p>A. Sentences are choppy, incomplete, rambling or awkward; they need work.</p> <p>B. There is little to no "sentence sense" present. Even if this piece was flawlessly edited, the sentences would not hang together.</p> <p>C. So many sentences are incomplete that it is hard to judge the quality of the beginnings.</p> <p>D. Endless connectives (and, and so, but then, because, and then, etc.) or a complete lack of connectives create a massive jumble of language.</p> <p>E. The text is so flawed that it cannot be read aloud without the writer's help.</p>

6-Trait Scoring Rubric

6-Trait Scoring Rubric

6-Trait Scoring Rubric

IDEAS	ORGANIZATION	CONVENTIONS
<p>6 This paper is extremely clear or focused. Relevant anecdotes and details enrich the central theme.</p> <p>A. The topic is narrow and manageable. B. Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. C. Accurate, precise details are present to support the main ideas; appropriate use of resources provides strong, accurate, credible support. D. The writer seems to be writing from knowledge or experience; the ideas are fresh and original. E. The reader's questions are anticipated and answered. F. The writing makes connections and shares insights and understanding of life, and a knack for picking out what is significant.</p>	<p>6 The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.</p> <p>A. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. B. Thoughtful transitions clearly show how ideas connect. C. Details seem to fit where they're placed; sequencing is logical and effective. D. Pacing is well controlled; the writer knows when to slow down and elaborate and when to pick up the pace and move on. E. The title, if desired, is original and captures the central theme of the piece. F. Organization flows so smoothly the reader hardly thinks about it; the choice of structure matches the purpose and audience.</p>	<p>6 The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touch-ups would get this piece ready to publish.</p> <p>A. Spelling is generally correct, even on more difficult words. B. The punctuation is accurate, even creative, and guides the reader through the text. C. A thorough understanding and consistent application of capitalization skills are present. D. Paragraphing tends to be sound and reinforces the organizational structure. E. Grammar and usage are correct and contribute to clarity and style. F. The writer may manipulate conventions for stylistic effect - and it works! The piece is very close to being ready to publish.</p>
<p>5 The ideas/content in this piece are well marked by detail and information.</p> <p>A. The topic is focused but still could use additional narrowing. B. More than half the time the details and support are relevant and useful. Other details are general but stay with the topic. C. Credible details are present which support the main idea/theme. D. Some new ways of thinking about this topic are presented. E. The writer is clearly aware of questions the reader may have and attempts to answer them. F. A clear theme has been developed from the topic.</p>	<p>5 The organization is smooth with only a few small bumps here and there.</p> <p>A. The writer goes farther than the obvious beginning and conclusion, but needs to step up one more notch. B. The transitions are logical but may lack originality. C. Sequencing makes sense and moves a step beyond the most obvious structure. D. Though the pacing is under control, there are still places the writer needs to highlight or move through more quickly. E. The title (if required) settles for a key idea rather than capturing a deeper theme. F. The organization generally works satisfactorily if not yet so smooth to escape obvious detection.</p>	<p>5 The writer stretches and tries more complex tasks in conventions; however, makes a few mistakes along the way.</p> <p>A. Everyday words are consistently handled well but more difficult words are spotty. B. Punctuation shows strengths and enhances the readability in all but a few cases. C. The punctuation is usually correct and takes a few risks. D. Solid paragraphing skills are present although there may be a few adjustments needed on more complex pieces. E. The grammar and usage is correct. F. Just a few things here and there need to be edited before this piece is ready to publish.</p>
<p>4 The writer has defined the topic, although the development is basic or general.</p> <p>A. The topic is fairly broad; however, it is clear where the writer is headed. B. Support is attempted, but does not go far enough yet in building out the key issues or story line. C. Ideas are reasonably clear, though they may not be detailed, personalized, accurate, or expanded enough to show in-depth understanding or a strong sense of purpose. D. A few examples of "showing" are present, but the writer relies on general examples. E. The reader is left with a few questions but is generally clear about the content. F. The writer stays on the topic and begins to develop a theme.</p>	<p>4 The organizational structure is strong enough to move the reader through the text without too much confusion.</p> <p>A. The paper has a recognizable introduction and conclusion. The introduction may not relate a strong sense of anticipation; the conclusion may not tie up all loose ends. B. Transitions often work well; at other times, connections between ideas are fuzzy. C. Sequencing shows some logic, but not under control enough that it consistently supports the ideas. In fact, sometimes it is so predictable and rehearsed that the structure takes attention away from the content. D. Pacing is fairly well controlled, though the writer sometimes lingers ahead too quickly or spends too much time on details that do not matter. E. A title (if desired) is present, although it may be unrelated or an obvious restatement of the prompt or topic. F. The organization sometimes supports the main point or story line; at other times, the reader feels an urge to slip in a transition or move things around.</p>	<p>4 The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.</p> <p>A. Spelling is usually correct or reasonably phonetic on common words, but more difficult words are problematic. B. End punctuation is usually correct; internal punctuation (commas, apostrophes, semicolons, dashes, colons, parentheses) is sometimes missing/wrong. C. Most words are capitalized correctly; control over more sophisticated capitalization skills may be spotty. D. Paragraphing is attempted but may run together or begin in the wrong place. E. Problems with grammar or usage are not serious enough to distort meaning but may not be correct or accurately applied all of the time. F. Modest (a little of this, a little of that) editing would be required to polish the text for publication.</p>

