

Sample Types of Activities for Instruction and Assessment of Language Domains

(Source, Gottlieb, M (2006). *Assessing English Language Learners*. Corwin Press.)

Listening	Speaking	Reading	Writing
- Constructing/filling in models, maps, timelines, or figures from oral directions - Identifying or locating symbols, icons, dates, numerals, places from models, maps, timelines, figures, or written text from oral statements - Sorting pictures or matching pictures/words/phrases based on oral descriptions - Reenacting or dramatizing narrative text read aloud - Sequencing illustrations or ordering diagrams based on oral discourse - Responding to oral commands or following oral directions - Drawing representations or completing graphic organizers, as directed orally - Designing charts, graphs, or tables based on oral input - Analyzing, interpreting, and evaluating information on charts, graphs, and tables, as directed orally	- Book talks in which story grammar (characters, setting, events) is revealed - Debates on known topics - Dialogues between students on social or culturally relevant topics - Interviews - Presentations/reports on content-related assignments - Role plays/ dramatizations - Speeches or reports based on research or topics of interest - Task analyses or demonstrations on how to do activities, processes, or procedures - Story (re)telling from illustrations or personal experiences - Student-led conferences on original work or portfolios - Think-alouds (personal reactions to readings) on articles, stories, or literature - Two-way tasks on maps or missing information	- Exploration of concepts about print - Literature circles or book clubs - Reciprocal or demonstration teaching - Round-robin reading - Shared reading - Shared-to-guided reading - Guided reading Ways LLs demonstrate reading comprehension: - Categorizing, classifying, or sorting icons, words, or phrases into groups (using illustrations or graphic organizers) - Drawing based on written text - Matching words with pictures, words, phrases, sentences; matching sentences with paragraphs - Underlining or highlighting main ideas or supporting details - Completing cloze exercises using a word bank - Sequencing pictures, sentences, or paragraphs - Responding to oral comprehension questions, such as in running records or written text supported visually	- Illustrated autobiographies/biographies - Brochures on content-related topics or classroom newsletters - Descriptions of places, people, objects, events - Dialogues, poetry, prose - Drawings or reactions to readings - Editorials/critiques in response to reading, such as from newspapers - Expository paragraphs and essays - Interactive journal entries/content-related learning logs - Labels for figures, diagrams, illustrations - Letters for social or business purposes - Lists within authentic contexts (such as equipment for scientific inquiry) - Memos or emails - Narrations (fictional or nonfiction) - Note-taking of lectures/outlining of text - Position or research papers or multimedia presentations - Structure reports (such as from labs) - Summaries of oral presentations, stories, or articles - Survey questionnaires, test questions, or interview forms

Examples of Connections Between Oral Language and Literacy
(Gottlieb, 2006)

Oral Language	Literacy Extension
1. Book Talk	Create Power Point / ipad presentations about authors, using multiple sources
2. Debates	Research a topic, take a stance, and defend it
3. Demonstrations	Explain how to use a product or describe a process using visuals or graphics
4. Dialogues	Compose or react to a conversation between two people.
5. Presentations	Make an illustrated poster board outlining the major points
6. Dramatizations	Produce a script or short play in small groups.
7. Story retellings or predicting the conclusion of narratives.	Rewrite stories from different perspectives or change the endings of narrative text.