

Common approximations of Spanish-dominant ELL's

PHONICS	Writes "laik" for "like", "wi" for "we"	Vowels produce different sounds in Spanish ai = /i/ e=/a/ i=/e/
	Writes "jav" for "have", "juer" for "where"	Consonants h, g, y, w produce different sounds in Spanish
	Writes "day" for "they"	Uses Spanish spelling approximations for English phonemes that don't exist in Spanish

SENTENCE STRUCTURES	Omits or inserts "a" or "the"	In Spanish, every noun is preceded by an article
	Says "run" for "runs"; "stop" for "stopped"	Verbs in Spanish have different ending conjugations.
	"a backpack blue" or "backpacks are big"	Articulation of "/ed/" ending calls for articulation not replicated in Spanish
	"I am going at school" or "She is of Guadalupe"	In Spanish, adjectives follow the noun. Also, plural marker applies to nouns as well as adjectives and pronouns
	Omission of "he", "she", "it"	Prepositions may be directly translated from Spanish
	"How we can find...?"	Spanish is a pro-drop language. When context is clear, pronouns are not used.
	"She no want..."	Construction of question in Spanish
	"the house of my cousin"	Construction of negative statement in Spanish
		Construction of possessive phrase in Spanish

DISCOURSE	Writing organization seems to not follow linear layout	In Spanish, organizational patterns tend to be organized via additive relationships: stating main idea, then adding ideas (additive relationship) or explaining reasons for that idea (explicative relationships)
	Understanding sequence of events in book structure may be challenging	In Spanish, paragraphs can begin with introductory/anticipatory stage to draw the reader in before signaling the topic. There is great flexibility in sentence order within a paragraph.
	Use of run-on sentences in writing; omission of period in reading.	In Spanish, sentences tend to be longer and include subordinate clauses tacked on by commas or <i>que</i> to elaborate idea. There is greater emphasis on detail and attention to nuances, repetition, creativity in language use, including flowery lexical terms.

ELL's Ability to Use Semantic Cues

Does the child

have sufficient background knowledge to help her with this text?

recognize what the pictures represent?

know vocabulary in the primary language but not in English?

have the English vocabulary to describe what is in the pictures?

If not, should I *go down one level*?

Or, could the child have more success with another book *at the same reading level*?

How can I shape instruction in other parts of the program to increase the child's English vocabulary development?

How can I expose her to more content and experiences in English?

Suggestions to Develop Semantics

- ★ Teach thematically
- ★ Read aloud daily
- ★ Integrate content
- ★ Expose them to rich literature, fiction, and nonfiction picture books
- ★ Use graphic organizers
- ★ Chart cognates
- ★ Build on own experiences
- ★ Bring the world into the classroom

ELL's Ability to Use Syntactic Cues

Does the child have sufficient knowledge of English language structure to help him with this text?

Are the structures in this book—especially verb tense—too advanced for his proficiency level? If so, should I *go down one level*?

Or, could the child have more success with another book *at the same reading level*?

What can I do in shared reading, shared writing, or other parts of the program to develop his grasp of English language structure?

Am I keeping track of his syntax and grammar development?

Am I focusing on language study as well as word study?

Suggestions to Develop Syntax

- ★ Plan language mini-lessons using a Big Book from shared reading
- ★ Daily News
- ★ Write patterns from speech and texts
- ★ Read poems
- ★ Study placement of words in sentences

ELL's Ability to Use Graphophonic Cues

Does the child

have sufficient knowledge of English sound-symbol relations to help her with this text?

know how to use spelling patterns and word families to help her decode unknown text?

recognize chunks in words?

Are the words or phonetic patterns in this book particularly difficult for ELLs?

If so, should I *go down one level*?

Or, could the child have more success with another book *at the same reading level*?

How can I shape instruction in other parts of the program to increase the child's knowledge of sound-symbol relations, word families, and spelling patterns?

Suggestions to Develop Graphophonics

- ★ Teach alphabet
- ★ Songs
- ★ Charts/poems
- ★ Phonemic awareness
- ★ Phonics in context
- ★ Charts of rimes (onsets)
- ★ Word families
- ★ Daily News/Morning Message