6-Trait Scoring Rubric

6-Trait Scoring Rubric

<p>3 The reader can understand the main ideas although they may be broad or simplistic.</p> <p>A. The topic is becoming clear, however because it is so broad or lacks specific focus, the reader often must infer to get the overall message. B. Support is sporadic. C. A general sense of the idea is present though not enhanced by significant details. D. A heavy reliance on "telling," not "showing" examples. E. The reader is left with many questions due to lack of specific information. F. The writer has not yet focused the topic past the obvious.</p>	<p>3 The organization is somewhat problematic and slows the reader's ability to engage in the text.</p> <p>A. Either the intro or conclusion or both are cliché or just leave you wanting a lot more. B. Transitions, when present, are repetitive or misleading. C. The structure has taken over so completely it dominates the ideas. The sequencing is painfully obvious. D. The writer lets one part of the piece dominate and loses control over the pacing. E. There is just a passing glimmer of how the title (if desired) was selected for this piece. F. The organization of the piece begins to distract from the content.</p>	<p>3 The writer stumbles in conventions even on simple tasks and almost always on anything trickier.</p> <p>A. Although the reader can understand, even simpler words are not always correct. B. Punctuation is spotty and inconsistent. C. Proper nouns and the beginning of sentences are capitalized correctly; other words are random and don't show understanding of capitalization rules. D. The piece may start off with a paragraph or two, but then the rest is one big glob of sentences. E. There are serious grammar and usage problems scattered throughout the text. F. Enough editing would have to be done on this piece that a student writer may need help to find it all.</p>
<p>2 No one main idea stands out yet, although possibilities are emerging.</p> <p>A. The paper hints at topics, but does not settle on one yet. B. Support is incidental or confusing. C. Several possible ideas may be present which could become central themes/ideas on different pieces of writing. D. The writer makes statements without specifics to back them up. E. The reader has so many questions because of the lack of specific information. It is hard to "fill in the blanks." F. Glimmers of the writer's topic or main point show up occasionally.</p>	<p>2 The organization of the piece needs a great deal of work to be effective. Only moments here and there give the writer a clue about what's going on.</p> <p>A. The lead and/or conclusions are ineffective to guide the readers. B. A little bit of help is offered to get from one idea to the next but not often enough to keep the reader from being confused. C. So little useful structure is present, it's hard to get a picture of how the piece fits together as a whole. D. Pacing feels awkward; the writer slows to a crawl when the reader wants to get on with it, and vice versa. E. A title (if desired) doesn't match the content. F. The organization is often problematic and frustrates the reader as they struggle with the ideas.</p>	<p>2 Many errors of a variety of types are scattered throughout the text.</p> <p>A. The spelling is phonetic; many errors are present. B. Except for the simplest of punctuation (periods, question marks), the other punctuation is usually wrong or missing. C. Only the simplest rules of capitalization show awareness of correct use. D. Paragraphing skills are irregular and inconsistent. E. A heavy reliance on conversational oral language affects the grammar in an inappropriate way for this piece. F. There's quite a bit to be done here to edit the piece for publication.</p>
<p>1 As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details. The writing reflects more than one of these problems:</p> <p>A. The writer is still in search of a topic, brainstorming, or has not yet decided what the main idea of the piece will be. B. Information is limited or unclear or the length is not adequate for development. C. The idea is a sterile restatement of the topic or an answer to the question with little or no attention to detail. D. The writer has not begun to define the topic in a meaningful, personal way. E. Everything seems as important as everything else; the reader has a hard time sifting out what is important. F. The text may be repetitious, or may read like a collection of disconnected, random thoughts with no discernible point.</p>	<p>1 The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure. The writing reflects more than one of these problems.</p> <p>A. There is no real lead to set up what follows, no real conclusion to wrap things up. B. Connections between ideas are confusing or not even present. C. Sequencing needs lots and lots of work to make sense. D. There is little sense of pacing being considered yet. E. No title is present (if requested). F. Problems with organization make it hard (almost impossible) for the reader to get a grip on the main point or story line.</p>	<p>1 Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read. The writing reflects more than one of these problems.</p> <p>A. Spelling errors are frequent, even on common words. B. Punctuation (including terminal punctuation) is often missing or incorrect. C. Capitalization is random. D. Paragraphing is missing, irregular, or so frequent (every sentence) that it has no relationship to the organizational structure of the text. E. Errors in grammar or usage are very noticeable, frequent, and affect meaning. F. The reader must read once to decode, then again for meaning. Extensive editing (virtually every line) would be required to polish the text for publication.</p>

6-Trait Scoring Rubric

6-Trait Scoring Rubric

6-Trait Scoring Rubric

IDEAS

ORGANIZATION

CONVENTIONS

Appendix J

Feature Guide for Elementary Spelling Inventory

Directions: Check the features that are present in each student's spelling. In the bottom row, total the features spelled correctly. Note the first column of features in which the student missed more than one feature. Check the spelling stage that summarizes the student's development. Begin instruction on the features needed.

Student's Name _____ Teacher _____ Grade _____ Date _____

SPELLING STAGES →	EMERGENT			LETTER NAME-ALPHABETIC			WITHIN-WORD PATTERN			SYLLABLES & AFFIXES			DERIVATIONAL RELATIONS			Feature Points	Words Spelled Correctly
	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE		
Features →	Consonants Beginning Final		Short Vowels	Digraphs & Blends	Long-Vowel Patterns	Other Vowel Patterns	Syllable Junctures & Easy Prefixes & Suffixes	Harder Prefixes, Suffixes, & Unaccented Final Syllables	Reduced & Altered Vowels, Bases, Roots, & Derivatives								
Late EMERGENT to LETTER NAME-ALPHABETIC																	
1. bed	b	d	e														
2. ship		p	i	sh													
3. when		n	e	wh													
4. lump	l		u	mp													
WITHIN-WORD PATTERN																	
5. float				fl	oa												
6. train		n		tr	ai												
7. place					a-e												
8. drive		v		dr	i-e												
9. bright					igh												
10. throat					oa												
11. spoil																	
SYLLABLES & AFFIXES																	
12. serving						en	ing										
13. chewed				ch		ew	ed										
14. carries							ies										
15. marched				ch		ar	ed										
16. shower						sh	er										
17. bottle							tt		e								
18. favor																	
19. ripen							en										
20. cellar							ll										
Middle SYLLABLES & AFFIXES to Middle DERIVATIONAL RELATIONS																	
21. pleasure								ure	pleas								
22. fortunate						or		ate	fortun								
23. confident								ent	confid								
24. civilize								ize	civil								
25. opposition								op	position								
Circle cells with more than 1 error.	2 (2)	5 (5)	4 (4)	8 (8)	6 (6)	3 (6)	4 (9)	1 (8)	0 (5)	(53)	(25)						

SPELLING STAGES:

EARLY MIDDLE LATE

LETTER NAME-ALPHABETIC

WITHIN-WORD PATTERN

SYLLABLES & AFFIXES

DERIVATIONAL RELATIONS

Words Spelled Correctly: /25

Feature Points: /53

Total: /78

Words Their Way with English Learners Appendix ©2007 by Pearson Education, Inc.

Appendix K

APPENDIX 1.4

A Sample Literacy Survey for English Language Learners

Directions: Which kinds of materials do you read and write outside of school? Mark the box to show whether you use your first (or native) language (L1), _____, English (L2), or both languages when you read and write.

<i>Before or after school . . .</i>	<i>First or Native Language (L1)</i>	<i>Second Language, English (L2)</i>	<i>Both Languages (L1 + L2)</i>	<i>Not Applicable</i>
<i>I Read</i>				
Street signs and names				
Maps or directions				
Schedules (e.g., school bus or train)				
Newspapers				
Magazines				
Notes from friends, such as e-mails				
Information from the Internet				
Brochures/pamphlets				
Short stories				
Poetry				
Books				
<i>I Write</i>				
Information on papers or forms				
Lists				
Memos or notes				
E-mails				
Letters to family members or for school				
Short stories				
Poetry or songs				

SOURCE: Adapted from Gottlieb (1999a).

Appendix L

Assessment Administration Schedule Outline

Single Collection: Home Language Survey, W-APT, Oral Language Use Survey, Sociocultural Checklist, **Literacy Survey for English Language Learners**

Annual: ACCESS, TNReady

Per Semester: SOLOM

Monthly: 6-Trait Scoring Rubric, spelling inventories, SOLOM

Bi-weekly: Running records

Weekly: Running records, anticipation guides

Daily: Dialogue journals

References

- Brown, D.H. & Abeywickrama, P. (2010). *Language Assessment: Principles and Classroom Practices* (2nd ed.). New York: Pearson Education, Inc.
- Cummins, J. (1984). *Bilingualism and Special Education: Issues in Assessment and Pedagogy*. Clevedon: Multilingual Matters.
- Echevarría, J., Vogt, M., & Short, D. (2013). *Making content comprehensible for English learners: The SIOP model* (4th ed.). Boston: Pearson.
- Herrera, S.G., Murry, K.G. & Cabral, R.M (2013). *Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students* (2nd ed.). Boston: Pearson Education, Inc.
- Tennessee Department of Education. (2016). *Parent Guide to Being TNReady: Preparing for the 2016-17 School Year*. Retrieved from http://tn.gov/assets/entities/education/attachments/tnready_parent_guide.pdf
- WIDA Consortium. (2015). *Annual Technical Report for ACCESS for ELLs English Language Proficiency Test, Series 302, 2013-2014 Administration*.
- WIDA Consortium. (2017). *Can Do Descriptors by Language Domain, Proficiency Level, and Key Use of Language: Grades 6-8*.

Appendix F: Historical, Political, and Legal Implications for ELL Education

English Language Learners (ELLs) in the United States go through a multitude of unique experiences that can have lasting impacts on their education and opportunities for successful life outcomes. These experiences can be both reaffirming and encouraging or frightening and incredibly harmful. Beneficial influences can include new friendships, dedicated teachers, and generally supportive schools and communities that place value on the language and culture of these students. However, elements that only serve to obscure the path to success can quickly outnumber and overwhelm the positive factors. Separation from family and home, subjection to new and unfamiliar environments, and policies that stigmatize the only system of communication they have ever known can leave many ELLs primed for failure. The task of providing these students with the knowledge and the skills that they will need is not an easy one. The task is further complicated by laws that govern race, language, and immigration at both the federal and state levels. Understanding these policies is paramount to understanding the impact they have on ELLs, their families and their teachers.

American views on English and its alternatives have continuously fluctuated and evolved since the nation's very inception. For roughly a century and half following the American Revolution, many policymakers and public officials took a pluralist stance towards languages other than English, as the country expanded and grew stronger. Simultaneously, many worked to suppress the languages and cultures of Natives and slaves. These seemingly contradictory stances have existed side-by-side in all facets of politics. Yet the rights of immigrant peoples to use and maintain their languages were mostly not impinged on until the advent of multiple global conflicts. With the approach and outbreak of World War, Americans began to wonder whether their way of life was safe from the threat of foreign powers. As a result, foreign languages became more scrutinized. In the realm of education, immigrant languages were neglected and subverted, as the preservation of the English-speaking, Protestant, Anglo-Saxon "American identity" became the priority (de Jong, 2011). It was not until 1923 that legislative or judicial policy took positive steps towards protecting languages other than English in school. When a parochial school teacher was attacked for reading the Bible to a student in German, the Supreme Court issued its decision in *Meyer v. Nebraska*, making it illegal to prohibit the teaching of a foreign language in elementary schools. Additional gains for ELLs were slow in coming after this case, but public opinion trended in the right direction. All students from minority groups were given a small respite when the Supreme Court declared segregation unconstitutional in *Brown v. Board of Education* in 1954. ELLs were then afforded more protection under Title VI of the Civil Rights Act of 1964, which prevented exclusion from and discrimination in any Federally financed program on the basis of national origin. The first major legislation designed specifically to serve language minority students came with the Bilingual Education Act (BEA) in 1968. While well intentioned, the law only provided resource incentives to districts for bilingual education, not mandates. Also, all of its earliest incarnations focused only on transitional models. Provisions for language maintenance were not included until 1994. In 1973, another important step was taken towards recognizing one of the largest ELL populations in the country. It was determined that integration of "Hispanos" and black students did not constitute full integration in *Keyes v. School District No. 1, Denver*, and Mexican

Americans and Latinos were recognized as a distinct racial classification for the first time (Lecture, September 2016). In the following year, after it was determined that Chinese students in San Francisco were not being provided with an equal education, the Supreme Court ruled on *Lau v. Nichols* and determined that schools “could no longer simply submerge students in English-only classrooms.” (de Jong, 2011) The Equal Educational Opportunity Act (1974) extended this decision to all districts. The Lau Remedies were issued in 1975 by the Office of Civil Rights to guide compliance. The guidelines were streamlined after the results of *Castañeda v. Pickard* (1981). The resulting three-part assessment required that bilingual education programs be a) based on sound educational theory, b) implemented effectively with resources for personnel, instructional materials, and space, and c) proven effective (Lecture, September 2016). Another important court case pertaining ELLs, not because of language policies, but rather immigration policy, was *Plyler v. Doe* (1982). The Supreme Court’s decision made it illegal to deny education or charge families a fee based on the immigration status of a student. The most recent and impactful federally instituted education policy affecting ELLs is No Child Left Behind (NCLB). No Child Left Behind (2001) was an ambitious replacement to the Elementary and Secondary Education Act (ESEA), which was designed to help students overcome the effects of poverty. NCLB goes further in identifying several groups, including ELLs, that may need greater assistance to succeed in school. NCLB requires schools/districts ensure these students are making adequate yearly progress (AYP). While this legislation was well-intentioned and poorly executed, it did seem to catch many ELLs who may have fallen through or been pushed out of the system otherwise.

Language policies at the state level have been both supportive of and detrimental to ELLs, as well. In 1981, a Hawaiian senator was the first to propose English as the official language. Interestingly enough, Hawaii is officially bilingual. Four other states have adopted English-plus resolutions, which place emphasis and value on bilingualism. Unfortunately, to date, a total of 27 states, including Tennessee, have declared English as their official language. This is of great significance in the ways that these English-only discourses have found solid footing and expanded into educational policy. In 1998, Californians voted on Proposition 227, which would replace bilingual programs with English-only instruction. The measure passed, supported by two-thirds of the electorate. While similar ballot initiatives were defeated in other states, proposals nearly identical to Prop 227 passed in both Arizona and Massachusetts.

Navigating these policies can be frustrating for those who work closely with English Language Learners. The people deliberating on and enacting language policy often have little experience with the process of second language acquisition, or teaching. Their decisions are very telling of their views of linguistic diversity and carry with them heavy implications. Richard Ruiz (1984) asserts that minority languages are viewed in one of three orientations; language-as-problem, language-as-right, or language-as-resource. Policies created from the problem perspective tend to have assimilationist goals and utilize subtractive bilingual approaches. Submersion, transitional, pull-out, and self-contained program models all strive towards fluency in the societal language (English) and place no value on others. Models such as these often resulted from early versions of the Bilingual Education Act and still do in today’s English-only states. The language-as-right and as-resource orientations are still viable in other states thanks to the three-part assessment put forth by *Castañeda v. Pickard*. As long as schools and districts

are able to demonstrate programmatic appropriateness and effectiveness, they are free to adopt mainstream, maintenance/heritage, or two-way immersion models. Regardless of a policy's orientation, its impact is felt most by the ELLs, their families, and their teachers. Available options are intentionally limited or obstructed by language-as-problem policies like English-only. ELLs are allowed only one year of specialized language instruction before transition, which is not much more helpful than submersion. Parental advocacy is hindered by an onerous waiver system, which requires daytime school visits and 250-word written requests, for families who wish to continue bilingual education. Here in Tennessee, language minority students and their teachers have another workaround for the state's official English Law. Heritage language classes may be presented in languages other than English, as "the nature of these course would require otherwise." (Lecture, September 2016) But these tend to be after school, extracurricular offering that do not receive much funding. Ultimately, the most impactful policy currently in effect is No Child Left Behind. The federal legislation has made schools and teachers more accountable for ELLs, but at the cost of more rigorous instruction and higher-level thinking, as basic skills are taught most frequently, so students score well on standardized tests.

No Child Left Behind has had its strengths and its flaws, but it was enacted 15 years ago and is not generally viewed as a success. As of December, 2015, it has been overhauled and reauthorized as the Every Student Succeeds Act (ESSA). The law will take effect in the 2017-2018 school year. ESSA provides an incredible amount of flexibility that NCLB did not. ESSA includes English language proficiency as part of AYP, allows for testing in the language that is most likely to yield an accurate assessment, and exemptions from testing for newly arrived students. While this will alleviate a lot of the stresses put on ELLs and their teachers, not all language and educational policies have been as progressive and accommodating. In June, 2011, Alabama passed an anti-illegal immigration law. The law required schools to report any students and families they believed to be illegal, undocumented immigrants to the state. In the year following its passage, it was found that school absence rates for Latinos had nearly tripled. Also troubling is the fact that similar legislation has been introduced or passed in other states, most notably Arizona. When speaking on the issue, Senator Dick Durbin (D-Illinois) warned his fellow congressman of the implications of the Alabama law and how it relates to the decision issued in *Plyler v. Doe*. When the ruling was given, a Justice Department lawyer by the name of John Roberts urged the Reagan Administration to resist the ruling more strongly. That lawyer is now Chief Justice of the Supreme Court. Durbin cautions that challenges to *Plyler v. Doe* could find "a receptive audience" in the Supreme Court. As one of the seats of the Supreme Court remains vacant and we prepare to elect our next president, the next few months could determine the fate of ELLs for years to come. It has been incredibly difficult to sift through the rhetoric of the current presidential election and identify any real policy goals, but the likely outcomes do seem promising. As Hillary Clinton holds a significant lead in most polls, her probable election provides some encouragement. Prior to her election to any public office, Clinton focused most of her efforts as a lawyer on advocating for the rights of disadvantaged children. What's even more promising is that Christopher Edley Jr., one of Clinton's top policy advisors, has said that policy reform revolving around ELLs would be one of the "top assignments" for the new Secretary of Education (Veiga, 2016). However, I am not as optimistic

about policy shifts on a state-to-state basis. If English-only resolutions can pass with a two-thirds majority in states with Latino and immigrant populations as large as those in Arizona and California, I believe we are far from realizing the necessary change that our English Language Learners deserve.

References

- Council of Chief State School Officers. (2016, February). *Major Provisions of Every Student Succeeds Act (ESSA) Related to the Education of English Learners*.
<http://www.ccsso.org/Documents/2016/ESSA/CCSSOResourceonESSAELLS02.23.2016.pdf>
- de Jong, E. (2011). *Foundations for Multilingualism in Education: from Principles to Practice*. Philadelphia: Caslon Publishing.
- Durbin, D. (2012, June 14). Building on the Legacy of Plyler v. Doe.
<https://www.youtube.com/watch?v=zkb8YARVGAU>
- Morse, A. (2011, July 28). Arizona's Immigration Enforcement Law. *National Conference of State Legislatures*. <http://www.ncsl.org/research/immigration/analysis-of-arizonas-immigration-law.aspx>
- Olivas, M. A. (2010, September 9). Plyler v. Doe: Still Guaranteeing Unauthorized Immigrant Children's Right to Attend U.S. Public Schools. *Migration Policy Institute*.
<http://www.migrationpolicy.org/article/plyler-v-doe-still-guaranteeing-unauthorized-immigrant-childrens-right-attend-us-public/>
- Veiga, C. (2016, October 19). In a Tumultuous Presidential Campaign Season, a Rare Spotlight on Education Issues: A senior policy advisor to the Hillary Clinton campaign talked about charter schools, early childhood education, and how to better serve English Language Learners at a recent event. *Alternet*. <http://www.alternet.org/education/tumultuous-presidential-campaign-season-rare-spotlight-education-issues>